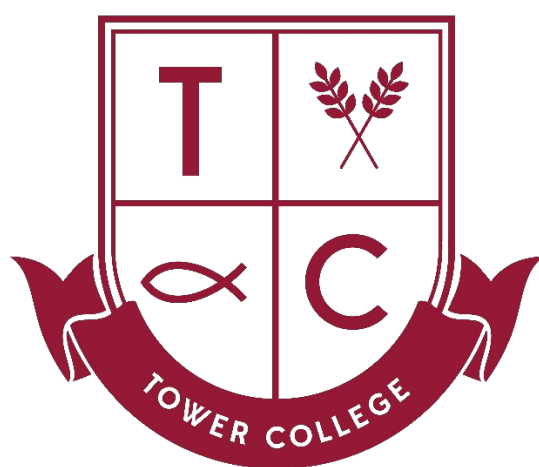


EXAMINATION POLICY DISABILITY



Date of Policy: October 2018

Review Date*: October 2019

Coordinator (s): Mrs P Knox

Governor: Mrs C Parr

*** Policy Review: Every three years otherwise dictated by the FGB (Full Governing Body) or by changes in legislation.**

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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: “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 chapter 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

The Equality Act 2010 definition of disability A definition of disability 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
- Is familiar with the entire contents of the annually updated JCQ publications including GR and AA
- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA
- Ensures the quality of the access arrangements process within the centre
- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
- Ensures the assessment process is administered in accordance with the regulations
- 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

Assessor of candidates with learning difficulties (An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor / psychologist / specialist assessor) and will have a detailed understanding of the current JCQ publication AA.

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 GCSE and GCE qualifications
- 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
- 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 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 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
- Liaises with the SENCo to ensure a list of Access Arrangements is compiled prior to exams being seated and that AAO approval is in place where appropriate.

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)
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in 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)
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Liaises with the SENCo regarding rooming of access arrangement candidates
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets) that may be required and, where approved, opens the exam question paper packet in the secure room no earlier than 60 minutes prior to the published start time of the exam 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, page 3]

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
- 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

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

Exams officer

- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required
- Provide exam materials that may need to be modified for a candidate facilitating access.

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to:

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