



NINESTILES
AN ACADEMY

Disability policy Exams

2018/19

These procedures are reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

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Purpose of the policy

This document is provided as an exams-specific supplement to the Ninestiles School, An Academy *Equality and Diversity Policy (students and pupils)*. The aim of this policy is to ensure that every student who has additional needs will be supported through every examination series. Ninestiles School, An Academy ensures that these students are not disadvantaged in any way. This ensures that there is equality of opportunity as defined under the terms of the Equality Act 2010.

This policy details how the centre will facilitate access to exams and assessments for disabled candidates. This includes exploring and providing access to suitable courses, submitting applications for reasonable adjustments, making reasonable adjustments to the service Ninestiles provides to disabled candidates.

Ninestiles School An Academy complies with Jcq *General regulations for approved centres 2018-2019. (GR)*

The Equality Act 2010 definition of disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- ▶ identifying a physical or mental impairment;
- ▶ looking into adverse effects and assessing which are substantial;
- ▶ considering if substantial adverse effects are long term;
- ▶ judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

Ninestiles School, An Academy complies with Jcq publication *Adjustments for candidates with disabilities and learning difficulties 2018-2019. (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
- ▶ Ensures the quality of the access arrangements process within the centre

- ▶ Ensures an appropriately qualified assessor(s) is appointed, evidence of the assessor's qualification(s) is obtained before he/she assesses candidates and that evidence of the qualification(s) of the person(s) appointed is held on file
- ▶ Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented
- ▶ Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access arrangements policy*)

Senior leaders

- ▶ Are familiar with the entire contents of the annually updated JCQ publications

Special educational needs coordinator (SENCo)

- ▶ Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA
- ▶ Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed (as per Chapter 7 of JCQ AA)
- ▶ Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- ▶ Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- ▶ Provides appropriate evidence to confirm the need(s) of a candidate
- ▶ Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- ▶ Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- ▶ Leads on the access arrangements process to facilitate access for candidates
- ▶ Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification

Teaching staff

- ▶ Inform the SENCo of any support that might be needed by a candidate
- ▶ Provide information to evidence the normal way of working of a candidate
- ▶ Support the SENCo in determining the need for and implementing access arrangements
- ▶ Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking

Support staff

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

- ▶ Provide comments/observations to support the SENCo in painting a holistic picture of need confirming normal way of working for a candidate (where appropriate)

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 for access arrangements
- ▶ Conducts appropriate assessments to identify the need(s) of a candidate
- ▶ Completes appropriate documentation as required by the regulations of JCQ and the awarding body

- ▶ Notifies Exams Officer as soon as possible about need for modified papers and any other modifications – enlarged print/coloured paper

Exams Officer

- ▶ Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- ▶ Ensure a statement is provided which details the criteria the centre uses to award and allocate word processors for exams
- ▶ Provides a policy on the use of word processors in exams and assessments

Use of word processors

Word Processor Policy is held in the Exams Office. This policy includes a statement detailing the criteria used to award and allocate word processors for exams by Ninestiles School, An Academy.

Requesting access arrangements

Students records are held in the Inclusion Office and a copy of the approval paperwork, Form 8 and any supporting evidence are held in SEN files in Exams Office.

Roles and responsibilities

Special educational needs coordinator (SENCo)

- ▶ 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
- ▶ Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2/92 of AA are entered into AAO to confirm their status including any professionals working outside the centre
- ▶ Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- ▶ Ensures that where approval is required that this is applied for by the awarding body deadline
- ▶ Liaises with teaching staff regarding any appropriate modified paper requirements for candidates

Assessor of candidates with learning difficulties

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

- ▶ Follows guidance in AA Section 8 to process approval applications for access arrangements for relevant qualifications
- ▶ Applies for approval where this is required, through *Access arrangements online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- ▶ Informs Exams Officer and Teaching Staff about the application outcome
- ▶ Records centre-delegated AA and keeps record of them

- ▶ Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8 (*Application for access arrangements – Profile of learning difficulties*), where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- ▶ Ensures where form 8 is required to be completed, the original form is signed (an electronic signature is permissible) and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes (This may be a hard copy paper version or an electronic version).
- ▶ Confirms by ticking the '*Confirmation*' box prior to submitting the application for approval that the '*malpractice consequence statement*' has been read and accepted
- ▶ Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does not meet the criteria for the arrangement(s)

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
- ▶ Maintains a (hard copy or electronic) file/e-folder for each candidate that will include:
 - completed JCQ/awarding body application forms and evidence forms
 - appropriate evidence to support the need for the arrangement where required
 - appropriate evidence to support normal way of working within the centre
 - in addition, for those qualifications listed on page 2/92 of [AA](#) (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- ▶ Presents the files/e-folders when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- ▶ Liaises with the SENCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure room within 90 minutes of the published starting time for the exam where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- ▶ Following the appropriate process (AAO for those qualifications listed on page 74 of [AA](#); *Form VQ/EA*), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

Implementing access arrangements and the conduct of exams

Parents of children with any illnesses or serious conditions may sit in Reception for the duration of Exam, but must not enter the exam room.

