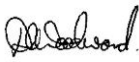





**BRADFORD
AP ACADEMY**

Exam Disability Policy

Policy agreed by Head of Centre (Exams) on:	Autumn 2020
Ratified by Local Advisory Board on:	Autumn 2020
Review Date:	Autumn 2021
Agreed Frequency of Review:	Annually
Allocated Group / Person to Review:	LAB can delegate to committee or individual member or HT
Signed by Chair:	
Signed by Headteacher:	
Notes:	



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Key staff involved in the policy

Role	Name(s)
Head of Centre (Exams)	Richard Bottomley
Access Arrangement Assessor	Liam Gordon
Exams Officer	Nicola Frear

Purpose of the policy

This document is provided as an exams-specific supplement which details how the Centre will

“recognize 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 makes 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 JCQ publication General regulations for approved Centre).

This publication is further referred to in this policy as GR

This policy details how the Centre facilitates access to exams and assessment 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

A definition is provide on page 4 of the 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 (Exams)

- Is familiar with the entire contents, refers to and directs relevant Centre staff to the annually updated JCQ publications including GR and AA
- Ensures the quality of the access arrangements process within the Centre
- Ensures a policy demonstrating the Centre’s compliance with relevant legislation is in place
- 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.

Senior Leaders

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

Access Arrangements Assessor

- Leads on the access arrangements process to facilitate access for candidates
- Has detailed understanding of the current JCQ publications AA
- Conducts appropriate assessments to identify the need(s) of a candidate
- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as per Chapter 7 of AA
- 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

Exams Officer

- Are familiar with the entire contents of the annually updated JCQ publications including GR and AA
- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as Chapter 7 of AA
- Ensures a statement is provided which details the criteria the Centre uses to award an allocated word processors for exams
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working within the Centre*

Teaching staff

- Inform the Head of Centre of any support that might be needed by a candidate
- Support the Access Arrangements Assessor in determining the need for and implementing access arrangements

Support staff

- Provide comments/observations to support the Head of Centre in *painting a holistic picture of need* confirming *normal way of working* for a candidate
- Supporting candidates with their access arrangements in exams

Use of word processors

References to AA relate to JCQ Access Arrangements and Reasonable Adjustments and ICE to JCQ Instructions for conducting examinations.

1. Principles for using a word processor

Candidates with access to word processors at BAPA are allowed to do so in order to remove barriers for disabled candidates that prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The use of word processors at BAPA is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessment for a disabled candidate.

The use of word processor at BAPA is not granted where it will compromise the assessment objectives of the specification in question.

Candidates at BAPA may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands on our candidates, the need for the use of a word processor is considered on a subject-by-subject basis.

The use of a word processor at BAPA is agreed/processed at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework.

The use of a word processor at BAPA is only granted if it reflects the support given to the candidate as their '*normal way of working*', which is defined as support in the classroom; or working in small groups for reading and/or writing; or literature support lessons; or literacy intervention strategies; and/or in internal school tests and mock examination.

2. The use of a word processor

BAPA provide a word processor with the spelling and grammar check facility/predictive text disabled.

BAPA only grant the use of a word processor to a candidate where it is their '*normal way of working*' within the Centre.

BAPA only grant use of a word processor to a candidate if it is appropriate to their needs.

BAPA provide access to word processors to candidates in controlled assessments or coursework components as standard practice unless prohibited by the specification. BAPA allow candidates to use a word processor in an examination to type certain questions i.e. those requiring extended writing, and handwrite shorter answers.

BAPA area also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations that require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.

In all cases, BAPA ensure that a word processor cover sheet is completed and attached to each candidate's typed script.

3. *Word Processor and their programmes*

At BAPA word processors are used as a type-writer, not as a database, although standard formatting software is acceptable.

At BAPA word processors have been cleared of any previously stored data, as must any portable storage medium used. An unauthorised memory stick is not permitted for use by a candidate. Where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of Centre staff.

At BAPA, word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen.

At BAPA where a candidate using a word processor is accommodated separately, a separate invigilator is used.

At BAPA word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium.

At BAPA documents are printed after the examination is over.

At BAPA candidates granted the use of a word processor are present at the end of the examination when their script is printed off so they can verify that the work printed off is their own.

4. *Accommodating word processors in examinations*

The use of word processors are internally accommodated at BAPA in the following manner:

- In a dedicated classroom
- Invigilation arrangements relating to the use of word processors at BAPA are trained for the task of supervising candidates who use a word processor for exams

Requesting access arrangements

Roles and responsibilities

Head of Centre (Exams)

- 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 appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8 (Application for access arrangements – Profile of learning difficulties), where required, and a body of evidence to substantiate the candidate's normal way of working within the Centre.
- Ensures where form 8 is required to be completed, the original form is signed (an electronic signature is permissible) and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes

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
- Works with the Head of Centre to apply for approval where this is required, through Access arrangements online (AAO), or through the awarding body where qualifications sit out the scope of AAO.
- Ensures the names of all other assessors, who are assessing candidates studying qualifications, are entered into AAO to confirm their status including any professionals working outside the Centre.
- Ensures the arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated).
- Ensures that where approval is required that this is applied for by the awarding body deadline.
- Maintains a hard copy file for each candidate that will include:
 - completed JCQ/awarding body application forms and evidence forms
 - appropriate evidence to support the need for the arrangements where required
 - appropriate evidence to support normal way of working within the Centre
 - in addition, for those qualifications listed on page 2/92 of AA (where approval is required) a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- Following the appropriate process (AAO for those qualifications listed on page 74 of AA: Form VQ/EA), orders published modified papers, by

the awarding body's deadline for the exam series, where these may be required for a candidate.

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 (Exams)

- Supports the Access Arrangements Assessor, 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.
- 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).
- Ensures exam information (JCQ information for candidate documents, individual exam timetable, etc) is adapted where this may be required for a disabled candidate to access it.
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested.
- Liaises with the Exams Office regarding facilitation and invigilation to access arrangement candidates in exams
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- Ensures the facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate.

Exams Officer

- Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in ICE
- Monitors, in internal tests/mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangement, may consider withdrawing the arrangement, provided the candidate would not be placed at a substantial disadvantage.
- Liaises with other relevant Centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Has involvement in the appointment of appropriate Centre staff as facilitators to support candidates (practical assistant, prompter, oral language modifier, reader, scribe or communication professional).

- Has involvement in ensuring facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s).
- Ensures a record of the content of training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
 - prints pre-populated cover sheets from AAO where this is required for those qualifications listed on page 2/92 of AA
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation.
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO

Other relevant Centre Staff

- Support the Head of Centre (Exams), Access Arrangements Assessor, 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 moderated by the Centre and externally moderated by the awarding body.

Head of Centre (Exams)

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Ensures candidates are aware of the access arrangements that are in place for their assessments

Teaching Staff

- Support in implementing appropriate access arrangements for candidates

Exams Officer

- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangements(s).
- Ensures cover sheets are completed as required by facilitators
- Liaise with the Head of Centre regarding assessment materials that may need to be modified for a candidate

