



# Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

## **Disability Policy (Exams) (including Word processor policy)**

Governors' Committee:	Curriculum and Standards
Adopted by the Governing Body on:	
Signed: (Chair of Committee)	
Signed: (Federation Principal)	
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# Castle Newnham Disability Policy (Exams)

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## A. AIM AND OVERALL ROLES AND RESPONSIBILITIES

The aim of this policy, as defined by the JCQ, is to detail how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining the 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](#).

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

Where reference is made to JCQ regulations/guidelines, further details can be found at [www.jcq.org.uk](http://www.jcq.org.uk)

This policy will be reviewed annually by the Senior Leadership Team (SLT)/SEND/CO/Exams Officer/Governors following public examinations.

### **Overall roles and responsibilities**

#### **Head of Centre (Federation Principal)**

- Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publications including General Regulations and AA.
- Ensures an appropriately qualified assessor is appointed and that evidence of the qualifications of the person appointed is held on file. Presents this when requested by a JCQ centre inspector.
- Ensures the assessment process is administered in accordance with the relevant legislation.
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place.

#### **Vice Principal (Curriculum)**

- Is familiar with the contents of the annually updated JCQ publications including General Regulations and AA.
- Ensures the quality of the Access Arrangements process within the centre.
- Presents evidence files for each candidate when requested by a JCQ Centre Inspector, in the absence of the AHT.

#### **Assistant Headteacher - Inclusion and SEND (AHT)**

- Has full knowledge and understanding of the contents of and refers to and directs relevant centre staff to the annually updated JCQ publication AA.
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing Access Arrangements for candidates (including private candidates) are clearly defined and documented.



- Provides a policy regarding the use of word processors in exams and assessments which includes a statement 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 the JCQ and awarding body regulations and guidance.
- Ensures arrangements put in place for exams/assessments reflect the candidate's *normal way of working* within the centre.
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body, including a completed data protection notice signed by the candidate.
- Presents evidence files for each candidate when requested by a JCQ Centre Inspector.

### Exams Officer

- Is familiar with the entire contents of the annually updated JCQ publication General Regulations and is aware of information contained in AA where this may be relevant to the EO role.

## B. IDENTIFYING THE NEED FOR ACCESS ARRANGEMENTS

### Roles and responsibilities:

#### Assistant Headteacher - Inclusion and SEND (AHT)

- Conducts appropriate assessments to identify the needs of a candidate and collates and stores appropriate evidence to confirm the needs of a candidate.
- Ensures the need for Access Arrangements for a candidate will be considered on a subject by subject basis.

#### Heads of Departments

- Are familiar with the key parts of JCQ publications – General Regulations and AA.
- Informs the AHT of any support that may be needed for a candidate.
- Co-ordinates providing supporting evidence of candidate's *normal way of working*.

#### Teachers

- Informs the AHT of any support that may be needed for a candidate and provides supporting evidence to confirm a candidate's *normal way of working*.

#### Support staff (learning support assistants and teaching assistants)

- Provide comments/observations to support the AHT in painting a holistic picture of need confirming the *normal way of working* for a candidate.



## C. REQUESTING ACCESS ARRANGEMENTS

### Roles and responsibilities:

#### Assistant Headteacher - Inclusion and SEND (AHT)

- 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 Section 8 to process approval applications for Access Arrangements for those qualifications listed on page 2 of AA.
- 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 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. Also ensures Form 8 is completed, the original signed and dated as required, **prior** to approval being sought and that the original form is provided for processing and inspection purposes.
- 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 applied for by the awarding body deadline.
- Maintains a file 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 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 when requested by a JCQ Centre Inspector.
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Following the appropriate process (AAO for those qualifications listed on page 74 of AA; *JCQ Form 7* or *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.

#### Heads of Departments

- Alerts AHT to candidates in their department who may require AA or for whom the arrangement already exists as part of *their normal way of working*.



- Co-ordinates contributions to a file for each candidate providing appropriate evidence that supports the need for arrangements and that it is the candidate's *normal way of working*.

### Exams Officer

- Liaises with the AHT 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).

## D. IMPLEMENTING ACCESS ARRANGEMENTS AND THE CONDUCT OF EXAMS

This relates to external 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 (Federation Principal) and Vice Principal (Curriculum)

- Supports the AHT, 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.
- 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.

#### Assistant Headteacher - Inclusion and SEND (AHT)

- 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 2010 (unless a temporary emergency arrangement is required at the time of the exam).
- 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 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 any arrangements put in place do not unfairly disadvantage or advantage disabled candidates.
- Liaises with the exams officer (EO) regarding facilitation and invigilation of Access arrangement candidates in exams.
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular Access arrangement(s).
- Ensures a record of the contents of any training given to those facilitating an Access arrangement for a candidate under examination conditions is kept and retained on file



until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

- 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.
- Ensures invigilators supervising Access arrangement candidates are trained in their role and understand the invigilation arrangements required for Access arrangement candidates as detailed in ICE.
- 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.
- 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.

### 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.
- 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 AHT to appoint appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Communication Assistant).
- Ensures the facilitator is known by or introduced to the candidate prior to exams.
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators.
- Liaises with the AHT 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 AHT 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 AHT regarding the facilitation and invigilation of Access arrangement candidates.
- Liaises with the AHT regarding rooming of Access arrangement candidates.
- Liaises with the AHT to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- 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 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).



