



ST. PETER'S CATHOLIC HIGH SCHOOL

Accessibility Plan

Date Adopted:

November 2025

Date of Next Review:

November 2028

Name of Responsible Person:

Mrs D Makin (Senco)

Signed:

Chair of Governors

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995 and the Equality Act 2010. The SEN and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education. The School recognises its duty under the DDA and the Equality Act 2010:

- not to treat disabled students less favourably for a reason related to their disability.
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.
- to plan to increase access for disabled students.

Disability is defined within the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to carry out normal day to day activities.”

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

The DDA specifies that an Accessibility Plan should make provision for:

- increasing the extent to which disabled students can participate in the school curriculum
- improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services
- improving the delivery of information to disabled students, which is provided to students who are not disabled. This should take account of views expressed by the students or parents about their preferred means of communication

Key Objectives

At St. Peter's Catholic High School, we believe that all young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future. We embrace inclusion and take necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

The School recognises its duty to:

- reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students and prospective students with a disability.
- ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.
- ensure that compliance with the DDA is consistent with the operation of its SEND policy and any other School policy that has a focus and impact on its disabled students, staff and parents/carers.
- not discriminate against disabled students, staff and parents/carers in admissions and exclusions or in provision of education and associated services.
- not treat disabled students, staff and parents/carers less favourably.
- take reasonable steps to avoid putting disabled students, staff and parents/carers at a substantial disadvantage.
- publish an Accessibility Plan (detailed herein as follows).

Management responsibilities

- The Governors, Senior Leadership Team and all the staff of the school are committed to meeting the needs of disabled students in line with relevant legislation and our Health and Safety and Accessibility policies.
- The Governors take responsibility for agreeing and monitoring the School Accessibility Plan and the relevant school policies. There will be an annual review of the priorities related to the Accessibility Plan.
- The Headteacher and SLT working with governors will ensure that the School Improvement Plan and the school's self-evaluation document address issues related to access for disabled students arising from self-review.
- The priorities within the professional development planning process (INSET and training) will take into account the DDA and the issues arising from the Accessibility Plan.
- SLT will ensure that when other policies are reviewed/ renewed, including Health and Safety, SEND policy and the Inclusion Policy that they are linked to the School Accessibility Plan.
- SLT line managers will monitor departmental responses to the Accessibility Plan.
- The School Improvement Plan (SIP) will be updated each year.
- Each year governors approve the SIP and consider the budgetary implications of the plan. Part of this process will be to review the Accessibility Plan and the budgetary implications) of the parts of the School Improvement Plan related to meeting the needs of disabled students.
- The priorities arising from the school review process and the School Accessibility Plan will be reflected in the SEF, which will be reviewed annually by the governors.
- Departmental plans are reviewed by SLT line managers and governors on an annual basis and again the ways in which departments reflect whole-school priorities related to DDA and to the Accessibility Plan will be monitored.
- Performance outcomes, progress and attainment are monitored by SLT and the progress of cohorts, groups and individual students are monitored. Heads of Department are also responsible for analysing data for the students in their subject in line with the school policy.

Participation in the Curriculum

- all disabled students have access to the full curriculum.
- teachers plan a wide variety of teaching and learning activities to meet the needs of all students.
- disabled students who have an EHC plan have dedicated TAs who support them in lessons (number of lessons dependant on the hours set out in the Statement or EHC plan) to remove practical barriers to participation and to ensure resources are adapted to allow full access.
- in the small number of cases where an activity cannot be made accessible for practical or health and after reasons, an alternative activity is provided.
- for students with mental health issues, the SENCO, SEND team and Pastoral support team give support to the student, including involvement of external agencies if needed, and offer advice to staff on how to best to meet their needs
- training is provided for staff by the SENCO, Senior Staff and external specialists in meeting the needs of students with disabilities during staff meetings and INSET days.
- the school collaborates with external agencies and special schools to gain support, advice and training.
- all students are encouraged and supported in taking part in extra-curricular activities; some activities are specifically targeted at disabled students.
- the school works closely with parents/carers in planning for and reviewing provision through the annual review process and termly meetings.

