Inspire Care Achieve

EQUALITIES POLICY (EXAMS)

2025-2026

This procedure is reviewed annually to ensure compliance with current regulations

Reviewed by the Examinations Officer and SENDCO

"The Governors of Greenbank High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment"

Key staff involved in the policy

Role	**Name(s)**
SENDCo	**Mrs H. Howe**
SENDCo line manager (Senior Leader)	**Mrs A. Gent-Jones**
Head of centre	**Ms D. Aspinall**
Assessor(s)	**External Providers and Mrs H. Howe**
Access arrangement facilitator(s)	**Mrs H. Howe**

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Purpose of the policy

This document is provided as an exams-specific supplement to the *centre-wide* equalities and accessibility policy/plan which details how the centre will:

> recognise its duties towards disabled candidates including private candidate, as defined under the terms of the Equality Act 2010†. This must include a duty to explore and provide access to suitable courses through the access arrangements process and to submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates…
>
> †or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect"

JCQ's General Regulations for Approved Centres 2024-2025 (section 5.4)

This document 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
- good practice in relation to the Equality Act 2010

The Equality Act 2010 definition of disability

A definition is provided on page 9 of in the JCQ document (Adjustments for candidates with disabilities and learning difficulties) Access Arrangements and Reasonable Adjustments 2025- 2026 (Definitions section). This document is further referred to in this policy as AARARA.

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 document including GR and AARA

Senior leaders

- Are familiar with the entire contents of the annually updated JCQ documents including GR and AARA

Special educational needs coordinator (SENDCo) or equivalent role

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

Teaching staff

- (where appropriate) Inform the SENCo (or equivalent role) of any concerns, observations or feedback about a candidate or any support that might be needed by a candidate

Support staff (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- (where appropriate) Provide comments and observations to support the SENDCo (or equivalent role) 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 document AARA;
- 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 the assessment process is administered in accordance with the regulations;
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place;
- Support the ASL Lead/ SENDCo in determining the need for and implementing access arrangements;
- Leads on the access arrangements process to facilitate access for candidates;
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access arrangements policy*);
- Provides and annually reviews and updates a policy on the use of word processors in exams and assessments;
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process;
- Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking;
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance;
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre;
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis;
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification;
- 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;

Use of word processors

A centre word processor policy is available to detail the centre processes. This is at the discretion and guidance of the SENDCo.

Requesting access arrangements

Roles and responsibilities

Special educational needs coordinator (SENDCo) or equivalent role

- 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
- To comply with the UK GDPR and the Data Protection Act 2018, ensures relevant candidates **are** informed that an application for access arrangements will be processed using *Access arrangements online*
- Ensures appropriate and required evidence is held on file to confirm validation responses in AARAO 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, supplemented by written statements, where required, etc.
- Ensures where JCQ forms are required to be completed, forms are signed (a handwritten, electronic or typed signature is acceptable) and dated as required **prior** to approval being sought and that the form is provided for processing and inspection purposes (This may be a hard copy paper version or an electronic version)
- Ensures where JCQ forms are required to be completed, the original form is signed by hand and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes;
- Maintains a file for each candidate that will include:
  - completed JCQ/awarding body application forms and evidence forms
  - appropriate evidence to support the need for the arrangement where required
  - appropriate evidence to support normal way of working within the centre
  - in addition, for those qualifications listed on page 2 of AARA (where approval is required), a print out of the AARAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files / e-folders when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates;

Exams officer (EO)

- Is familiar with the entire contents of the annually updated JCQ document GR and is aware of information contained in AARA where this may be relevant to the EO role;

- Follows guidance in AARA Section 8 to process approval applications for access arrangements for those qualifications listed on page 2 of AARA;
- Applies for approval where this is required, through *Access arrangements online* (AARAO), or through the awarding body where qualifications sit outside the scope of AAO;
  Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2 of AARA, are entered into AAO to confirm their status including any professionals working outside the centre;
- Confirms by ticking the '*Confirmation*' box prior to submitting the application for approval that the '*malpractice consequence statement*' has been read and accepted;
- Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s);
- Ensures that 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;
- If the SENDCo is unavailable, presents the files/e-folders of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised;
- Liaises with the SENDCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper (or to download a pdf copy of the standard question paper) or to open question paper packets in the secure room within 90 minutes of the published starting time for the exam where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print);
- Following the appropriate process, 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 document *Instructions for conducting examinations* (ICE).

