



**Central Lancaster  
High School**

# **DISABILITY POLICY (EXAMS) 2017-2018**

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## 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 “recognises 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. †for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”

[Quote taken directly from chapter 5.4 of the current JCQ publication *General regulations for approved centres*]

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

## 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.

## 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 Leadership Team

- Are familiar with the entire contents of the annually updated JCQ publications including GR and AA

#### Special educational needs Co-ordinator (SENDCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCA publication AA

#### Teaching staff

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

#### Assessor of candidates with learning difficulties (SEND)

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

- Has detailed understanding of the current JCQ publication AA

## Requesting access arrangements

### Roles and responsibilities

#### Special educational needs Co-ordinator (SENDCo)

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

#### Exams officer

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

## Implementing access arrangements and the conduct of exams

### Roles and responsibilities

#### External assessments

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

#### Head of centre

- Supports the SEND, the Exams Officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)

#### Special educational needs Co-ordinator/Director (SENDCo)

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

#### Exams officer

- 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 SEND 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, page 3*]

### **Special educational needs Co-ordinator (SENDCo)**

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

### **Teaching staff**

- Support the SEND in implementing appropriate access arrangements for candidates



Head of Centre

Exams Officer