

Equalities Policy (Exams)



Undershaw

Policy Title	Equalities Policy (Exams)
First Published	September 2021
Last Date of Review	September 2022
Next Review by Date	September 2023
Reviewed By	Deputy Headteacher, Academic
Approved By	Headteacher
For publication on website	Yes / No
Signed by	Headteacher September 2022

Key staff involved in the policy

Role	Name(s)
Head of SEND	George Pickersgill
Senior leader(s)	Victoria Walker, Deputy Headteacher
Head of centre	Emma West, Headteacher
Access arrangement facilitator(s)	George Pickersgill, Head of SEND

Contents

Key staff involved in the policy	2
Contents	2
Implementing access arrangements and the conduct of exams	3
Purpose of the policy	3
The Equality Act 2010 definition of disability	3
Identifying the need for access arrangements	3
Roles and responsibilities	3
Use of word processors	4
Requesting access arrangements	4
Roles and responsibilities	4
Implementing access arrangements and the conduct of exams	4
Roles and responsibilities	4
External assessments	4
Internal assessments	5
Facilitating access - examples	6

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, 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
(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 page 9 of the JCQ publication (Adjustments for candidates with disabilities and learning difficulties) Access Arrangements and Reasonable Adjustments 2021-2022

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 leader(s)

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

Head of SEND

- 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 Head of SEND 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 Head of SEND 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 assessor)

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

Use of word processors

Undershaw has a policy on the use of word processors. This can be found with all examinations policies for the current year 21-22, in the exams policies folder on Teams and on the website: [Examinations - Undershaw Education Trust](#)

Requesting access arrangements

Roles and responsibilities

Head of SEND

- 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 (EO)

- 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 Head of SEND, 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

Head of SEND

- 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 2021-2022](#)

Other relevant centre staff

- Support the Head of SEND 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 moderated/standardised by the centre and externally moderated by the awarding body.

Head of SEND

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

Teaching staff

- Support the Head of SEND 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.

Head of SEND

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

Teaching staff

- Support the Head of SEND 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.

Example of candidate need(s)	Arrangements explored	Centre actions
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation within the centre	<i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i> <i>Papers checked for those testing reading</i> <i>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i> <i>A short concise file note produced on centre headed paper, signed and dated kept on file, confirming the nature of the candidate’s impairment and that the use of a computer reader and/or a reader reflects his/her normal and current way of working within the centre</i> <i>(25% Extra time - Form 8 completed as appropriate)</i> <i>Supporting evidence, AAO approval and signed candidate personal data consent form kept on file</i>
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	<i>Gathers evidence to support substantial and long term adverse impairment</i> <i>Confirms with candidate how and when they will be prompted</i> <i>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)</i>
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	<i>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</i> <i>Provides height adjustable desk in exam room</i> <i>Allocates exam room on ground floor near adapted bathroom facilities</i> <i>Spaces desks to allow wheelchair access</i> <i>Seats candidate near exam room door</i> <i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i> <i>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>

Policy No/Name:	Equalities Policy (Exams)			
Statutory: Y /N	Online: Y /N		Parago: Y /N	
Review Frequency: Annual	Committee Review:	N/A		
	2021	2022	2023	2024
Staff Member responsible	DHT Academic	DHT Academic		
Nature of changes made	Policy generated	Annual updates		
Date reviewed by Committee	N/A	N/A		
Date next review is due	Sept 22	Sept 23		
File Version	1	2	3	