



Equality Policy (Exams) 2023/2024

This policy is reviewed annually to ensure compliance with current regulations

Reviewed by:

L Kennedy – Examinations Officer

Approved/Reviewed by Governors:

November 2023

Date of next review:

November 2024

Equalities Policy Codicil Insert

Recent Changes to this Policy

This policy was reviewed and ratified by the Governing body on:

The following persons are authorised to approve minor changes between reviews:

Chair of Governing Body Committee:

Since ratification by the Governing Body the following changes have been made-

Date of change:		
Paragraph or page	Previous Wording	New Wording
Title	Equality Policy (Exams)	Equalities Policy (Exams)
PG 5 – Teaching staff	Informs the SENCo of any support that might be needed by a candidate.	Where appropriate) Inform the ALS lead/SENCo of any observations about a candidate or any support that might be needed by a candidate
PG 5 – Support Staff	Provide comments and observations to support the SENCo in painting a picture of need confirming normal way of working for a candidate.	(where appropriate) Provide comments/observations to support the ALS lead/SENCo to 'paint a holistic picture of need', confirming normal way of working for a candidate
PG 5 - Assessor	Has detailed understanding of the current JCQ publication access arrangements.	(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist teacher assessor) Has detailed understanding of the JCQ publication AA
PG 4/5	SENCo – Additional information	Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of relevant JCQ forms, such as Form 8 (Application for access arrangements – Profile of learning difficulties), Form 9 (Profile of need), Form 8RF (progression from GCSE to GCE, Form BD25 (bilingual dictionary with 25% extra time), etc. supplemented by written statements, where required.
PG 8 – Centre Actions	Additional information on applications for special consideration	supported by appropriate evidence signed by a member of the senior leadership team (Evidence retained until after the publication of results)
PG 8 – 25% extra time	Separate invigilation within the centre	Alternative rooming arrangements
PG 9 – 25% extra time	<i>A short concise file note produced on centre headed paper, signed and dated kept on file, confirming the nature of the candidate's impairment and that the use of</i>	SENCo produces a statement, confirming the nature of the candidate's impairment and that the use of a computer reader and/or a reader

	<p><i>a computer reader and/or a reader reflects his/her normal and current way of working within the centre (25% Extra time - Form 8 completed as appropriate)</i></p>	<p>reflects his/her normal and current way of working within the centre and completes appropriate form/documentation for evidence of need</p> <p>AAO application for approval processed Supporting evidence, AAO approval, signed candidate personal data consent form and completed Data protection confirmation by the examinations officer or SENCo form kept on file</p>
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Purpose of this policy

This policy aims to ensure that every pupil at Selly Park Girls School who has additional needs will be supported through every examination series, ensuring equality of opportunity. This document is provided as an exams-specific supplement to the centre-wide accessibility policy/plan which details how the centre

“recognise its duties towards disabled candidates ensuring compliance with all aspects of the Equality Act 2010, particularly section 20(7). This must include a duty to explore and provide access to suitable courses, submit applications for 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 current JCQ publication General Regulations for approved centres]

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

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

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The Equality Act 2010 definition of disability

A definition is provided in the current JCQ publication (Adjustments for Candidates with disabilities and learning difficulties) Access Arrangements and Reasonable Adjustments 2023/2024. The Equality Act 2010 extends the application of the Equality Act to general qualifications. All examination centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

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 general regulations and access arrangements.

Senior Leaders

Are Familiar with the entire contents of the annually updated JCQ publications including General Regulations and Access Arrangements.

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.

Teaching Staff

Where appropriate) Inform the ALS lead/SENCo of any observations about a candidate or any support that might be needed by a candidate

Support Staff (Learning Support Assistants/Teaching Assistants)

(where appropriate) Provide comments/observations to support the ALS lead/SENCo 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 teacher assessor)

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

Requesting access arrangements

Roles and Responsibilities

Head of centre

Ensures an appropriately qualified assessor(s) is appointed, evidence of the assessor's qualification(s) is obtained before he/she assesses candidates and that evidence of the qualification(s) of the person(s) appointed is held on file

- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as per Chapter 7 of *JCQ: Access Arrangements and Reasonable Adjustments 2023/2024*.
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place

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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.

- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Provide information to evidence the normal way of working of a candidate
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of relevant JCQ forms, such as Form 8 (Application for access arrangements – Profile of learning difficulties), Form 9 (Profile of

need), Form 8RF (progression from GCSE to GCE, Form BD25 (bilingual dictionary with 25% extra time), etc. supplemented by written statements, where required.

Examinations Officer

Is familiar with the entire contents of the annually updated JCQ publication general regulations and is aware of information contained in access arrangements where this may be relevant to the Examinations Officer role.

- Support the SENCo in determining the need for and implementing access arrangements
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance

Implementing access arrangements and the conduct of examinations

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 booklet).

Head of Centre

Supports the SENCo, Examinations Officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to examinations.

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 examination).

Examinations Officer

Understands and follows instructions for Invigilation arrangements for candidates with access arrangements in line with *JCQ: Access Arrangements and Reasonable Adjustments 2023/2024*.

Other relevant centre staff

Support the SENCo and the Examinations Officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to examinations.

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.

Roles and Responsibilities

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 Examinations

These are examinations or tests which are set and marked within the centre; normally a precursor to external assessments.

Roles and Responsibilities

SENCo

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

Teaching Staff

Support the SENCo in implementing appropriate access arrangements for candidates.

Selly Park Girls' School Procedures

- All examination rooms are accessible, chairs are available when queuing outside when required
- There is an appropriate toilet near or in all of these areas
- Emergency evacuation procedures are appropriate for all candidates and risk assessments are carried out as appropriate prior to the examination series
- All areas have had risk assessments carried out
- If any candidate needs to take regular medication, invigilators will make this possible
- The Examinations Officer should be notified if there are any exceptional health issues
- Any specialised equipment will be provided and an appropriate examination area selected
- Invigilators will be briefed of any exceptional issues concerning communication or other factors which may affect the candidate
- All invigilators will either receive group training including disability issues or will work alongside an experienced invigilator
- The SENCo will make the Examinations Officer aware of any issues concerning individuals in the main examination room
- The SENCo/Examinations Officer will take the lead in making access applications based on their close knowledge of the needs of students. They will produce a list of the students involved together with their concessions and this list will be available in the examination and SENCo office
- Any complaints made by candidates with disabilities should be directed in the first instance to the Examinations Officer

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	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Pastoral head 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>Pastoral head discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online through CAP</i></p> <p><i>An on-line submission must only be made for timetabled written examinations in the following qualifications...</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Pastoral head confirms with candidate the information is understood</i></p> <p><i>Pastoral head agrees with 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 supervised rest breaks (time and duration) on incident log and confirms full 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 pastoral head 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 supported by appropriate evidence signed by a member of the senior leadership team (Evidence retained until after the publication of results)</i></p> <p><i>Pastoral head informs candidate that special consideration has been requested</i></p>
Persistent and significant difficulties in accessing written text	<p>Reader/computer 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>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>SENCo produces a statement, confirming the nature of the candidate's impairment and that the use of a computer reader and/or a reader reflects his/her normal and current way of working within the centre and completes appropriate form/documentation for evidence of need</i></p> <p><i>AAO application for approval processed</i></p> <p><i>Supporting evidence, AAO approval, signed candidate personal data consent form and completed Data protection confirmation by the examinations officer or SENCo form kept on file</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 use	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p><i>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>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>
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