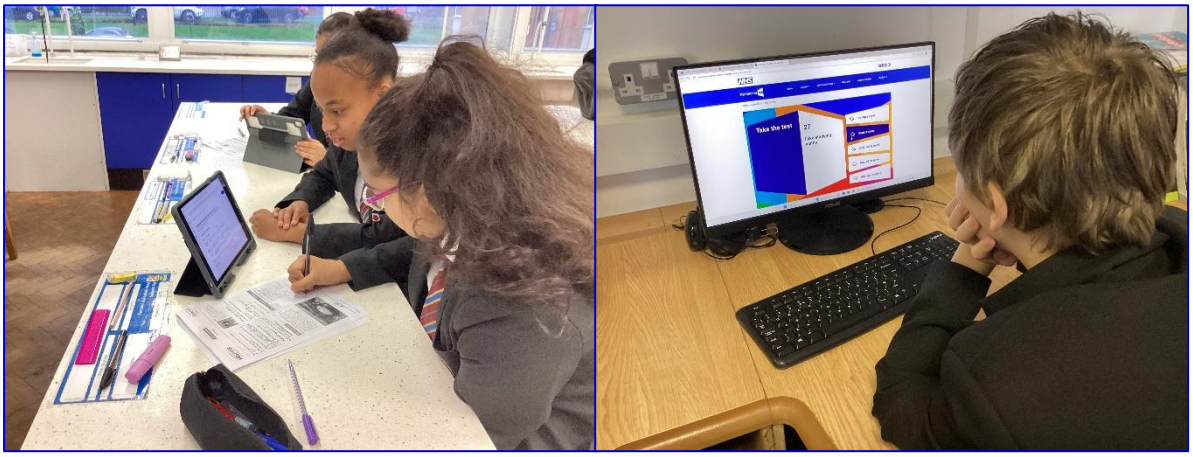
**Saint John Wall Catholic School**

***A Catholic School For All***

**Mission Statement**

**'To educate each and every unique child in our care to hear and respond to what God calls them to be'**



# Examinations Equality and Disability Policy JCQ15

For it was You who created my inward parts; You knit me together in my mother's womb. I will praise You because I have been remarkably and wonderfully made.

Psalm 139:13-14

## Purpose of the policy

The purpose of this policy is to provide an exams-specific supplement to the centre equality and plans and ensure that Saint John Wall Catholic School:

- Identifies the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
- requests access arrangements
- implements access arrangements in the conduct of exams
- compliant with good practice in relation to the Equality Act 2010

**Special educational needs and disability coordinator (SENDCo)**

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA and ensures that teaching staff are informed of any support that might be needed by a candidate.

**Support staff** (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers) Teachers, where appropriate, will provide comments/observations to support the SENDCo in *painting a holistic picture of need* confirming *normal way of working* for a candidate

**Assessor of candidates with learning difficulties**

In assessing a candidate with learning difficulties the SENDco will ensure:

- The quality of the access arrangements process within the centre
- Staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented
- The assessment process is administered in accordance with the regulations
- A policy demonstrating the centre's compliance with relevant legislation is in place
- Support the EO in implementing access arrangements
- Ensure a statement is provided which details the criteria the centre uses to award and allocate word processors for exams
- 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 (*Access arrangements policy*)
- Provides a policy on the use of word processors in exams and assessments
- Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- 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 EO 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

**The centre's use of word processors policy**

The assistant principal for personalised learning has produced a statement for inspection which details the criteria the centre uses to award and allocate word processors for examinations.

## Requesting access arrangements

Special educational needs and disabilities coordinator (SENDCo) will determine 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. The EO will be 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

- Follow guidance in AA Section 8 to process approval applications for access arrangements 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 (*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, are entered into AAO to confirm their status including any professionals working outside 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
- 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, 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 regarding any appropriate modified paper requirements for candidates
- Liaises with the SENDCo 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 (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process (AAO and JCQ guidance), ordering 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

**Head of Centre**

- Supports the SENDCo, the EO 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 and disabilities coordinator (SENDCo)**

- 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 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
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- 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 where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- An alternative site for the conduct of examinations. Supervised rest breaks for medical condition which prevents the candidate from taking exams in the centre

**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 guidance.
- 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

- 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
- 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 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 ICE guidance
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Liaises with the SENDCo 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 SENDCo to ensure 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
- Liaises with the SENDCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENDCo regarding rooming of access arrangement candidates
- Liaises with the SENDCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- 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 will contact the awarding body to ensure that papers are available when required)
- 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 or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and 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 where 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 60 minutes prior to the published start time of the exam
- 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 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 SENDCo where 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 where qualifications sit outside the scope of AAO
- Persistent and significant difficulties in accessing written text. Reader/computer reader, 25% Extra time , Separate invigilation within the centre

**Other relevant centre staff**

- Support the SENDCo and the EO to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- IT or other specialist IT Staff will produce equipment that may need to be provided or adapted for a candidate
- Site staff responsible for rooms and non-specialist equipment (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate
- Assistant principal for personalised learning ensure the centre's emergency evacuation procedures and the arrangements are in place for a candidate with a disability who may need assistance when an exam room is evacuated
- Prompter and separate invigilation within the centre for candidates with significant difficulty in concentrating.
- Desk, Rooms, Facilities, Seating arrangements, Practical assistant for candidates with a wheelchair user.

## Non-Examination Assessment

Special educational needs coordinator (SENDCo) liaises with teaching staff to implement appropriate access arrangements for candidates.

Teaching staff will support the SENDCo in implementing appropriate access arrangements for candidates. This will;

- Ensure centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensure candidates are aware of the access arrangements that are in place for their assessments
- Ensure facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensure cover sheets are completed as required by facilitators
- Liaise 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 SENDCo with assessment schedules to ensure arrangements are put in place when required
- Liaise with the SENDCo regarding assessment materials that may need to be modified for a candidate

Internal Assessments

**Special educational needs coordinator (SENDCo)**

- Liaises with teaching staff to implement appropriate access arrangements for candidates

**Teaching staff**

- Support the SENDCo in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate
- Provide the SENDCo with internal exam timetable to ensure arrangements are put in place when required

## Facilitating access - examples

The SENDCo along with the EO will ensure that Saint John Wall School complies with 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

Ratified by Governors: 12/10/2026
Review Date: 12/10/2027
(This policy will remain in force beyond the review date if no updates are required)