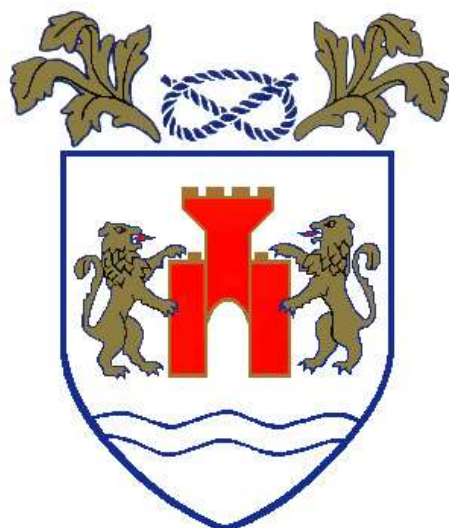


# **Wolstanton High School**

**A Shaw Education Trust Academy**



## **Disability Policy 2017/18**

<b>Agreed by Academy Council:</b>	<b>Autumn 2017</b>
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## Purpose of the policy

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

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 of the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment
- looking into adverse effects and assessing which are substantial
- considering if substantial adverse effects are long term
- judging the impact of long term adverse effects on normal day to day activities

Statutory guidance on the Equality Act 2010 definition of disability had been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition – <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

## Identifying the need for access arrangements

### Roles and responsibilities

#### Senior leaders

- Are familiar with the entire contents of the annually updated JCQ publications

#### 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 Access Arrangements (referred to as AA in this document)

#### Teaching staff

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

#### Support staff (Teaching Assistants & Learning Mentors)

- Where appropriate provide comments/observations to support the SENCo in *painting a holistic picture of need* confirming *normal way of working* for the 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 current 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

#### Exams officer

- Is familiar with the entire contents of the annually updated JCQ publication General Regulations (GR) and is aware of information contained in AA where this may be relevant to the EO role

## Use of Word Processors

Please see Word Processor Policy

## 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 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

#### Special educational needs coordinator (SENCo)

- 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 (page 44)

#### Other relevant centre staff

- Support the SENCo 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*]

#### Special educational needs coordinator (SENCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Liaises with candidate to inform them of access arrangements put in place

#### Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

- Provide exam materials that may need to be modified for a candidate

### **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
- Liaises with candidate to inform them of access arrangements put in place
- Liaises with Exams officer to implement appropriate access arrangements for candidates
- Ensures invigilators are trained to aid candidates as appropriate

### **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate
- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required

### **Exams officer**

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Liaises with candidate to inform them of access arrangements put in place
- Liaises with SENCo to implement appropriate access arrangements for candidates
- Liaises with invigilators (if using external invigilators) to implement appropriate access arrangements for candidates
- Ensures invigilators are trained to aid candidates as appropriate

## **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.

<b>Example of candidate need(s)</b>	<b>Arrangements explored</b>	<b>Centre actions</b>
A medical condition which prevents the candidate from taking exams in the centre for example school refuser due to anxiety or candidate that is in hospital or health facility due to health concerns	Alternative site for the conduct of examinations, such as home or medical institute  Supervised rest breaks	<i>SENCo gathers evidence to support the need for the candidate to take exams at home or medical institute</i> <i>Approval confirmed by SENCo</i> <i>Head of House has discussion with parents of candidate to confirm the arrangements should be put in place</i> <i>EO submits appropriate 'Alternative site for the conduct of exams form'</i> <i>EO provides candidate with exam timetable and JCQ information for candidates</i> <i>Head of House confirms with parent(s) of candidate the information is understood</i>

		<p><i>Head of House agrees with parents of candidate that prior to each exam 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 Head of House/SENCo 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>Head of House informs candidate that special consideration has been requested</i></p>
Persistent and significant difficulties in accessing written text	<p>Reader</p> <p>25% Extra time</p> <p>Separate invigilation within the centre</p>	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><i>Original Form 8, signed by hand 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</i></p>
Persistent and significant difficulties in writing text	<p>Scribe/Word Processor</p> <p>25% Extra time</p> <p>Separate invigilation within the centre</p>	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Provide Scribe or work processor as necessary</i></p> <p><i>Original Form 8 signed by hand 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</i></p>
Significant difficulty in concentrating	<p>Prompter</p> <p>Separate invigilation within the centre</p>	<p><i>Gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>Confirms with candidate how and when they will be prompted</i></p> <p><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></p>
A wheelchair user	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p><i>Provides height adjustable desk in exam room</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>Spaces desks to allow wheelchair access</i></p> <p><i>Seats candidate near exam room door</i></p> <p><i>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>
Panic attacks/anxiety	<p>Separate invigilation within the centre</p> <p>Rest Breaks</p>	<p><i>Provides a quiet room in which the candidate feel comfortable</i></p> <p><i>Agrees with candidate location of quiet room</i></p> <p><i>Provides exam equipment as necessary to relieve stress to candidate</i></p>

		<i>Briefs invigilator to monitor candidate allowing rest breaks as necessary</i>
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