



# Castle Donington College

## Disability Procedure 2022/23 (Exams specific)

This procedure is reviewed annually to ensure compliance with current regulations

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## Purpose of the Procedure

This document is provided as an exams-specific supplement to the College's Special Educational Needs and Disability policy.

This Procedure details how the College, as the Examination Centre, will:

*Recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010†. 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 JCQ publication General Regulations for Approved Centres 2022-23]*

*This publication is further referred to in this policy as [GR](#).*

This Procedure 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 4 of the JCQ publication *Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments 2020/2021*.

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](#)

#### SLT

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

#### 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](#)
- SENCo together with subject teachers will start to build a picture of need
- Any access arrangements must be the student's normal way of working

#### Teaching staff

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

## **Support staff** (for example, Learning Support Assistants)

Provide comments/observations to support the SENCo 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/psychologist/specialist assessor)

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

## **Requesting access arrangements**

### **Roles and responsibilities**

#### **Special educational needs coordinator (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
- Applies for access arrangements via the JCQ AAO tool, this can be done jointly with the Examination Officer
- Presents the files when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- In the absence of the SENCo, these are presented by a member of SLT or the Examination Officer.

#### **Examination 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 Examination Officer 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 (SENCo)**

- In liaison with the Examination Officer, 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)
- Informs Heads of Departments of students with access arrangements granted during the course in examinations

#### **Examination Officer**

- Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in [ICE 2022/2023](#)
- Arranges invigilation and rooming for students with approved arrangements

#### **Other relevant centre staff**

- Support the SENCo and the Examination 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 by the centre and externally moderated by the awarding body.

#### **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.

#### **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

## **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 below 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><i>SENCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>HoY in consultation with VP provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo; AAO approval for both arrangements not required</i></p> <p><i>HoY in consultation with VP discussion with candidate to confirm the arrangements should be put in place. A risk assessment to be undertaken and agreement that a parent/carer will be present during exams taken at home</i></p> <p><i>EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online through CAP</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p>

		<p><i>HoY in consultation with VP confirms with candidate the information is understood</i></p> <p><i>HoY in consultation with VP agrees with candidate that prior to each exam candidate will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with Assistant Principal if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>EO informs candidate that special consideration has been requested</i></p>
Persistent and significant difficulties in accessing written text	Reader 25% Extra time Separate invigilation within the centre	<p><i>SENCO confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>SENCO checks papers for those testing reading</i></p> <p><i>SENCO produces a short concise file note on centre headed paper, signed and dated kept on file, confirming the nature of the candidate's impairment and that the use of a reader reflects his/her normal and current way of working within the centre</i></p> <p><i>(25% Extra time - Form 8 completed as appropriate)</i></p> <p><i>Supporting evidence, AAO approval and signed candidate personal data consent form kept on file</i></p>
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	<p><i>SENCO gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>SENCO confirms with candidate how and when they will be prompted</i></p> <p><i>EO 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></p>
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	<p><i>EO 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></p> <p><i>EO provides height adjustable desk in exam room and liaises with Premises Officer</i></p> <p><i>EO allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>EO spaces desks to allow wheelchair access</i></p> <p><i>EO seats candidate near exam room door</i></p> <p><i>EO confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><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></p>