

Examinations Disability Equality Scheme and Access Plan



Formby High School
Determined to Achieve

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This policy is reviewed annually to ensure compliance with current regulations.

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Key staff involved in the policy

Role	Name
SENDCO	Mrs E Dakin
Director of SEND	Mrs S Warwick
SLT Line Manager SEND	Mrs K Blanchard (Deputy Headteacher)
Head of Centre	Mr A Wood (Headteacher)
Assessor	Service Provided by Sefton Council
Access arrangement facilitator	Mrs M Hiller (Exams and Data Manager)

“We want to live in communities where we can participate fully and equally. We want all our children to do well at school, to take part in all areas of school life and reach their potential. We know that for many disabled children at school this hasn’t yet happened and there remains considerable work to be done.

The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place.”

Bert Massie
Chairman
Disability Rights Commission

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Purpose of the policy

This document is provided as an exams-specific supplement to the centre-wide Disability Equality Scheme and Access 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. * 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 JCQ publication General Regulations for Approved Centres 2018-2019).

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

Definition of Disability

The Equality Act duties above are owed to all students who are defined by the Equality Act as being disabled and under the planning duties schools and local authorities have a general duty to improve the accessibility of schools for disabled students. The Equality Act defines a disabled person as someone who has a ‘physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the Equality Act ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means ‘has lasted or is likely to last more than 12 months’.

The definition is broad and includes children with a wide range of impairments, including learning difficulties, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the student’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer, or surviving cancer, HIV or multiple sclerosis are now included from the point of diagnosis.

A significant number of students are therefore included in the definition.

The test of whether the impairment affects normal day-to-day activity is whether it affects the student in everyday life in one or more of the following ways:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception or risk of physical danger

** 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.*

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Disability and Special Educational Needs (SEN)

Many children who have SEN will also be defined as having a disability under the Equality Act. It is likely that many of the students who have SEN and [an Educational, Health and Care Plan \(EHCP\)](#) or who are at School Action Plus will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the Equality Act. Similarly, not all children with SEN will be defined as having a disability under the Equality Act. In particular, some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

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 JCO publications including [General Regulations \(GR\)](#) and [Access Arrangements \(AA\)](#)
- The head of centre **must** ensure that the SENCo understands the JCO document Access Arrangements and Reasonable Adjustments and is given sufficient time to manage the access arrangements process within the centre

Senior Leaders

- Are familiar with the entire contents of the annually updated JCO publications including GR and AA

Special Educational Needs Coordinator (SENDCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCO publication AA
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Ensures an appropriately qualified assessor is appointed, evidence of the assessor's qualification(s) is obtained before he/she assesses candidates and that evidence of the qualification(s) of the person(s) appointed is held on file
- Presents when requested by a JCO Centre Inspector, evidence of the assessor's qualification
- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as per Chapter 7 of AA
- Leads on the access arrangements process to facilitate access for candidates
- Works with teaching staff, relevant support staff and the Examinations and Data Manager to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Provide information to evidence the normal way of working of a candidate

Teaching staff

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

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Teaching Assistants

- Provide comments/observations to support the SENDCo in painting a holistic picture of need confirming normal way of working for a candidate

Exams and Data Manager

- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including, when applicable, private candidates) are clearly defined and documented
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Support the SENDCo in determining the need for and implementing access arrangements
- 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
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Centre Assessor must have a detailed understanding of the JCQ publication AA
- Ensure there are appropriate resources in place at the time of the examinations/assessments to meet candidates' needs, e.g. sufficient readers and scribes.

Use of Word Processors

- A word processor (laptop) with the spelling and grammar check/predictive text disabled will be provided to a candidate where it is their normal way of working
- Exceptions are when the awarding body's specification says otherwise. For example, where the curriculum is delivered electronically and word processors are provided to all candidates.
- The use of a word processor for examinations must reflect the candidate's normal way of working
- A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home
- A member of the Senior Leadership Team must produce a statement for inspection purposes which details the criteria used to award and allocate word processors for examinations

Requesting Access Arrangements

Roles and responsibilities

Special Educational Needs 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
- Follows guidance in AA Chapter 8 to process approval applications for access arrangements for those qualifications listed on page 2/92 of AA
- 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 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 as listed on page 2/92 of AA, are entered into AAO to confirm their status

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Exams and Data Manager

- 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

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 SENDCo, the Examinations and Data Manager 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 (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 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
- Monitors, in internal tests/mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangement, may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage

Examinations and Data Manager

- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in the current JCQ ICE
- Is familiar with the instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in the current JCQ ICE
- 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 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
- Ensures a record of the content of training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- 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
- Check in advance that modified papers are requested

Lead Invigilator

- Support the SENDCo and the Examinations and Data Manager to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

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- Is familiar with the instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in the current JCQ ICE
- Liaises with the Examinations and Data Manager regarding facilitation and invigilation of access arrangement candidates in exams
- 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
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Communication Professional)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- 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 and the role of any facilitator
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- 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
- 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

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

Special Educational Needs Coordinator (SENDCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Ensures candidates are aware of the access arrangements that are in place for their assessments

Teaching staff

- Support the SENDCo in implementing appropriate access arrangements for candidates

Examinations and Data Manager

- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures cover sheets are completed as required by facilitators
- Liaises 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

Pre-Public Examinations

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

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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

Examinations and Data Manager

- 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

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Facilitating Access – Examples of Practice at Formby High School

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
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks	<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 'Alternative site form' for timetabled written exams to awarding body/bodies online using CAP</p> <p>An on-line submission must only be made for timetabled written examinations in the following qualifications:</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>

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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	Confirms candidate is disabled within the meaning of the Equality Act 2010 Papers checked for those testing reading Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded Original Form 8v signed 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
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	Gathers evidence to support substantial and long term adverse impairment Confirms with candidate how and when they will be prompted Briefs invigilator to monitor candidate and the method of prompting (call out their name to bring their attention back to the paper - confirms requirement for separate room)
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	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 Provides height adjustable desk in exam room Allocates exam room on ground floor near adapted bathroom facilities Spaces desks to allow wheelchair access Seats candidate near exam room door Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room 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

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