

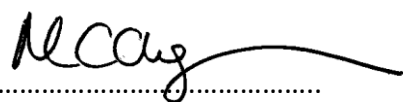



ST ALBANS GIRLS' SCHOOL

	EXAMS DISABILITY PROCEDURES		
	GB sub-committee: Personnel & Student Wellbeing		
	Co-ordinator: Mrs M Maddison		
	Last Reviewed: Autumn 2021	Next Review: Autumn 2022	

Signed by 
Margaret Chapman (Head Teacher)

Signed by 
Claire Barnard (Chair of Governors)

1.	RATIONALE
	<p>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.</p> <p>†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”</p> <p>[Quote taken directly from chapter 5.4 of the current JCQ publication <u>General Regulations for Approved Centres 2021-2022</u></p>
2.	AIMS
	<p>This procedure 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:</p> <ul style="list-style-type: none"> • 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 <p>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 <u>Access Arrangements and Reasonable Adjustments 2021 - 2022</u></p>
3.	PROCEDURES
3.1	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 General Regulations and Access Arrangements and Reasonable Adjustments (AA).
- Ensures the quality of the access arrangements process within the centre and that the correct procedures are followed as per Chapter 7 of AA.
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented
- Ensures a 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

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 Access Arrangements and Reasonable Adjustments
- Ensures the quality of the access arrangements process within the centre
- Ensures the assessment process is administered in accordance with the regulations
- Maintains a (hard copy or electronic) file/e-folder for each candidate that will include JCQ/awarding body application and evidence forms, appropriate evidence to support the need for the arrangement, evidence to support normal way of working, a print out of the Aao approval and signed data protection notice 9 which provides candidate consent to their personal details being shared).
- Presents the files when requested by a JCQ Centre Inspector and addresses any queries raised.
- Leads on the access arrangements process to facilitate access for candidates
- Ensures arrangements put in place for exams/assessments reflect a candidate's normal way of working within the centre
- 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
- Provide information to evidence the normal way of working of a candidate
- 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
- Ensures the need for access arrangements for a candidate is considered on a subject by subject basis

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

Assessor of candidates with learning difficulties

(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 Access Arrangements and Regulations

	<ul style="list-style-type: none"> Evidence of the assessor's qualification(s) is obtained before he/she assesses candidates and that evidence of the qualification(s) of the person(s) appointed is held on file
3.2	Requesting access arrangements
	<p>Roles and responsibilities</p> <p>Special educational needs coordinator (SENCo)</p> <ul style="list-style-type: none"> 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 <p>Exams Officer</p> <ul style="list-style-type: none"> Is familiar with the entire contents of the annually updated JCQ publication <u>General Regulations</u> and is aware of information contained in <u>Access Arrangements and Regulations</u> where this may be relevant to the Exams Officer role Ensures arrangements put in place for exams/assessments reflect a candidate's normal way of working within the centre Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance Follows guidance in <u>Access Arrangements and Regulations Chapter 8</u> to process approval applications for access arrangements for GCSE and GCE qualifications 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, where required, and a body of evidence to substantiate the candidate's normal way of working within 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 Supports the SENCo in maintaining candidate files that include: <ul style="list-style-type: none"> 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 GCSE and GCE qualifications (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 <p>Internal exams</p> <ul style="list-style-type: none"> Liaises with teaching staff regarding any appropriate modified paper requirements for candidates Liaises with the SENCo to ensure AAO approval is in place for early opening of papers where this may be required 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) Following the appropriate process (AAO for GCE and GCSE; 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

3.3 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

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
- Liaises with the Exams Officer (Exams Officer) regarding facilitation and invigilation of access arrangement candidates in exams

Exams Officer

- Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements and Access arrangements* in JCQ Instructions for Conducting Examinations 2021-2022
- 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 JCQ ICE.
- 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 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 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 that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Communication Professional)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Ensures that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Ensures a record of the content of training given to those facilitating an access arrangement is kept on file and retained until after the deadline for reviews of marking has passed or

until any appeal, malpractice or other results enquiry has been completed, whichever is later.

- Ensures candidates with access arrangements are identified on exam room seating plans.

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
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates
- Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate

Examination Officer

- 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)
- Ensures cover sheets are completed as required by facilitators
- Liaises with the teacher 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
- Provide the SENCo with assessment schedules to ensure arrangements are put in place when required

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
- Provide exam materials that may need to be modified for a candidate

Examination Officer

- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required

3.4 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 that would be 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 gathers evidence to support the need for the candidate to take exams at home and provides written statement for file to confirm the need</p> <p>Approval confirmed by SENCo; AAO approval for both arrangements not required</p> <p>SENCo and/or Exams Officer discussion with candidate and parents to confirm the arrangements that should be put in place</p> <p>Exams Officer submits appropriate 'Alternative site form' for timetabled written exams to awarding body/bodies online through CAP</p> <p>Exams Officer provides candidate with exam timetable and JCQ information for candidates and confirms with candidate the information is understood. Exams Officer to confirm with candidate that medical condition still in place day before exam.</p> <p>Exams Officer 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 Exams Officer after each exam on how candidate's performance in exam may have been affected by his/her condition</p> <p>Exams Officer discusses with Head of Centre whether special consideration would be valid – <i>present but disadvantages</i>.</p> <p>Exams Officer processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</p> <p>Exams Officer to update candidate and parent</p>
Persistent and significant difficulties in accessing written text	Reader/ computer reader 25% Extra time	<p>SENCo confirms candidate is disabled within the meaning of the Equality Act 2010</p> <p>Papers checked for those testing reading</p> <p>Reader/Computer reader/examination reading pen sourced for use in papers (or sections of papers)</p> <p>testing reading OR up to 50% extra time awarded</p>

	Separate invigilation within the centre	A short concise file note produced on centre headed paper, signed and dated and kept on file, confirming the nature of the candidate's impairment and that the use of a Reader/Computer reader/examination reading pen reflects his/her normal way of working within the centre. 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	SENCo gathers evidence to support substantial and long term adverse impairment SENCo/Exams Officer Confirm with candidate how and when they will be prompted Exams Officer 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
Significant anxiety and panic attack	Re-seated Rest breaks	Candidate to be taken out of exam room and to sit with Exams Officer. While panic attack subsides candidate to be reassured that they can be resealed and can resume their exam. Parents to be called if this is thought to be helpful. Candidate might need to be moved to a smaller venue. Incident log to be completed and an application for Special Consideration to be submitted.

4.	MONITORING
	This Policy is reviewed by the Personnel & Student Wellbeing Committee on a yearly basis.