- 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 published start time of the exam.
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Communications Assistant only).
- Ensures that the facilitator only has access to the papers 60 minutes prior to the published start time of the exam.
- 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 those qualifications listed on page 2 of AA.
- 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 AHT where a facilitator may be required to support a candidate requiring an emergency (temporary) Access arrangement at the time of exams.
- Liaises with ICT provider to ensure appropriate and adequate equipment is available for candidates with AA if necessary.

### **ICT Provider**

- Ensure ICT equipment necessary for exams is updated and fully functional.
- Liaise with EO re: rooms for candidates using ICT and ensure equipment is available in a timely fashion.

### **Site staff**

- Ensure additional rooms are suitably set-up for exams and include access to clocks etc.

## **E. INTERNAL ASSESSMENTS (NEA)**

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

### **Roles and responsibilities:**

#### **Assistant Headteacher - Inclusion and SEND (AHT)**

- 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 candidates are aware of the Access Arrangements that are in place for their assessments.





- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular Access arrangement(s).
- Liaises with the teacher where a facilitator may be required to support a candidate who requires an emergency (temporary) Access arrangement at the time of his/her formal supervised assessment.

### **Heads of Departments**

- Provide the AHT with assessment schedules to ensure arrangements are put in place when required.
- Liaise with the AHT regarding assessment materials that may need to be modified for a candidate.
- Co-ordinates completion of relevant documentation required demonstrating arrangements that are in place when required.

### **Exams officer**

- Ensures cover sheets are completed as required by facilitators.

## **F. INTERNAL ASSESSMENTS (EXAMS)**

These are exams or tests which are set and marked within the centre.

### **Roles and responsibilities:**

#### **Assistant Headteacher - Inclusion and SEND (AHT)**

- Liaises with teaching staff to implement appropriate Access Arrangements for candidates.

### **Heads of Departments**

- Provide exam materials that may need to be modified for a candidate.
- Provide the AHT and Exams Officer with internal exam timetable to ensure arrangements are put in place when required.

### **Teachers**

- Support the AHT in implementing appropriate Access Arrangements for candidates.



## G. WORD PROCESSOR POLICY

This policy details how the centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments. This is in accordance with the relevant guidance in the JCQ AA booklet and will be reviewed and updated annually as part of the Disability Policy.

The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:

- in the classroom (where appropriate); or
- working in small groups for reading and/or writing; or
- literacy support lessons; or
- literacy intervention strategies; and/or
- in internal school tests/examinations
- mock examinations

The only exceptions to the above would be a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course.

### The use of a word processor

Castle Newnham School complies with the JCQ AA guidance as follows:

- Only grants the use of a word processor to a candidate where it is their *normal way of working* within the centre.
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand).
- The above also extends to the use of electronic braille and tablets.
- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off), unless the candidate has permission to use a scribe.
- Provides access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification.
- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen
- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body).
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.



## Word processors and their programmes

Castle Newnham complies with the JCQ ICE instructions regarding word processors by ensuring:

- Word processors are used as a type-writer, not as a database, although standard formatting software is acceptable.
- Word processors have been cleared of any previously stored data, as must any portable storage medium used.
- An unauthorised memory stick is not permitted for use by a candidate.
- Where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff.
- Word processors are in good working order at the time of the examination.
- Word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen.
- Where a candidate using a word processor is accommodated separately, a separate invigilator is used.
- Word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium.
- Documents are printed after the examination is over.
- Candidates are present to verify that the work printed is their own.
- Word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body).
- Word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body.
- Word processors are not used to perform skills which are being assessed.
- Word processors are not connected to an intranet or any other means of communication.
- Candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor.
- Graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these.
- Predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking.
- Voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software.
- Word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.



## Laptops and tablets

Castle Newnham School further complies with the JCQ ICE regulations by ensuring that:

- Laptops/tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'.
- The battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination.
- Consideration is given to allowing candidates with fully charged laptops or tablets to be seated within the main examination hall without the need for separate invigilation and power points, if appropriate.
- Candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer.
- Candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.
- Candidates are instructed to appropriately number each page.
- Candidates are instructed to use a minimum 12pt font and double spacing.
- Invigilators remind candidates to save their work at regular intervals.
- Where it is possible 'autosave' is set up on each laptop/tablet.
- Candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

## Accommodating word processors in examinations

Where appropriate, candidates will be accommodated in the main exam room. If this is deemed to cause disruption to other candidates, or not appropriate for other reasons, candidates will be roomed separately with separate invigilation.



## H. CRITERIA USED TO ALLOCATE WORD PROCESSORS

### The criteria that Castle Newnham uses to award and allocate word processors for examinations.

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.

#### **Awarding word processors**

There are also exceptions where a candidate may be **awarded** the use of a word processor in exams where he/she has a firmly established need and 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.

Exceptions 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 use of a word processor will not be awarded to a candidate only because they prefer to type rather than handwrite, or because the candidate uses a laptop at home.

#### **Allocating word processors**

Appropriate exam-compliant word processors will be **allocated** by the IT provider in liaison with the AHT and the Exams Officer. 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 published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with JCQ ICE regulations.