



MULTI-ACADEMY TRUST

EQUALITIES POLICY (EXAMS)

BRINSWORTH ACADEMY

Responsible for Policy	Executive Principal
Approved	October 2023
Review Date	November 2024

Key staff involved in the exams policy

Role	Name(s)
Head of centre	G Raynor
Exams officer line manager (Senior Leader)	G Raynor
Exams officer	E Foottit
SENCo	L Routledge
SLT member(s)	A Birch
	B Foxton
	A Marren
	L Brunton

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Purpose of the policy

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

- recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010†, particularly Section 20 (7). This must include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid; †or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect

(JCQ's General Regulations for Approved Centres, section 5.4)
)

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 in the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* [Access Arrangements and Reasonable Adjustments 2023-2024](#)

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

- ▶ Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)

Additional learning support (ALS) lead/Special educational needs coordinator (SENCo)

- ▶ 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 ALS Lead/SENCo of any support that might be needed by a candidate

Support staff (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- ▶ (where appropriate) Provide comments/observations to support the ALS Lead/SENCo to *paint 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/psychologist/specialist teacher assessor)

- ▶ Has detailed understanding of the current JCQ publication [AA](#)

Use of word processors

Please see Word Processor Policy

[\[AA 5.8\]](#)

Requesting access arrangements

Roles and responsibilities

ALS lead/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
- Maintains a file/e-folder for each candidate (the required documentation for a candidate will be in hard copy within the candidate's file/each of the required documents held electronically within the candidate's e-folder) 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 covered by AAO (where approval is required), a printout/PDF of the AAO approval and a signed candidate personal data consent form (which provides candidate consent to their personal details being shared)
- ▶

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/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

ALS lead/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)

Exams officer

- ▶ Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in [ICE 2023-2024](#)
- ▶ Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not normally the candidate's own subject teacher but where the candidate's own subject teacher has to be used, ensures a separate invigilator is always present
- ▶ Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not a relative, friend, peer or private tutor of the candidate.

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
- ▶ Understands that where permitted/approved, a secure question paper packet may need to be opened early in the secure room to facilitate the following:
 - a Language Modifier may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam in order to prepare
 - the Communication Professional may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam in order to prepare
 - the Live Speaker may have access to the transcript of the Listening examination 60 minutes prior to the awarding body's published start time for the exam in order to prepare

Internal assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally moderated/standardised 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]

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

Internal exams

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments.

ALS lead/SENCo)

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

Teaching staff

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

Brinsworth Academy Facilitating access

Brinsworth Academy DDP in relation to exams

The Equality Act (2010) and School Examinations

Introduction

Facilities exist for students with disabilities to access the curriculum and all relevant areas of school. The school recognises its responsibility to provide equal access to education for all students irrespective of disability.

1. The School Equality Policy

The Equality Act 2010 provides a single, consolidated source of discrimination law. It outlines special provision for Disability which mainly replicates the provision in the DDA.

It makes it unlawful to discriminate, against disabled students and prospective students, in all aspects of school life.

Definition of Disability

“A person has a disability if he or she has a physical or mental impairment that has substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.”

‘substantial’ = more than minor or trivial

‘long-term’ = has lasted or is likely to last for at least a year or for the rest of a person’s life

'physical or mental impairments' – includes students with:

- sensory impairments
- mental illness (only if recognised by a respected medical body)
- LD, dyslexia
- Diabetes, Epilepsy, HIV, Multiple Sclerosis, Cancer
- severe disfigurements

Treatment of students

The school has an established Equality Policy (2010) which outlines how

- School will seek to ensure that a student is not treated less favourably for a reason that is related to a child's disability (ie there is a link between the reason and the disability) than it treats, or would treat others, to whom that reason does not apply.
- We plan to make reasonable adjustments to ensure that students who are disabled are not put at a substantial disadvantage in comparison to students who are not disabled.

The Equality Policy covers all aspects of school life including assessment and examination arrangements.

2. The School's Disability Accessibility Plan for 2016 18 details additional adjustments that the school has planned to make over this three year period to allow full equality of access. Sections of this refer, directly or indirectly, to adjustments that are to be made to ensure all students, irrespective of disability, have equal access to examinations.

