



Disability Policy

This document is an exams' specific supplement to the West Norfolk Academies Trust, 'Equality Duty Statement and Objectives' – which details legislation, guidance and requirements of the Equality Act 2010 and the whole school 'Special Educational Needs and Disability Policy' which detail how the centre

'Recognises 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. †or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect' [Quote taken directly from chapter 5.4 of the current JCQ publication *General regulations for approved centres*]

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

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 Access Arrangements and Reasonable Adjustments*

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 Leadership Team

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

Special educational needs Co-ordinator (SENDCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCA publication AA **Teaching staff**
- Inform the SEND of any support that might be needed by a candidate

Assessor of candidates with learning difficulties (SEND) (An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)

- Has detailed understanding of the current JCQ publication AA

Requesting access arrangements Roles and responsibilities

Special educational needs Co-ordinator (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/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 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 within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam.)

Special educational needs Co-ordinator Director (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 below:

Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations:

The following checklist, which is not an exhaustive one, has been produced as a good practice guide for centres.

A Training invigilators	
1	Ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
2	As part of the training process make sure that invigilators are aware of policies and procedures relating to emergency evacuation and medication, especially where they relate to candidates with a disability.
3	Ensure that invigilators are aware of alternative means of communication, especially in the exam room when conveying information to disabled candidates.
B Information for candidates	
1	Ensure that information supplied to candidates with a disability, such as JCQ <i>Information for candidates</i> documents, are suitably sized and adapted.
C Seating arrangements	
1	Make sure that there are chairs available outside the examination room(s) to enable those with a disability or those candidates who experience extreme stress or anxiety, to sit and rest before they enter the examination.
2	Ensure that there is sufficient space between desks and chairs to enable a candidate (or an invigilator) who uses a wheelchair to enter and leave the room without difficulty.
3	If you know that a candidate may become unwell during the examination due to the nature of their disability, try to ensure that you seat them close to the exits to make them feel more comfortable and to limit any disruption to others within the examination room.
4	Ensure that the seating is both appropriate and comfortable for those who may have a disability which affects sitting and posture.
D Candidates requiring access arrangements	
1	Where a candidate has been granted the use of an Oral Language Modifier, a reader or a scribe, ensure that those individuals who will be acting as an Oral Language Modifier, a reader or a scribe are introduced to the candidate prior to the examination(s) taking place. This is particularly important for those candidates with autism, who will find it difficult to relate to someone who is a stranger.
2	Where a candidate has been granted supervised rest breaks, try to ensure that the rest areas are suitably comfortable as well as maintaining the security of the examination. Supervised rest breaks will apply to those candidates who suffer from fatigue, hyperactivity, obsessive compulsive disorders or long term health conditions.
3	Where a candidate has been granted the use of a prompter, it is important that the person appointed to act as a prompter is aware of disability etiquette, particularly when touching the candidate's desk as a means of a prompt, or tapping the candidate's arm or shoulder. This will apply to those candidates with autism who may have difficulty with time.
4	For on-screen tests, ensure that hardware and software have been adapted for those candidates with a sensory or multi-sensory impairment.
E Emergency evacuation procedures	
1	Invigilators and all other centre staff involved in conducting examinations must be aware of the emergency evacuation procedures in place for those candidates with a disability who may need assistance in leaving the building.
2	When evacuation and emergency procedures are being explained to candidates, attention should be given to those candidates with a disability, for whom such procedures may be different.

Other relevant centre staff

- Support the 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 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 – Foreword, page 3*]

Special educational needs Co-ordinator (SENDCo)

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

Teaching staff

- Support the SEND in implementing appropriate access arrangements for candidates.