

Appendix 3 –Exam Disability Policy 2022/23

Contents

Key staff involved in the policy	1
Implementing access arrangements and the conduct of exams	2
Purpose of the policy	2
The Equality Act 2010 definition of disability	2
Identifying the need for access arrangements	2
Roles and responsibilities.....	2
Use of word processors.....	3
Requesting access arrangements	3
Roles and responsibilities.....	3
Implementing access arrangements and the conduct of exams	4
Roles and responsibilities.....	4
External assessments	4
Internal assessments.....	4
Facilitating access - examples	5

Key staff involved in the policy

Role	Name(s)
SENDCo	Mrs S Lord
SENDCo Line Manager (Senior Leader)	
Head of Centre	Mr A Bridson
Assessor(s)	
Access Arrangement Facilitator(s)	

Purpose of the policy

This document is provided as an exams-specific supplement to the *centre-wide disability/accessibility policy/plan* which details how Cardinal Langley RC High School will:

- *recognise its duties towards disabled candidates, ensuring compliance with all aspects of the Equality Act 2010[†], particularly Section 20 (7). This must include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.*

[Quote taken directly from section 5.4 of the JCQ publication General Regulations for Approved Centres 2022-2023]

This publication is further referred to in this policy as [GR](#).

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to:

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
- requesting access arrangements
- implementing access arrangements and the conduct of exams
- good practice in relation to the Equality Act 2010

The Equality Act 2010 definition of disability

A definition is provided on page 9 of the JCQ publication *Adjustments for candidates with disabilities and learning difficulties* Access Arrangements and Reasonable Adjustments 2022-2023.

This publication is further referred to in this policy as [AA](#).

Identifying the need for access arrangements

Roles and responsibilities

Head of centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including [GR](#) and [AA](#)

Senior leaders

- Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)

Special educational needs and disability coordinator (SENDCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#)

Teaching staff

- Inform the SENDCo of any support that might be needed by a candidate

Support staff (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- Where appropriate, provide comments/observations to support the SENDCo in *painting a holistic picture of need* confirming *normal way of working* for a candidate

Assessor of candidates with learning difficulties

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)

- Has detailed understanding of the JCQ publication [AA](#)

Use of word processors

Cardinal Langley RC High School's Word Processor Policy can be found in the Exams Policy.

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

The use of word processors

There are also exceptions where a candidate may be awarded/allocated the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

Needs might include where a candidate has, for example:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting

The only exception to the above where the use of a word processor may be considered for a candidate would be

- on a temporary basis as a consequence of a temporary injury at the time of the assessment
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

Candidates will not be awarded a word processor just because they prefer to use one rather than handwriting, or because they use a laptop at home.

Arrangements for the use of word processors at the time of the assessment

Appropriate exam-compliant word processors will be provided by the exams officer in liaison with the IT department and the SENDCo. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7 of ICE.

Requesting access arrangements

Roles and responsibilities

Special educational needs and disability coordinator (SENDCo)

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated

Exams officer

- Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AA](#) where this may be relevant to the EO role

Implementing access arrangements and the conduct of exams

Roles and responsibilities

External assessments

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication [Instructions for conducting examinations](#) (ICE).

Head of centre

- Supports the SENDCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Special educational needs and disability coordinator (SENDCo)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)

Exams officer

- Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in [ICE 2022-2023](#)

Other relevant centre staff

- Support the SENDCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Internal assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally moderated by the centre and externally moderated by the awarding body.

Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. [JCQ publication [Instructions for conducting non-examination assessments](#), Foreword]

Special educational needs and disability coordinator (SENDCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates

Teaching staff

- Support the SENDCo in implementing appropriate access arrangements for candidates

Internal exams

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments.

Special educational needs and disability coordinator (SENDCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates

Teaching staff

- Support the SENDCo in implementing appropriate access arrangements for candidates

Facilitating access - examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks	<p>SENDCo gathers evidence to support the need for the candidate to take exams at home</p> <p>Head of year provides written statement for file to confirm the need</p> <p>Approval confirmed by SENDCo; AAO approval for both arrangements not required</p> <p>Head of Year discussion with candidate to confirm the arrangements should be put in place</p> <p>EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online through CAP</p> <p>EO provides candidate with exam timetable and JCQ information for candidates</p> <p>Head of Year confirms with candidate the information is understood</p> <p>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</p> <p>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</p> <p>Invigilator monitors candidate's condition for each exam and records any issues on incident log</p> <p>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</p> <p>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</p> <p>EO discusses with Head of Year if candidate is eligible for special consideration (candidate present but disadvantaged)</p> <p>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</p> <p>Head of Year informs candidate that special consideration has been requested</p>
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation within the centre	<p>Confirms candidate is disabled within the meaning of the Equality Act 2010</p> <p>Papers checked for those testing reading</p> <p>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</p>

Example of candidate need(s)	Arrangements explored	Centre actions
		<p>A short concise file note produced on centre headed paper, signed and dated kept on file, confirming the nature of the candidate's impairment and that the use of a computer reader and/or a reader reflects his/her normal and current way of working within the centre</p> <p>(25% Extra time - Form 8 completed as appropriate)</p> <p>Supporting evidence, AAO approval and signed candidate personal data consent form kept on file</p>
Significant difficulty in concentrating	<p>Prompter</p> <p>Separate invigilation within the centre</p>	<p>Gathers evidence to support substantial and long term adverse impairment</p> <p>Confirms with candidate how and when they will be prompted</p> <p>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</p>
A wheelchair user	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</p> <p>Provides height adjustable desk in exam room</p> <p>Allocates exam room on ground floor near adapted bathroom facilities</p> <p>Spaces desks to allow wheelchair access</p> <p>Seats candidate near exam room door</p> <p>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</p> <p>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</p>