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 SENCo, 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 coordinator (SENCo)/Inclusion Team

- ▶ 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)
- ▶ Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- ▶ Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- ▶ Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- ▶ Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Communication Professional)
- ▶ Monitors, in internal tests/mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangement, may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage
- ▶ Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- ▶ Where required for emergency (temporary) access arrangements, applies for approval through AAO
- ▶ Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- ▶

Inclusion Administrator

- ▶ Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- ▶ Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
 - Ensures that Training Room and Conference room are booked
 - A suitable room is chosen according to Access Arrangement and need which will enable students to sit their exams safely and comfortably.
 - Books accessible rooms if necessary

- If access to a room is difficult due to physical disability, ground floor rooms close to Reception will be booked.
 - There are 3 rooms by Reception which can be used for exams purposes
 - Assistance in event of an emergency can be easily summoned from these rooms
- ▶ Ensures that there is staff to support students, usually teaching assistants that they work with
- ▶ Ensures the facilitator is known by or introduced to the candidate prior to exams
- ▶ Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- ▶ Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- ▶ Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- ▶ Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates
- ▶ Liaises with the SENCo regarding rooming of access arrangement candidates
- ▶ Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- ▶ Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- ▶ Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- ▶ Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- ▶ Ensures candidates with access arrangements are identified on exam room seating plans

Exams officer

- ▶ Is familiar, Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in ICE 2018-2019
- ▶ Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- ▶ Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- ▶ Ensures a record of the content of training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- ▶ Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates and the role of any facilitator
- ▶ Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- ▶ Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate

- ▶ Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the awarding body's published start time of the exam
- ▶ Understands that where permitted/approved, secure exam question paper packets may need to be opened early so the facilitator (Oral Language Modifier, Live Speaker, Communication Professional **only**) may have access to the question paper 60 minutes prior to the awarding body's published starting time for the exam in order to prepare
- ▶ Liaises with the SENCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- ▶ Liaises with the SENCo to ensure exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- ▶ Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
- ▶ Provides Inclusion Administrator with Exam Timetable for all SEN candidates, this includes approved AA and centre-delegated AA, eg. Discreet accommodation and supervised rest breaks.

Other relevant centre staff

- ▶ Support the SENCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- ▶ Staff responsible for **IT or other specialist equipment** that may need to be provided or adapted for a candidate
- ▶ Estates/site staff responsible for **rooms and non-specialist equipment** (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate
- ▶ Senior staff responsible for the centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated

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.

Special educational needs coordinator (SENCo)

- ▶ Liaises with teaching staff to implement appropriate access arrangements for candidates
- ▶ Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- ▶ Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)

- ▶ Ensures candidates are aware of the access arrangements that are in place for their assessments



Teaching staff

- ▶ Support the SENCo in implementing appropriate access arrangements for candidates

Inclusion administrator

- ▶ Ensures cover sheets are completed as required by facilitators
- ▶ Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment
- ▶ Provide the SENCo with assessment schedules to ensure arrangements are put in place when required

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 coordinator (SENCo)

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

Inclusion Administrator

- ▶ Liaises with teaching staff to provide students necessary support

Teaching staff

- ▶ Support the SENCo in implementing appropriate access arrangements for candidates
- ▶ Provide exam materials that may need to be modified for a candidate

Exams Officer

- ▶ Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required

Facilitating access

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

Alternative Accommodation

Some candidates may be too unwell to come into school to take their exams. We work with the local hospital school (James Brindley School, on the site of Birmingham Children’s Hospital) to enable students who are in its care to sit their exams.

The Exams Officers of both schools liaise to ensure that the hospital school understands exactly which exams are to be taken, and completes the relevant JCQ forms so that exam materials are sent to the alternative site.

Examples

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
<p>A medical condition which prevents the candidate from taking exams in the centre</p>	<p>Alternative site for the conduct of examinations</p> <p>Supervised rest breaks</p>	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Pastoral head provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo; AAO approval for both arrangements not required</i></p> <p><i>Pastoral head discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits ‘Alternative site form’ for timetabled written exams to awarding body/bodies online through CAP</i></p> <p><i>An on-line submission must only be made for timetabled written examinations in the following qualifications:</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Pastoral head confirms with candidate the information is understood</i></p> <p><i>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate’s timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate’s condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate’s performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>Pastoral head informs candidate that special consideration has been requested</i></p>

Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation within the centre	<i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i> <i>Papers checked for those testing reading</i> <i>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i> <i>Original Form 8v signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i>
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	<i>Gathers evidence to support substantial and long term adverse impairment</i> <i>Confirms with candidate how and when they will be prompted</i> <i>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)</i>
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	<i>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</i> <i>Provides height adjustable desk in exam room</i> <i>Allocates exam room on ground floor near adapted bathroom facilities</i> <i>Spaces desks to allow wheelchair access</i> <i>Seats candidate near exam room door</i> <i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i> <i>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</i>
Persistent and significant difficulties in writing text	Scribe/Word Processor 25% Extra time Separate invigilation within the centre	<i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i> <i>Provide Scribe or word processor as necessary</i> <i>Original Form 8 signed by hand and dated, with Sections A,B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i>
Panic attacks/anxiety	Separate invigilation within the centre Rest Breaks	<i>Provides a quiet room in which the candidate feel comfortable</i> <i>Agrees with candidate location of quiet room</i> <i>Provides exam equipment as necessary to relieve stress to candidate</i> <i>Briefs invigilator to monitor candidate allowing rest breaks as necessary</i>