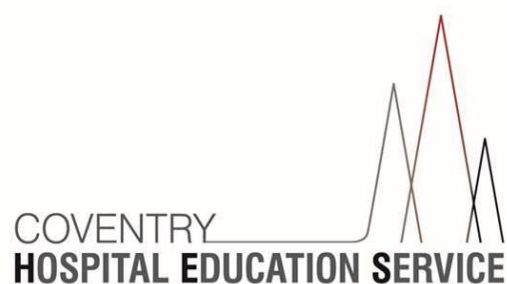


## Hospital Education Service

### DISABILITY POLICY 2023-24

|                                    |   |
|------------------------------------|---|
| <b><u>Approved/Reviewed by</u></b> | <b><u>Sharon Cutler</u><br/>(Head of Service)</b> |
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| <b><u>Review Date</u></b>          | <b><u>July 2024</u></b>                           |



## Key staff involved in the policy

| Role                           | Name(s)              |
|--------------------------------|----------------------|
| Head of Centre                 | <b>Sharon Cutler</b> |
| SLT member(s)                  | <b>Asif Takolia</b>  |
| SENCo                          | <b>Kay Griffin</b>   |
| Exams officer                  | <b>Kay Griffin</b>   |
| Access arrangement facilitator | <b>Kay Griffin</b>   |

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## Purpose of the policy

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

- *recognise 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; †or 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 Centres\_2023-2024*]

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
- good practice in relation to the Equality Act 2010

## The Equality Act 2010 definition of disability

A definition is provided on page 4 of the JCQ publication *Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments\_2023-24*.

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 coordinator (Senco)

- 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 Senco of any support that might be needed by a candidate

#### Support staff

- (where appropriate) Provide comments/observations to support the Senco in *painting 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 JCQ publication [AA](#)

## Use of word processors

HES Coventry has a Word Processor policy in place and this can be found on the HES website.

## 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 [GR](#) and is aware of information contained in [AA where this may be relevant to the EO role](#) Follows guidance in [AA](#) Section 8 to process approval applications for access arrangements for those qualifications listed on page 2 of [AA](#)
- Applies for approval where this is required, through the Centre Admin Portal, or through the awarding body where qualifications sit outside the scope of AAO
- [In conjunction with the Senco, ensures](#) appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of JCQ Form 8 (*Application for access arrangements – Profile of learning difficulties*), and/or JCQ Form 9, and a body of evidence to substantiate the candidate's normal way of working within the centre (Form 8 must only be used for candidates with learning difficulties who are not subject to a current EHCP or those requiring a Language Modifier.)
- Ensures the names of all other assessors, who are assessing candidates for a Form 8 application and studying qualifications as listed on page 2 of [AA](#), 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
- 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 processed at the start of the course and at the latest by the awarding body deadline
  - Maintains a file for each candidate (the required documentation for a candidate will either be all in hard copy within the candidate's file or all in electronic format within the candidate's e-folder) 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 [AA](#) (where approval is required), a printout/PDF of the AAO approval and a signed candidate personal data consent form is stored for inspection purposes in the HES sharepoint file for Exams (SLT) - (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
- If the Senco is unavailable, presents the files of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised (Sharepoint > SLT > JCQ compliance)
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates

- Following the appropriate process (using AAO for those qualifications listed on page 74 of [AA](#); using *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 / Exams**

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**

- Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in [ICE 2023-24](#)
- 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
- Ensures cover sheets are completed as required by facilitators

#### **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 moderated by the centre and externally moderated by the awarding body.

Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. [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
- Ensures candidates are aware of the access arrangements that are in place for their assessments

#### **Teaching staff**

- Support the Senco in implementing appropriate access arrangements for candidates

#### **Exams officer**

- Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in [ICE 2023-24](#)
- 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
- 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

### **Internal exams**

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments. They will be handled in the same way as External Assessments / Exams detailed above

### **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<br><br>Supervised rest breaks | <p><i>Senco gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Subject lead confirms the need</i></p> <p><i>Approval confirmed by Senco; AAO approval for both arrangements not required – Form 9 completed for rest breaks.</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>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Senco confirms with candidate the information is understood</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 rest break log and exam room 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 Centre 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>Senco/EO/Head of Centre able to inform candidate that special consideration has been requested</i></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><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>JCQ Form 9 or 8 as appropriate completed 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</i></p> <p><i>Supporting evidence, AAO approval and signed candidate personal data consent form kept on file</i></p>  |
| <p>Significant difficulty in concentrating</p>                           | <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>   |
| <p>A wheelchair user</p>   | <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> |