

**Belvue High School**

Disability policy (exams)

This policy details how Belvue School 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

**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.

Senior leaders are familiar with the entire contents of the annually updated JCQ publications Special educational needs coordinator has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication.

Teaching staff inform the Assistant Head and Examinations officer of any support that might be needed by a candidate.

**Assessor of candidates with learning difficulties**

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements Assistant Head/assessor/psychologist/specialist assessor) has detailed understanding of the current JCQ publication.

**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 Assistant Heads, 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

Assistant Head 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 in the current ICE

Other relevant centre staffs support the Assistant Head 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 which are normally set by a centre/awarding body, marked and internally verified by the centre and moderated by the awarding body.

Assistant Head liaises with teaching staff to implement appropriate access arrangements for candidates

Teaching staff support the Assistant Head 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.

Assistant Head liaises with teaching staff to implement appropriate access arrangements for candidates

Teaching staff support the Assistant Head 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** |
| A medical condition which prevents the candidate from taking exams in the centre | Alternative site for the conduct of examinations  Supervised rest breaks | *Assistant Head gathers evidence to support the need for the candidate to take exams at home*  *Exam Officer provides written statement for file to confirm the need*  *Approval confirmed by Headteacher; AAO approval for both arrangements not required*  *Assistant head discussion with candidate to confirm the arrangements should be put in place*  *Exam Officer submits appropriate ‘Alternative site for the conduct of exams form’*  *Exam Officer provides candidate with exam timetable and JCQ information for candidates*  *Exam Officer confirms with candidate the information is understood*  *Exam Officer agrees with candidate that prior to each exam will call to confirm fitness to take exam*  *Exam Officer allocates invigilator(s) to candidate’s timetable; confirms time of collection of exam papers and materials*  *Invigilator monitors candidate’s condition for each exam and records any issues on incident log*  *Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam*  *Invigilator briefs Exam Officer after each exam on how candidate’s performance in exam may have been affected by his/her condition*  *Exam Officer discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)*  *Exam Officer processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence*  *Exam Officer informs candidate that special consideration has been requested* |
|  |  |  |
| Persistent and significant difficulties in accessing written text | Reader/computer reader  25% Extra time | *Confirms candidate is disabled within the meaning of the Equality Act 2010*  *Print out of all access arrangements kept on file with body of supporting evidence and signed data protection notice*  *Papers checked for those testing reading*  *Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded where human reader is normal way of working within the centre.*  *Reader/Computer reader provided in line with normal way of working.* |
| Significant difficulty in concentrating | Prompter | *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 his name to bring his attention back to the paper - confirms requirement for separate room)* |
| A wheelchair user | Desk  Rooms  Facilities  Seating arrangements | *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* |