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Exams Disability Policy

CARDINAL POLE CATHOLIC SCHOOL

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CHAIR OF GOVERNORS SIGNATURE:... David R Evans. **.....**

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Mission Statement

Cardinal Pole Catholic School is a community of service guiding young people on a path to opportunity, aspiration and reward, founded on Catholic values.

Purpose of the policy

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

"recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010†. This must include a duty to explore and provide access to suitable courses, 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"
[Quote taken directly from section 5.4 of the current JCQ publication *General regulations for approved centres*]

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 current JCQ publication *Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments*

Identifying The Need for Access Arrangements

Roles and Responsibilities

Head of Centre

An appropriately qualified access arrangements assessor/psychologist/specialist assessor has detailed understanding of the current JCQ publication.
Ensures the quality of the access arrangements process within the centre
Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications.
Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file.

Senior Leaders

Are familiar with the entire contents of the annually updated JCQ publications.

Exams Officer

Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access arrangements policy*).

Provides a policy on the use of word processors in exams and assessments.

If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process.

Completes appropriate documentation as required by the regulations of JCQ and the awarding body.

Ensure a statement is provided which details the criteria the centre uses to award and allocate word processors for exams.

Ensures a policy demonstrating the centre's compliance with relevant legislation is in place.

Support the SENCo in determining the need for and implementing access arrangements.

Special Educational Needs Co-ordinator (SENCo)/ Assessor of candidates with learning difficulties

Ensures the assessment process is administered in accordance with the regulations.

Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication.

Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented.

Leads on the access arrangements process to facilitate access for candidates.

Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking.

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.

Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis.

Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification.

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.

Teaching staff

Provide information to evidence the normal way of working of a candidate

Inform the SENCo 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 SENCo in *painting a holistic picture of need* confirming *normal way of working* for a candidate.

Requesting Access Arrangements

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.

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.

Implements access arrangements and the conduct of exams.

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).

Roles and Responsibilities

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)

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

Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE (page 44)

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

Internal Assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally verified by the centre and moderated by the awarding body.
"Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'."

[Quote taken from the JCQ publication *Instructions for conducting non-examination assessments*, Foreword]

Special Educational Needs Coordinator (SENCo)

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

Teaching Staff

Support the SENCo 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 Coordinator (SENCo)

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

Teaching Staff

Support the SENCo in implementing appropriate access arrangements for candidates.

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	*SENCo gathers evidence to support the need for the candidate to take exams at home* *Pastoral head provides written statement for file to confirm the need* *Approval confirmed by SENCo; AAO approval for both arrangements not required* *Pastoral head discussion with candidate to confirm the arrangements should be put in place* *EO submits appropriate 'Alternative site for the conduct of exams form'* *EO provides candidate with exam timetable and JCQ information for candidates* *Pastoral head confirms with candidate the information is understood* *Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam* *EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials* *Invigilator monitors candidate's condition for each exam and records any issues on incident log* *Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam* *Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition* *EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)* *EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence* *Pastoral head informs candidate that special consideration has been requested*
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation within the centre	*Confirms candidate is disabled within the meaning of the Equality Act 2010* *Papers checked for those testing reading* *Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded* *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*
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	*Gathers evidence to support substantial and long term adverse impairment* *Confirms with candidate how and when they will be prompted* *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)*
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	*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* *Provides height adjustable desk in exam room* *Allocates exam room on ground floor near adapted bathroom facilities* *Spaces desks to allow wheelchair access* *Seats candidate near exam room door* *Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room* *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*