

# Disability policy (exams)

2018/19

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Feb 2019	
Date of next review	Feb 2020

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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>Ian Simpson</b>
Assessor(s)	<b>Bradford Local Authority</b>
Exams Officer	<b>Joe Woodyatt</b>
Access arrangement facilitator(s)	<b>Simon McDonagh</b>

## Contents

Key staff involved in the policy.....	2
Implementing access arrangements and the conduct of exams .....	4
Purpose of the policy.....	4
The Equality Act 2010 definition of disability .....	4
Identifying the need for access arrangements .....	4
Roles and responsibilities .....	4
Use of word processors.....	6
Requesting access arrangements.....	9
Roles and responsibilities .....	9
Implementing access arrangements and the conduct of exams .....	10
Roles and responsibilities .....	10
External assessments .....	10
Internal assessments .....	12
Internal exams .....	12
Facilitating access - examples.....	12

## Purpose of the policy

This document is provided as an exams-specific supplement to the *centre-wide disability/accessibility policy/plan* which details how the centre will

*“recognise 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 section 5.4 of the JCQ publication [General regulations for approved centres 2018-2019](#)]

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 JCQ publication *Adjustments for candidates with disabilities and learning difficulties* [Access Arrangements and Reasonable Adjustments 2018-2019](#)

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 the quality of the access arrangements process within the centre
- ▶ 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](#)

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### **Special educational needs coordinator (SENCo)**

- ▶ Ensures an appropriately qualified assessor(s) is appointed, 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
- ▶ Leads on the access arrangements process to facilitate access for candidates
- ▶ Conducts appropriate assessments to identify the need(s) of a candidate
- ▶ Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as per Chapter 7 of [AA](#)
- ▶ 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

### **Exams Officer**

- ▶ Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)
- ▶ Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as per Chapter 7 of [AA](#)
- ▶ Ensure a statement is provided which details the criteria the centre uses to award and allocate word processors for exams
- ▶ Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre

### **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

### **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**

#### **Introduction**

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

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

#### *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 examination*

#### **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.*

*(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
- ▶ Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8 (*Application for access arrangements – Profile of learning difficulties*), where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- ▶ Ensures where form 8 is required to be completed, the original form is signed (an electronic signature is permissible) and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes

#### **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
- ▶ Works with the SENCo to apply 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 the names of all other assessors, who are assessing candidates studying qualifications are entered into AAO to confirm their status including any professionals working outside the centre
- ▶ 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)

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- ▶ Ensures that where approval is required that this is applied for by the awarding body deadline
- ▶ Maintains a hard copy file for each candidate 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 listed on page 2/92 of [AA](#) (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 and addresses any queries/questions raised
- ▶ Following the appropriate process (AAO for those qualifications listed on page 74 of [AA](#); *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

## 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
- ▶ 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
- ▶ Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- ▶ 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

### **Exams officer**

- ▶ Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in [ICE 2018-2019](#)
- ▶ Monitors, in internal tests/mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangement, may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage
- ▶ 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
- ▶ Has involvement in the appointment of appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Communication Professional)
- ▶ Has involvement in ensuring facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- ▶ Ensures a record of the content of training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- ▶ 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 2/92 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
- ▶ 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

## **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]

### **Special educational needs coordinator (SENCo)**

- ▶ Liaises with teaching staff to implement appropriate access arrangements for candidates
- ▶ Ensures candidates are aware of the access arrangements that are in place for their assessments

### **Teaching staff**

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

### **Exams Officer**

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

### **Teaching staff**

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

### **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

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- ▶ 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 'Alternative site form' for timetabled written exams to awarding body/bodies online through CAP</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>

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<p>Significant difficulty in concentrating</p>	<p>Prompter Separate invigilation within the centre</p>	<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>
<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>