

# Disability policy (exams)

2018/19

This policy is reviewed annually to ensure compliance with current regulations

<b>Approved/reviewed by</b>	
<b>Date of next review</b>	

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Hyperlinks provided in this document were correct as at May 2018

## Key staff involved in the policy

<b>Role</b>	<b>Name(s)</b>
SENCo	<b>Simon McDonagh</b>
SENCo line manager (Senior Leader)	<b>Sian Dover</b>
Head of centre	<b>Duncan Brown</b>
Assessor(s)	<b>Bradford Local Authority</b>
Access arrangement facilitator(s)	<b>Simon McDonagh</b>

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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 as defined under the terms of the Equality Act 2010<sup>†</sup>. 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 section 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
- ▶ 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](#).

## 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 leaders

- ▶ Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)

#### 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](#)

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## **Teaching staff**

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

## **Support staff** (Learning Support Assistants)

- ▶ Provide comments/observations to support the SENCo in *painting a holistic picture of need* confirming *normal way of working* for a candidate
- ▶ Supporting candidates with their access arrangements in exams

## **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 [AA](#)

## Use of word processors

### **Oasis Academy Lister Park Word Processor Policy 2017/18**

#### **Introduction**

*This document is the Word Processor policy for Oasis Academy Lister Park*

*References to 'AA' relate to JCQ Access Arrangements and Reasonable Adjustments 2015/16 and ICE to JCQ Instructions for conducting examinations 2015/16 .*

#### *1 - Principles for using a word processor*

*(AA 4.2.1) Candidates with access to word processors at Oasis Academy Lister Park are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.*

*(AA 4.2.1) The use of word processors at Oasis Academy Lister Park is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.*

*(AA 4.2.2) The use of a word processor at Oasis Academy Lister Park is not granted where it will compromise the assessment objectives of the specification in question.*

*(AA 4.2.3) Candidates at Oasis Academy Lister Park may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis.*

*(AA 4.2.4) The use of a word processor at Oasis Academy Lister Park is agreed/processed at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework.*

*(AA 4.2.4) Candidates at Oasis Academy Lister Park are aware that they will have the use of a word processor for examinations and controlled assessments/coursework.*

*(AA 4.2.5) The use of a word processor for candidates at Oasis Academy Lister Park 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; or working in small groups for reading and/or writing; or literacy support lessons; or literacy intervention strategies; and/or in internal school tests and mock examinations*

#### **2 - The use of a word processor**

*(AA 5.8.1) Oasis Academy Lister Park provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off).*

*(AA 5.8.1) Oasis Academy Lister Park only grant the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre.*

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*(AA 5.8.1) Oasis Academy Lister Park only grant 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).*

*(AA 5.8.2) Oasis Academy Lister Park provide access to word processors to candidates in controlled assessments or coursework components as standard practice unless prohibited by the specification. (AA 5.8.3) Oasis Academy Lister Park allow candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.*

*Oasis Academy Lister Park 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.*

*(AA 5.8.4) In all cases, Oasis Academy Lister Park ensure that a word processor cover sheet (Form 4) is completed and attached to each candidate's typed script.*

### **3 - Word Processor and their programmes**

*(ICE 8.8) At Oasis Academy Lister Park word processors are used as a type-writer, not as a database,*

*although standard formatting software is acceptable.*

*(ICE 8.8) At Oasis Academy Lister Park 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.*

*(ICE 8.8) At Oasis Academy Lister Park an unauthorised memory stick is not permitted for use by a candidate.*

*(ICE 8.8) At Oasis Academy Lister Park, 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. (ICE 8.8) Word processors at Oasis Academy Lister Park are in good working order at the time of the examination.*

*(ICE 8.8) At Oasis Academy Lister Park word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen.*

*(ICE 8.8) At Oasis Academy Lister Park where a candidate using a word processor is accommodated separately, a separate invigilator is used.*

*(ICE 8.8) At Oasis Academy Lister Park 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.*

*(ICE 8.8) At Oasis Academy Lister Park documents are printed after the examination is over.*

*(ICE 8.8) At Oasis Academy Lister Park candidates are present to verify that the work printed is their own. (ICE 8.8) At Oasis Academy Lister Park word processed scripts are attached to any answer booklet which contains some of the answers.*

*(ICE 8.8) Word processors are used to produce scripts under secure conditions, and if they are not then Oasis Academy Lister Park are aware that they may be refused by the awarding body.*

*(ICE 8.8) At Oasis Academy Lister Park word processors are not used to perform skills which are being assessed.*

*(ICE 8.8) At Oasis Academy Lister Park word processors are not connected to an intranet or any other means of communication.*

*(ICE 8.8) At Oasis Academy Lister Park candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor. (ICE 8.8) At Oasis Academy Lister Park graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these.*

*(ICE 8.8) At Oasis Academy Lister Park 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 scribe cover sheet attached), or the awarding body's specification permits the use of automatic spell checking.*

*(ICE 8.8) At Oasis Academy Lister Park voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software.*

*(ICE 8.8) At Oasis Academy Lister Park word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.*

#### **4 - Laptops, Tablets and Word Processors**

*(ICE 8.8) At Oasis Academy Lister Park 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.*

*(ICE 8.8) At Oasis Academy Lister Park candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer.*

*(ICE 8.8) At Oasis Academy Lister Park each page is appropriately numbered.*

*(ICE 8.8) At Oasis Academy Lister Park candidates are instructed to use a minimum 12pt font and double spacing.*



*(ICE 8.8) At Oasis Academy Lister Park invigilators remind candidates to save their work at regular intervals.*

*(ICE 8.8) At Oasis Academy Lister Park it is possible to set up 'autosave' onto each laptop/tablet.*

*(ICE 8.8) At Oasis Academy Lister Park candidates granted the use of a word processor are present at the end of the examination when their script is printed off so they can verify that the work printed off is their own.*

### **5 - Accommodating word processors in examinations**

*The use of word processors are internally accommodated at Oasis Academy Lister Park in the following manner:*

- *Either in the library or in a dedicated classroom*
- *Invigilation arrangements relating to the use of word processors at Oasis Academy Lister Park include the following:*
  - *An invigilator trained for the task of supervising candidates who use a word processor for exams*

## 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

#### 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 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)

#### 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 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

### **Teaching staff**

- ▶ Support the SENCo in implementing appropriate access arrangements for candidates

### **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

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

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<p>A wheelchair user</p>	<p>Desk Rooms Facilities Seating arrangements Practical assistant</p>	<p><i>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</i></p> <p><i>Provides height adjustable desk in exam room</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>Spaces desks to allow wheelchair access</i></p> <p><i>Seats candidate near exam room door</i></p> <p><i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><i>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</i></p>
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