



# THE KING'S SCHOOL GRANTHAM

## Disability policy (exams) 2019/20

### KEY STAFF INVOLVED IN THE DISABILITY POLICY

| Role  | Name(s)  |
|---|--|
| Special Educational Needs and Disabilities Coordinator (SENDCo) | Miss Simone Bieber   |
| Head of Centre  | Mr Simon Pickett   |
| Examinations Officer (EO)                                       | Mrs Lisa Topham  |
| Examinations Officer line manager                               | Mr Simon Pickett   |
| SLT members   | Mr N Barton, Mr S Brook, Mr J Dixon, Mrs H Murray,<br>Mr N Whales. |

Throughout this policy AA refers to <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>.

Throughout this policy GR refers to <https://www.jcq.org.uk/exams-office/general-regulations>

### PURPOSE OF THE POLICY

This document is provided as an exams-specific supplement to the *centre-wide accessibility policy and 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 [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, by outlining staff roles and responsibilities in relation to:

- identifying the need for appropriate arrangements, reasonable adjustments 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 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 AND DISABILITIES COORDINATOR (SENDCo)*

Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#).

#### *TEACHING STAFF*

Inform the SENDCo of any support that might be needed by a candidate.

#### *SUPPORT STAFF (FOR EXAMPLE, TEACHING ASSISTANTS)*

Provide comments or 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*

An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor or psychologist or specialist assessor, who has detailed understanding of the current JCQ publication [AA](#).

### USE OF WORD PROCESSORS

The Exam word processor policy can be found on T Drive under examinations. [T:\Administrative Areas\Exams\Exam Policy\2019-20 Word processor policy.docx](#)

The statement which details the criteria the centre uses to award and allocate word processors for exams can be found at the back of this policy in appendix 1.

## REQUESTING ACCESS ARRANGEMENTS

### ROLES AND RESPONSIBILITIES

#### *SPECIAL EDUCATIONAL NEEDS AND DISABILITIES COORDINATOR (SENDCo)*

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 or examined by an awarding body which must be conducted according to awarding body instructions and the JCQ publication [Instructions for conducting examinations](#) (ICE).

#### *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)

### *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](#)

### *OTHER RELEVANT CENTRE STAFF*

Support the SENDCo 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](#),

### *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

## **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 (SENDCo)*

Liaises with teaching staff to implement appropriate access arrangements for candidates

### *TEACHING STAFF*

Support the SENDCo 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.

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

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

## APPENDIX 1

### THE CRITERIA THE KING'S SCHOOL USES TO AWARD AND ALLOCATE WORD PROCESSORS FOR EXAMINATIONS

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

#### AWARDING WORD PROCESSORS

There are also exceptions where a candidate may be **awarded** the use of a word processor in exams where he has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

Exceptions might include where a candidate has, for example:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting

#### ALLOCATING WORD PROCESSORS

Appropriate exam-compliant word processors will be allocated by the IT department in liaison with the SENDCo and the exams officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7.5 page 12 of ICE.