Physical Environment

- We are committed to making reasonable adjustments to the physical and learning environment to ensure that we meet the principles enshrined in the Disability Discrimination Act so that students can access and benefit fully from the curriculum in its widest sense.
- for students who require personal care, there is an accessible toilet facility that is large enough to accommodate a toilet and washbasin, bed, hoist and space for child, wheelchair and up to two adults; personal care is provided by dedicated, trained TAs; there are four toilets for the disabled covering all areas of the main school.
- some upper floors across the site are accessible to physically disabled pupils using lifts.
- the SENCO arranges for the purchase of specialist resources and equipment where needed, trains staff in its use and monitors its use and effectiveness in lessons and engages the support of external agencies to provide training and support when needed.
- The school regularly reviews the areas of the curriculum and facilities to which disabled students may have limited access and appropriate strategies are in place to meet the learning needs of students in such circumstance. Such strategies include the targeted use of support staff and accommodating classes in other areas of the school.
- Where physical adaptation of the building may be needed the school has made (for example drop kerbs, handrails, disabled toilets and access ramps), and will make in future, reasonable adjustments in line with recommended practice. Any new developments will be fully DDA compliant.

- Risk assessments are carried out regularly to identify and address potential hazards/risks for all students and for particular individuals.
- Communication of information to students and parents is a clear priority and the particular needs of disabled students are taken into account, for example using a range of fonts, dyslexia friendly paper and communication formats.
- The school offers a range of activities and the school reviews such provision to ensure that it meets the needs of all students. The participation of students in such activities is monitored.

Accessible information

- We have an admissions policy which supports the Equality and Discrimination Act.
- Where necessary, relevant information on students is passed on to the staff of the schools to which students transfer, with an indication as to which support agencies and intervention strategies have been used at School so that continuity of provision can be provided.
- The school reviews regularly its policy and practice on inclusion and acts on the findings. Prior to transfer the Senco meets with primary staff, students and parents and gathers appropriate information and profiles on the students who will be transferring to the school.
- The school works to communicate to all the staff an understanding of the breadth of disabilities that are addressed through the Accessibility Plan and through the school's policy and practice.
- all teachers are provided with detailed information about the needs of disabled students; advice is given on ways to support them in their learning.
- when planning lessons, teachers adapt resources, using a multi-sensory approach, to ensure they are accessible to all students; this includes simplifying language, use of symbols, large print, considering the best page layout, using audio or video files or reading information aloud
- the SENCo and TAs advise teachers on how to adapt resources and activities to meet the needs of particular students.
- Where external groups are using the school, consultation with them about access and the most appropriate areas of the building to use is carried out in line with our Health and Safety and Lettings policies.

Monitoring & Evaluation

- the SENCo monitors the academic progress of students in the SEND code of practice and liaises with subject /support and pastoral staff.
- TAs act as key workers for students who have more complex needs.
- the deployment of TAs is monitored during lesson observations and concerns are fed back to the teacher and SENCo.
- Throughout the five years that students are at school their progress is monitored and any underachievement identified and its causes addressed. Qualitative and quantitative information is used including school data in line with the school policy, surveys and questionnaires.
- The school monitors the learning outcomes, attainment and progress of all students.
- The school supports appropriate staff training to meet the needs of all its students.

Appendix 1 –

Disability policy for exams

This policy is reviewed annually to ensure compliance with current regulations

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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

- recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010†, particularly Section 20 (7). 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. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid
†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**, 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 9 of the JCQ publication (Adjustments for candidates with disabilities and learning difficulties) Access Arrangements and Reasonable Adjustments [2022-2023](#)

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](#)
- ▶ Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
- ▶ Ensures a policy demonstrating the centre's compliance with relevant legislation is in place

Senior leaders

- ▶ Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [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 the assessment process is administered in accordance with the regulations

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](#)
- ▶ Ensure 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
- ▶ 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
- ▶ 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

- ▶ Inform the SENCo of any support that might be needed by 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
- ▶ Provide information to evidence the normal way of working of 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

Assessor of candidates with learning difficulties

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

- ▶ Has detailed understanding of the current JCQ publication [AA](#)

Use of word processors

The use of a word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs....*a word processor cannot simply be granted to a candidate because he/she now wants to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.*

St Peter's policy for the use of a word processor in examinations and non-examination assessments can be located on the G: Drive / Exam Policies JCQ.

