

# St Benedict's Catholic College



## Equality Policy (Exams)

This policy is reviewed annually to ensure compliance with current regulations

Reviewed by	Mr G Byles
Date of next review	June 2023

### Key staff involved in the policy

Role	Name(s)
SENDCo	Mr G Byles
SENDCo line manager (Senior leader)	Mrs J E Santinelli (Principal)
Head of centre	Mrs J E Santinelli (Principal)
Assessor	Mrs D Cudmore
Access arrangement facilitator	Ms J Whitehead (Exams Officer)



## Contents

Key staff involved in the policy.....	2
Purpose of the policy .....	3
The Equality Act 2010 definition of disability.....	3
Identifying the need for access arrangements .....	3
Roles and responsibilities.....	3
Use of word processors.....	4
Requesting access arrangements .....	4
Roles and responsibilities.....	4
Implementing access arrangements and the conduct of exams .....	4
Roles and responsibilities.....	4
External assessments .....	5
Internal assessments .....	5
Internal exams.....	5
Facilitating access - examples .....	6



## Purpose of the Policy

This document is provided as an exams-specific supplement to the St Benedict's Catholic College Equality Policy which details how the college will:

*“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....*

*†for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”*

JCQ publication General Regulations for Approved Centres 2020-2021 (section 5.4)

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 2021-2022. 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 Leaders

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

#### Special Educational Needs and Disabilities Co-ordinator (SENDCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA

#### Teaching Staff

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

#### Support Staff (eg. Learning Support Assistants, HLTAs)

- (where appropriate) Provide comments/observations to support the ALS lead/SENDCo to paint 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 current JCQ publication AA



## Use of Word Processors

The St Benedict's Catholic College Word Processing Policy is available to view on the school's website.

This policy details how the college manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

## Requesting Access Arrangements

### Roles and Responsibilities

#### 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

### Roles and Responsibilities

#### Head of Centre

- Supports the SENDCo, 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

#### 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

- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in ICE 2020-2021

#### Other Relevant Centre Staff

- Support the SENDCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to 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).

## **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.

### **Special Educational Needs and Disabilities Co-ordinator (SENDCo)**

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

### **Teaching Staff**

- Support the SENDCo 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 and Disabilities Co-ordinator (SENDCo)**

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

### **Teaching Staff**

- Support the SENDCo 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.	<p>Alternative site for the conduct of examinations.</p> <p>Supervised rest breaks.</p>	<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 appropriate 'Alternative site for the conduct of exams form'.</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>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials.</p>

**St Benedict's Catholic College  
Equality Policy (Exams)**



Example of Candidate Need(s)	Arrangements Explored	Centre Actions
<p>A medical condition which prevents the candidate from taking exams in the centre. (Cont.)</p>	<p>Alternative site for the conduct of examinations.</p> <p>Supervised rest breaks</p>	<p>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.</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>Persistent and significant difficulties in accessing written text.</p>	<p>Reader/computer reader.</p> <p>25% Extra time.</p> <p>Separate invigilation within the centre.</p>	<p>Confirms candidate is disabled within the meaning of the Equality Act 2010.</p> <p>Papers checked for those testing reading.</p> <p>Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded.</p> <p>Form 8, 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.</p>
<p>Significant difficulty in concentrating.</p>	<p>Prompter.</p> <p>Separate invigilation within the centre.</p>	<p>Gathers evidence to support substantial and long term adverse impairment.</p> <p>Confirms with candidate how and when they will be prompted.</p> <p>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).</p>

**St Benedict's Catholic College  
Equality Policy (Exams)**



Example of Candidate Need(s)	Arrangements Explored	Centre Actions
A wheelchair user.	<p>Desk.</p> <p>Rooms.</p> <p>Facilities.</p> <p>Seating arrangements.</p> <p>Practical assistant.</p>	<p>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.</p> <p>Provides height adjustable desk in exam room.</p> <p>Spaces desks to allow wheelchair access.</p> <p>Seats candidate near exam room door.</p> <p>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room.</p> <p>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.</p>