

**JOHN SPENDLUFFE
TECHNOLOGY COLLEGE**



**EXAMINATIONS EQUALITIES
POLICY
2021-2022**

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Purpose of the policy

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

- Recognise its duties towards disabled candidates, including private candidates, as defined under the terms of the Equality Act 2010†. 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; †or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect

JCQ's General Regulations for Approved Centres 2020-2021 (section 5.4)

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 4 of the JCQ publication *Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments 2020-2021* (**Definitions** section).

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 leader(s)

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

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 quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented
- 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 the assessment process is administered in accordance with the regulations and that the correct procedures are followed as per Chapter 7 of [AA](#)
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Ensures a statement is provided which details the criteria the centre uses to award and allocate word processors for exams
- Leads on the access arrangements process to facilitate access for candidates
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- Provides a policy on the use of word processors in exams and assessments
- Ensures the need for access arrangements for a candidate is considered on a subject by subject basis
- 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
- Provide information to evidence the normal way of working of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Teaching staff

- Inform the Assessor/SENCo of any support that might be needed by a candidate
- Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- Ensures that evidence is recorded to support an application for Access Arrangements as NWOW (normal way of working)
- To ensure that when identifying the need for extra time that the candidate changes the colour of their pen to evidence that this is required

Support staff (Learning Support Assistants - LSA)

- (where appropriate) Provide comments/observations to support the Assessor/SENCo to 'paint a holistic picture of need', confirming normal way of working for a candidate

Support staff (Exams Officer – EO)

- Support the SENCo in implementing access arrangements
- In the absence of the SENCo/Assessor present when requested by a JCQ Inspector, evidence of the assessor's qualification

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](#)
- Support the SENCo in determining the need for and implementing access arrangements
- Ensures the need for access arrangements for a candidate is considered on a subject by subject basis
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification (in the absence of the SENCo)

- 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
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Use of word processors

JSTC's word processor Policy can be found on the centre's system – Private Staff Drive/Access Arrangements/Word Processor Policy and is also included within this policy as an Appendix.

Requesting access arrangements

Roles and responsibilities

SENCo/Assessor

- 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
- Follows guidance in AA (chapter 8) to process approval applications for access arrangements for those qualifications included
- 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
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of JCQ Form 8 (Application for access arrangements – Profile of learning difficulties), and/or centre based evidence including concise file note(s) on centre headed paper, signed and dated, and a body of evidence to substantiate the candidate's normal way of working within the centre (Form 8 must only be used for candidates with learning difficulties who are not subject to a current EHCP or Statement of Special Educational Needs or those requiring a Language Modifier.)
- Ensures where form 8 is required to be completed, the form is signed (a handwritten, electronic or typed signature is acceptable) and dated as required **prior** to approval being sought and that the 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 meet the criteria for the arrangement(s)
- 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 processed at the start of the course and at the latest by the awarding body deadline

Maintains a file/e-folder for each candidate (the required documentation for a candidate will either be all in hard copy within the candidate's file **or** all in electronic format within the candidate's e-folder) 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 covered by AAO (where approval is required), a printout/PDF of the AAO approval and a signed candidate personal data consent form (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
- If the SENCo is unavailable, Assessor presents the files/e-folders of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- Once applications have been approved a list will be sent to the EO providing details of who has been approved for a specific Access arrangement.

Exams officer (EO)

- 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
- 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 processed at the start of the course and at the latest by the awarding body deadline
- 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 (using AAO for those qualifications included in the tool; using 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

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

Deputy Head (Line Manager to Exams)

- Deputy Head, Line Manager to the EO will support the EO to facilitate arrangements when there may be an issue to overcome i.e. rooming, lack of invigilators etc...

SENCo/Assessor

- 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 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 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
- Monitors, 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
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Language Modifier, reader, scribe or Communication Professional)
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- Ensures a facilitator acting as a prompter will not normally be the candidate's own subject teacher and must not be a relative, friend or peer of the candidate (understanding that a private tutor cannot act as a prompter for the candidate)
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Liaises with the EO 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

Exams officer (EO)

- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in ICE for the current academic year.
- 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 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 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
- Monitors, 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
- Ensuring that the LSA who is responsible for modifying papers/documents has been given enough notice in order to complete this task (i.e. for visually impaired candidates)
- To ensure the LSA responsible for Computer readers/word processors are aware of the procedures as set out in the ICE document that early access can be granted in order to facilitate this arrangement. Where possible the EO will have ordered a Non-Interactive Modified paper as a PDF version.
- 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 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 where the candidate's own subject teacher will be used (in exceptional circumstances) as a facilitator, an invigilator will be present at all times
- Ensures where a facilitator is allocated to support a candidate under exam conditions that they will not be a relative, friend, peer or private tutor of the candidate
- Ensures a facilitator acting as a prompter will not normally be the candidate's own subject teacher and must not be a relative, friend or peer of the candidate (understanding that a private tutor cannot act as a prompter for the candidate)
- 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
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- 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
- Liaises with the SENCo regarding rooming of access arrangement candidates
- 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 and invigilators are made aware of the arrangements awarded and invigilators informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- 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)
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early so the facilitator (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
- 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
 - prints pre-populated cover sheets from AAO where this is required for particular arrangements
- 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
- 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
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO
- Liaising with Site Management to ensure that clocks are appropriately positioned and visible to all candidates. Sourcing alternatives if necessary