3. The School's Equality Policy which complements the School's Access Plan is reviewed annually in consultation with the School's Disability Equality Steering Group (DESG).

It aims to actively promote equality of opportunity for disabled children and adults and to weave disability equality into the culture of the school.

ENSURING THAT THE EXAMINATION/EXAMINATION CENTRE IS ACCESSIBLE

The Building

Facilities exist for students with disabilities to access the curriculum and all relevant areas of the school.

- Examination rooms will be used on the ground floor of the school where necessary; for students with physical disabilities, these are all located near emergency exits.

- A private room can be arranged for an examination, where appropriate, with the Exams Officer checking that the environment is suitable for the candidate. For example, that there is enough room for a wheelchair and its supports.
- Provision will be made, where appropriate, to ensure that those who need to take medication during the course of an examination can do so in privacy and as speedily as possible.
- Examination rooms will be arranged, where possible, which are close to an accessible toilet.
- Brinsworth Academy is committed to make all “reasonable adjustments” to meet the needs of disabled students, where necessary. For an exam, this may mean choosing a room that ensures that the candidate feels more comfortable, or arranging specific lighting or tactile surfaces, etc.
- The centre will ensure that both disabled candidates and staff are aware of the emergency evacuation procedures to ensure that disabled candidates can be safely evacuated from the building whatever their disability or impairment.

Seating

- Where appropriate, candidates will be seated close to the exit in the examination room to make them feel more comfortable and to limit disruption for others.
- There will be sufficient space between desks and chairs to enable a candidate (or invigilator) who uses a wheelchair to enter and leave the area without difficulty.
- Chairs will be made available, where necessary, outside examination rooms to enable those with mobility issues or those who may simply be experiencing particular stress to sit and rest before they enter the examination.
- We will ensure that seating is appropriate and comfortable for those who may have a disability that affects seating and posture.

Signage

- We will ensure that all the signs for the examination and those provided by JCQ are suitably sized and adapted to meet the needs of candidates with a disability.
- Sign content will be simple, short and easily understood. Text and lettering will be in a clear, uncomplicated and reasonably sized font.

Emergency Evacuation

- the Exams Officer and invigilators will know what procedures are in place for those with a disability, in particular for those who may need assistance to leave a building. We will make sure that when evacuation and emergency procedures are being explained to candidates, attention is given to appropriate explanation for those with a disability whose arrangements may be different.
- All ground floor exits are level and are accessible to wheelchair users.

Resources

- Where computers are being used for an examination we will ensure that hardware and software has been properly adapted and tested for those who may use them, such as people with a visual or aural impairment. We will also ensure that there are backups and alternatives in case support equipment ceases to function.

Improving the candidate experience

The Exams Officer will maintain a good positive working relationship with the Achievement Support Department to ensure that there are clear lines of communication.

The AS department will ensure that appropriate arrangements and facilities are made available which meet the requirements of any candidate with a disability using key guidance provided by the Joint Council for Qualifications (JCQ) booklet 'Access Arrangements Reasonable Adjustments and Special Consideration'. Evidence to support applications for access arrangements will be obtained and recorded. Assessments will be carried out by qualified personnel. At present there are two teachers in school with a recognised qualification, this being CCET with CPT3A.

Consideration will be given to the whole range of adjustments, which can be made to ensure that there are provisions for candidates with a disability. These adjustments may include:

- modified test papers, for example enlarged print or Braille;
- up to 25% extra time (or considerably more if a candidate's disability is of a profound and extensive nature);
- a reader or amanuensis or use of a computer reader. A reader will be provided either/or by the AS department or the Schools Examination Office. It may be a student uses an electronic reader if this is appropriate.
- supervised rest breaks;
- different coloured scripts or use of coloured overlays;
- a prompter;
- use of a computer or other technology;
- use of an individual room;

Arrangements have been agreed for students with late-presenting temporary disabilities;

- the AS department will liaise with the Schools Examination Officer to provide the readers/amanuensis and room arrangements;
- the School Examination Officer will check medical evidence is available and will make the on-line application.

Exam results are made available to all students in the Main Hall, which is fully accessible to disabled students. A private accessible room can be arranged for a student where requested or deemed appropriate.