The centres statement detailing the criteria we use to award and allocate word processors for exams can be found at the end of this document – Appendix 1

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
- ▶ 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 (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 who require 25% extra time and/or a scribe (including candidates who require a computer reader/reader and 25% extra time and/or a scribe)
 - all candidates with learning difficulties who require up to 50% extra time
 - all candidates who require a Language Modifier)

- ▶ Ensures where form 8 is required to be completed, the original form is signed by hand and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes
- ▶ Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed in [AA](#), are entered into AAO to confirm their status including any professionals working outside the centre
- ▶ 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/e-folder for each candidate (the required documentation for a candidate will be in hard copy within the candidate's file/each of the required documents held electronically 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, a signed candidate personal data consent form (which provides candidate consent to their personal details being shared)
 - (where applicable) 'Data protection confirmation by the examinations officer or SENCo' acknowledged before an application is processed online
- ▶ 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

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
- ▶ Liaises with the SENCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper from CCEA, OCR and WJEC (or to download a PDF copy of the standard question paper where provided by AQA and Pearson) or to open question paper packets in the secure room within 90 minutes of the awarding body's 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)

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

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)
- ▶ 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
- ▶ Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- ▶ Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues

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)
- ▶ 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 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 the facilitator is known by or introduced to the candidate prior to 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 invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates as detailed in [ICE 7](#) and 8
- ▶ Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- ▶ 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 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 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
- ▶ 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, Sign Language Interpreter 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 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

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
- ▶ 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
- ▶ 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
- ▶ 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 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
- ▶ 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/SENCO 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

Exams Officer

- ▶ Ensures cover sheets are completed as required by facilitators
- ▶ Liaises with the teacher/SENCo 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

Teaching staff

- ▶ Support the SENCo in implementing appropriate access arrangements for candidates
- ▶ Provide the EO/SENCo with assessment schedules to ensure arrangements are put in place when required
- ▶ Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate

Internal exams

These are exams or tests which are set and marked within the centre; normally a precursor 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
- ▶ 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 - 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>SENCo/HOY gathers evidence to support the need for the candidate to take exams at home</p> <p>Pastoral head provides written statement for file to confirm the need</p> <p>Approval confirmed by SENCo; AAO approval for both arrangements not required</p> <p>Pastoral head discussion with candidate to confirm the arrangements should be put in place</p> <p>EO submits appropriate 'Alternative site for the conduct of exams form'</p> <p>EO provides candidate with exam timetable and JCQ information for candidates</p> <p>Pastoral head confirms with candidate the information is understood</p> <p>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</p> <p>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</p> <p>Invigilator monitors candidate's condition for each exam and records any issues on incident log</p> <p>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</p> <p>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</p> <p>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</p> <p>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</p> <p>Pastoral head informs candidate that special consideration has been requested</p>
Persistent and significant difficulties in accessing written text	Reader/computer reader Reading pen 25% Extra time Separate invigilation within the centre	<p>Confirms candidate is disabled within the meaning of the Equality Act 2010</p> <p>EO - Papers checked for those testing reading</p> <p>EO - Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</p> <p>SENCo - 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</p>
Significant difficulty in concentrating	Prompter	SENCo - Gathers evidence to support substantial and long term adverse impairment

	<p>Separate invigilation within the centre</p>	<p>SENCo - Confirms with candidate how and when they will be prompted</p> <p>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)</p>
A wheelchair user	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p>SENCo - 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</p> <p>Site staff - Provides height adjustable desk in exam room</p> <p>EO - Allocates exam room on ground floor near adapted bathroom facilities</p> <p>Site staff - Spaces desks to allow wheelchair access</p> <p>EO/Invigilator(s) - Seats candidate near exam room door</p> <p>Site staff - Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</p> <p>EO - 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</p>

The criteria St Peter's uses to award and allocate word processors for examinations

A member of the centre's senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations."

[AA 5.8]

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, 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

Allocating word processors

Appropriate exam-compliant word processors will be **allocated** by the IT department in liaison with the SENCo 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 section 2.11 of ICE.