Learning Support Assistant (LSA)

- 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
- Liaises with the 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
- 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
- Liaises with the SENCo regarding rooming of access arrangement candidates
- LSA responsible for and 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

Teaching Staff

- Liaise with the SENCo/LSA regarding assessment materials that may need to be modified for a candidate

Site Management

- Ensures that chairs and tables are of the appropriate size for all candidates and those that have a wheelchair or mobility issue
- Service all lifts that are accessed by candidates in wheelchairs or have mobility issues in order that they can access the exam room
- Ensures that displays of clocks and are appropriate for all candidates
- Liaising with the EO to source appropriate equipment if required

Network Manager

- Ensure software packages used are the most up-to-date version and still compatible with systems used in centre
- Liaise with SENCo when software no longer compatible
- Ensure that all IT equipment is fully operational
- Give IT support in the event of a problem

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)

SENCo/LSA

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

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates
- Advising the SEND with appropriate notice when an internal assessment is taking place so the SENCo can ensure that appropriate cover/facilitators are available

Internal exams

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

SENCo/LSA

- Liaises with teaching staff to ensure that implementation of access arrangements for candidates is carried out

Exams Officer

- Will ensure and liaise with the SENCo that access arrangements are implemented for Y11 mocks as these are externally invigilated. All other year groups, teaching staff will ensure that access arrangements are implemented

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates
- Ensuring that appropriate notice is given to the SEND when internal exams take place to allow for facilitators and access arrangements to be organised
- Continue to record whether the candidates entitled to a specific access arrangement are used
- Provide exam materials that may need to be modified to the SEND/LSA responsible for modifications

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><i>SENCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Approval confirmed by SENCo/Assessor; AAO approval for both arrangements not required</i></p> <p><i>SENCo 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, GCSE, BTEC, Cambridge Nationals</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Tutor/EO confirms with candidate the information is understood</i></p> <p><i>Progress Leader (PL)/Assistant Progress Leader (APL) 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 PL/APL 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>EO informs candidate that special consideration has been requested</i></p>

<p>Persistent and significant difficulties in accessing written text</p>	<p>Reader/computer reader 25% Extra time Separate invigilation within the centre</p>	<p><i>Assessor/SENCo confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><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></p> <p><i>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</i></p> <p><i>(25% Extra time - Form 8 completed as appropriate)</i></p> <p><i>Supporting evidence, AAO approval and signed candidate personal data consent form kept on file</i></p>
<p>Significant difficulty in concentrating</p>	<p>Prompter Separate invigilation within the centre</p>	<p><i>Teaching Staff/Assessor gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>Assessor/LSA confirms with candidate how and when they will be prompted</i></p> <p><i>EO 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></p>
<p>A wheelchair user</p>	<p>Desk Rooms Facilities Seating arrangements Practical assistant</p>	<p><i>SENCo/Assessor 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></p> <p><i>Site Management provides height adjustable desk in exam room</i></p> <p><i>EO allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>Site Management spaces desks to allow wheelchair access</i></p> <p><i>EO seats candidate near exam room door</i></p> <p><i>EO/SENCo confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><i>EO produces 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></p>

Centre policy for the use of a word processor

- Referral from a member of staff during KS3 – illegible handwriting, slow writing speed, difficulties with structuring and organising work. Students experiencing difficulties with their handwriting may include those with: a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly, a medical condition, a physical disability or a sensory impairment.
- Students who have difficulty structuring and organising work will be allowed to use a word processor for an appropriate monitoring period. If this provision is considered to be the most appropriate way to support these students, they will then be allowed the use a word processor as their normal way of working and this will be added to their list of exam access arrangements.
- Students with handwriting difficulties will attend handwriting intervention for a minimum of 2 terms; progress will be monitored and if there are no recurring problems, the student will be discharged.
- If the student continues to have difficulties following the monitoring period he/she will attend typing intervention until they reach a minimum typing speed of between 25 and 30 words per minute with a minimum 75% accuracy. The use of a word processor will be added to the student's exam access arrangements; this will then be his/her normal way of working.
- All writing and typing intervention programmes are planned and evidence is available.
- All students who have been allocated the use of a word processor in lessons and internal exams during KS3 will be assessed again at the end of year 9 to determine the continuing need for the arrangement in GCSE examinations.
- Continual monitoring of the arrangement during external exams in year 10 will take place to establish continuing need. If the arrangement is no longer required, it will be removed.



RESPECT

RESPONSIBILITY

RESILIENCE



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POLICY DOCUMENTS

The following policy document was presented to the Governing Body of John Spendluffe Technology College and approved and adopted by them on the date stated.

Policy: Equalities Policy Exams

Signed as approved on behalf of the Governing Body

Mr Simon Curtis, Headteacher

Date: 8 November 2021