



**Newman**  
Catholic College  
Excellence Through Faith

# Newman Catholic College Disability Policy (Exams) 2017/18

This policy is reviewed annually to ensure compliance with current regulations  
Reviewed April 2018

## Contents

Purpose of the Policy .....	3
Implementing access arrangements and the conduct of exams.....	3
The Equality Act 2010 - Definition of Disability.....	3
Identifying the Need for Access Arrangements .....	4
Roles and Responsibilities .....	4
Requesting Access Arrangements .....	5
Roles and Responsibilities .....	5
Implementing Access Arrangements and the Conduct of Exams .....	7
Roles and Responsibilities .....	7
External assessments .....	7
Internal assessments.....	10
Internal exams .....	10
Facilitating Access - examples .....	11

## Purpose of the Policy

This document is provided as an exams-specific supplement to both the school *Accessibility Policy* and *SEN/Learning Support Policy*, both of which can be viewed on the school website. They detail how the school

*“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.*

*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

### Headmaster

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA

### Senior Leadership Team

- 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 of AA, and refers to and directs relevant centre staff to this annually updated JCQ publication
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented
- Ensures that appropriately qualified assessors are appointed and that evidence of the qualifications of the assessors appointed are held on file. This evidence is held by the Deputies' Secretary and a copy is held by the SENCo. The school currently has three qualified assessors, including the SENCo.
- Ensures the assessment process is administered in accordance with the regulations
- 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 (*SEN/Learning Support Policy*)
- Is responsible for 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
- Provides 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

### Exams Officer

- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

### Teaching staff

- Are involved with the identification of students who are clearly having difficulties accessing the curriculum, through their own departmental assessment procedures

- Are responsible for supporting students with SEN in their learning within a classroom setting
- Support the SENCo in determining the need for and implementing access arrangements

### **Learning Support Staff**

- (Where appropriate) provide comments/observations to support the SENCo in painting a holistic picture of need confirming the normal way of working for a candidate.

### **Assessors of candidates with learning difficulties**

- Have detailed understanding of the current JCQ publication AA . (*The school assessors of candidates with learning difficulties are qualified access arrangements specialist assessors*).

## **Use of Word Processors**

At Newman Catholic Boys may use a laptop in external exams if the following criteria are met:

- they have been assessed as having fine motor difficulties that render their writing largely illegible in test situations
- their production rate is below that expected of their age using standardised scores
- using a laptop makes a significant difference to sequencing or structure of text AND it is their usual way of working.

## **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 Chapter 8 to process approval applications for access arrangements for those qualifications listed on page 2 of AA.
- 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 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 on page 2 of AA, 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 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 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 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
- Liaises with teaching staff and exams officer regarding any appropriate modified paper requirements for candidates
- Maintains an up to date list of all pupils within the school who are working with Access Arrangements

### **Exams officer**

- Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AA which 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 or to open question paper packets in the secure room within 90 minutes of the published starting time for the exam where the centre is permitted to modify a timetabled written component exam paper (e.g. copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process (AAO for those qualifications listed on page 74 of AA), orders published modified papers, by the awarding body's deadline for the exam series, when they are required for a candidate
- Works from the up to date list of pupils with SEN and liaises closely with SENCo to ensure the correct examination arrangements are in place for each of these pupils
- Responsible for updating the SIMS Examiner module with correct Access Arrangements information prior to the start of the examination series
- Applies for approval when required, in conjunction with the SENCo, via *Access arrangements online* (AAO), or through the awarding body if qualifications sit outside the scope of AAO
- 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, in conjunction with the SENCo, should the initial application for approval not be approved by AAO, but where the centre believe that the candidate does meet the criteria for the arrangement(s)

## **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).

### **Senior Leadership Team**

- Support the SENCo, the exams officer and other relevant centre staff, including the Estates Manager, in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Are 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). **A copy is attached at the end this policy**
- Appoint appropriate centre staff as facilitators to support candidates (e.g. to act as a practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Are 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

### **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)
- 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). **A copy is attached to this policy**
- 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
- Ensures the facilitator (e.g. reader, scribe etc.) 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
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Liaises with the EO if a facilitator is required to support a candidate who needs an emergency (temporary) access arrangement at the time of exams

### **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). **A copy is attached to this policy**
- Liaises with Senior Leadership Team/Exam Officer/Head of KS4 / Caretakers / Head of IT / Cover Manager / SENCo regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams

- 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
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates as detailed in Chapters 7 and 8 of the JCQ Booklet “Instructions for Conducting Examinations 2017-2018”
- 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 and ensures that exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be necessary for a disabled candidate to access it
- Liaises with the SENCo regarding any needs for the facilitation and invigilation of access arrangement candidates
- Liaises with the SENCo regarding any rooming needs for 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 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 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 contacts the awarding body to ensure that papers are available when required)
- Makes modifications that may be required and are permitted to be carried out 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 if a candidate is approved the use of a computer reader) and, where approved, 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 if 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 one hour prior to the published start time of the exam
- Provides cover sheets prior to the start of an exam if 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 Head of Year, and informs the SENCo, when 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 if qualifications sit outside the scope of AAO

**Senior Invigilators** Are 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). A copy is attached to this policy.

### **Caretakers**

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, page 3*]

### **Special Educational Needs Coordinator (SENCo)**

- Liaises with teaching staff and EO to implement appropriate access arrangements for candidates
- 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)
- Liaise with the exams officer regarding assessment materials that may need to be modified for a candidate

### **Exams Officer**

- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Liaises with the Head of Year 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
- Ensures cover sheets are completed as required by facilitators

### **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide the SENCo with assessment schedules to ensure arrangements are put in place when required

### **Internal exams**

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

### **Heads of Year**

- Provide exam materials to the School Office in order that they can be modified for a candidate
- 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	<p>Alternative site for the conduct of examinations</p> <p>Supervised rest breaks</p>	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Assistant Head Pastoral 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>Assistant Head Pastoral has 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>Head of Year / SENCo confirms with candidate the information is understood</i></p> <p><i>Senior Leadership Team/SENCo allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials with EO</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>After a formal review process which will involve Deputy Head, Head of Upper School, EO, Assistant Head Pastoral and Head of Year, a decision is made as to whether candidate should be entered for special consideration.</i></p>

		<i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence Head of Year informs candidate and parents that special consideration has been requested</i>
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time  Separate invigilation within the centre	<i>SENCo confirms candidate is disabled within the meaning of the Equality Act 2010 Papers checked for those testing reading Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i>
		<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>
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	<i>SENCo gathers evidence to support substantial and long term adverse impairment SENCo confirms with candidate how and when they will be prompted SENCo / EO briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms whether there is a requirement for separate room)</i>
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	<i>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 Estates Manager/Facilities Coordinator provides height adjustable desk in exam room EO allocates exam room near adapted bathroom facilities (all main exam venues - Big School, PAC, Marlars Halls, Concert Hall - are DDA compliant) Facilities Co-ordinator spaces desks to allow wheelchair access</i>

		<p><i>EO seats candidate near exam room door</i></p> <p><i>EO confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><i>EO prints 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>
Candidate breaks wrist (writing hand) a week before exams begin	Separate Room Scribe	<p><i>SENCo &amp; EO apply for a temporary access arrangement for the use of a scribe via AAO.</i></p> <p><i>EO ensures medical evidence from GP/Consultant is provided by family before the first exam takes place</i></p> <p><i>Senior Leadership Team/ Performance Manager earmark separate room for candidate's exams</i></p> <p><i>EO prints scribe cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where applicable</i></p>