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

Special educational needs coordinator (SENDCo) or Exams officer :

- 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)
- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in ICE 2025- 2026
- 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;
- Is familiar with the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE (page 44);
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time;
- Ensures exam information (JCQ information for candidates 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;
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates;
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams;
- 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;
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Professional);
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s);
- Ensures a record of the training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later;
- Ensures the facilitator is known by or introduced to the candidate prior to exams;
- Ensures a facilitator is aware of the needs of the candidate;
- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not normally the candidate's own subject teacher, Learning Support Assistant or teaching assistant. Where the candidate's own subject teacher, Learning Support Assistant or teaching assistant has to be used, a separate invigilator is always present
- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates as detailed in ICE 7 and 8;
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators;
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams;

- Liaises with the SENDCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams;
- Liaises with the SENDCo to ensure exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it;
- Liaises with the SENDCo regarding the facilitation and invigilation of access arrangement candidates;
- Liaises with the SENDCo regarding rooming of access arrangement candidates;
- Liaises with the SENDCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues;
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams;
- Ensures candidates with access arrangements are identified on exam room seating plans and invigilators are made aware of the arrangements awarded and invigilators informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded;
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required);
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam;
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Professional only);
- Ensures that the facilitator only has access to the papers 60 minutes prior to the published start time of the exam;
- 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 particular arrangements;
- 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;
- Liaises with the SENDCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams;
- 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 could include:

- Staff responsible for **IT or other specialist equipment** that may need to be provided or adapted for a candidate
- Estates/site staff responsible for **rooms and non-specialist equipment** (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate
- Senior staff responsible for the centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated

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.
However, 'NEA' is not limited to internal assessment as externally marked and/or externally set practical examinations taken at different times across centres are also classified as 'NEA'.

SENDCo or equivalent role

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

Teaching staff

- Support the SENDCo in implementing appropriate access arrangements for candidates;
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking their first formal supervised assessment;
- Ensures candidates are aware of the access arrangements that are in place for their assessments;
- Ensures a candidate has had appropriate opportunities to practise using the access arrangement(s) before their first examination;
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s);
- Ensures cover sheets are completed as required by facilitators;
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment;
- Provide the SENDCo with assessment schedules to ensure arrangements are put in place when required;
- Liaise with the SENDCo regarding assessment materials that may need to be modified for a candidate.

Internal exams / assessments

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments.

Special educational needs coordinator (SENDCo) or equivalent role

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

Teaching staff

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

Facilitating access

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	*SENDCo gathers evidence to support the need for the candidate to take exams at home* *Head of Centre provides written statement for file to confirm the need.* *Approval confirmed by SENDCo; AARAO approval for both arrangements not required.* *SENDCo discussion with candidate to confirm the arrangements should be put in place.* *EO submits appropriate 'Alternative site for the conduct of exams form'.* *EO provides candidate with exam timetable and JCQ information for candidates.* *SENDCo confirms with candidate the information is understood.* *SENDCo agrees with candidate that prior to each exam will call to confirm fitness to take exam.* *EO 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 supervised rest breaks (time and duration) on incident log and confirms full time given for exam. *Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition.* *EO discusses with SENDCo if candidate is eligible for special consideration (candidate present but disadvantaged).* *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 document of results)*
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Alternative rooming arrangements	*Confirms candidate is disabled within the meaning of the Equality Act 2010.* *Papers checked for those testing reading.* *Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded.* *AAO application for approval processed* *Candidate informed that an application for access arrangements will be processed using Access arrangements online* *Supporting evidence and AAO approval kept on file*
Significant difficulty in concentrating	Prompter Alternative rooming arrangements	*Gathers evidence to support substantial and long-term adverse impairment.* *Candidate informed that an application for access arrangements will be processed using Access arrangements online* *AAO application for approval processed* *Supporting evidence and AAO approval kept on file* *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 alternative room).
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	*Candidate informed that an application for access arrangements will be processed using Access arrangements online* *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.* *Candidate informed that an application for access arrangements will be processed using Access arrangements online* *Provides height adjustable desk in exam room.* *Allocates exam room on ground floor near adapted bathroom facilities and* *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.* *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.*