



The Forum Centre

Disability Policy (Exams) 2021/22

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Purpose of the policy

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

Generally, impairments have to meet statutory requirements set out in section 6 and schedule 1 of the equality act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment
- looking into adverse effects and assessing which are substantial
- considering if substantial adverse effects are long term
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability had been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition –

<http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

Identifying the need for access arrangements

Roles and responsibilities

Senior Leaders and Exams Officer

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

Special educational needs and Disabilities coordinator (SENDCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication Access Arrangements (referred to as AA in this document)

Teaching Staff/Key Workers

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

Assessor of candidates with learning difficulties/SENDCo

(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 and Disabilities coordinator (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 General Regulations (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 SENDCo, 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

Special educational needs and Disabilities coordinator (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 the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE

Other Relevant centre staff

- Support the SENDCo 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 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’”

*[Quote taken from the JCQ publication *Instructions for conducting non-examination assessments – Foreword, Page 3*]*

Special educational needs and Disabilities coordinator (SENDCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Liaises with candidate to inform them of access arrangements put in place

Teaching Staff/Key Workers

- Support the SENDCo in implementing appropriate access arrangements for candidates
- Provide exam 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 and Disabilities coordinator (SENDCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Liaises with candidate to inform them of access arrangements put in place
- Liaises with Exams Officer to implement appropriate access arrangements for candidates

Teaching Staff/Key Workers

- Support the SENDCo in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate
- Provide the SENDCo with internal exam timetables to ensure arrangements are put in place when required

Exams Officer

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Liaises with candidate to inform them of access arrangements put in place

- Liaises with SENDCo to implement appropriate access arrangements for candidates
- Liaises with invigilators (if using external invigilators) to implement appropriate access arrangements for candidates
- Ensures invigilators are trained to aid candidates as appropriate.

Facilitating access

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 access arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaption of the physical environment for access purposes

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>SENDCo gathers evidence to support the need for the candidate to take exams at home or medical institute</p> <p>Approval confirmed by SENDCo</p> <p>SENDCo has discussions with parents of candidate to confirm the arrangements</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>
Medical Condition (continued)		<p>Phase Leader agrees with parents of candidate that prior to each exam will call to confirm fitness to take exam</p> <p>EO allocates invigilators to candidates timetable; confirms time of collection of exam papers and materials</p> <p>Invigilator monitors candidates 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 SENDCo if candidate is eligible for special consideration (candidate present but disadvantaged)</p>

		EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation within the centre	<u>SENDCo</u> confirms candidate is disabled within the meaning of the Equality Act 2010 Provide scribe or word processor as necessary Form 8, signed 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	Academic year 2021/22 there are no wheelchair users attending centre so arrangements, adjustments and adaptations are not currently required.
Panic attacks/anxiety	Separate invigilation within the centre Rest Breaks	Provides a quiet room in which candidate feel comfortable Agrees with candidate location of quiet room Provides exam equipment as necessary to relieve stress to candidate Briefs invigilator to monitor candidate allowing rest breaks as necessary

.HeadTeacher

K. Rickford

Exams Officer

S. Bryant

Dated

May 2022
