



TUDOR GRANGE ACADEMY
National Teaching School & National Support
School

Exams Disability Policy

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Key staff involved in the policy

Role	Name(s)
SENCo	Clare Young
SENCo line manager (Senior Leader)	Andrew Wright
Head of centre	Claire Smith
Assessor(s)	Julie Earl
Access arrangement facilitator(s)	Clare Young Sophie Martin

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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...

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

- ▶ (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](#)
- ▶ 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 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 [AA](#)**
- ▶ Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- ▶ Support the SENCo in determining the need for and implementing access arrangements
- ▶ Ensure a statement is provided which details the criteria the centre uses to award and allocate word processors for exams
- ▶ 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 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

The policy for use of word processors is Appendix A found below

“Centres are allowed to provide a word processor (e.g. computer, laptop or tablet) with the spelling and grammar check/predictive text disabled to a candidate where it is their normal way of working within the centre, unless an awarding body’s specification says otherwise. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates. This also includes an electronic braille or a tablet.” [ICE 14.20]

The use of a word processor must reflect the candidate’s normal way of working within the centre. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates... [AA 5.8]

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 2/92 of [AA](#)
- ▶ Applies for approval where this is required, through *Access arrangements online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- ▶ 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 (**This may be a hard copy paper version or an electronic version**).
- ▶ Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2/92 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

- ▶ 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
- ▶ Maintains a (hard copy or electronic) file/e-folder 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 2/92 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/e-folders when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- ▶ If the SENCo 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 teaching staff regarding any appropriate modified paper requirements for candidates
- ▶ Liaises with the SENCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) 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 (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

- ▶ 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 2023-2024](#)

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
- ▶ Is familiar with [the instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in ICE 2023-2024](#)
- ▶ 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

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’.”

[Quote taken from the 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

Teaching staff

- ▶ Support the SENCo in implementing appropriate access arrangements for candidates
- ▶ Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment

- ▶ Ensures candidates are aware of the access arrangements that are in place for their assessments
- ▶ 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 SENCo with assessment schedules to ensure arrangements are put in place when required
- ▶ Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate

Internal exams

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

Special educational needs coordinator (SENCo)

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

Teaching staff

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

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	<i>SENCo gathers evidence to support the need for the candidate to take exams at home</i> <i>Pastoral head provides written statement for file to confirm the need</i>

		<p>Approval confirmed by SENCo; 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 'Alternative site form' for timetabled written exams to awarding body/bodies online through CAP</p> <p>An on-line submission must only be made for timetabled written examinations in the following qualifications:</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>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</p> <p>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</p> <p>Invigilator monitors candidate's condition for each exam and records any issues on incident log</p> <p>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>Pastoral head informs candidate that special consideration has been requested</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>Confirms candidate is disabled within the meaning of the Equality Act 2010</p> <p>Papers checked for those testing reading</p> <p>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</p> <p>Original Form 8v 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>
Significant difficulty in concentrating	<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>
A wheelchair user	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</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>Practical assistant</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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Appendix A: Word Processor policy

This policy is reviewed annually to ensure compliance with current regulations

Next review date: September 2024

Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications [Access Arrangements and Reasonable Adjustments](#) and [Instructions for conducting examinations](#).

(References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments 2023/24* and ICE to JCQ *Instructions for conducting examinations 2023/24*.)

Purpose of the policy

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

Principles for using a word processor

The use of a word processor will not be granted to a student because he/she prefers to type rather than write or because he/she can work faster on a keyboard or because he/she uses a laptop at home.

Reasons why the use of a word processor might be granted:

- The student has a Specific Learning Difficulty which has a substantial and long term adverse effect on their ability to write legibly or fluently.
- Formal assessment has shown the student to have a below average speed of handwriting.
- Formal assessment has indicated that a student has illegible handwriting (i.e. 10% or more words are illegible in context) and teachers judge this to be significantly impacting on his/her performance in assessed work.
- A student has a medical condition or physical disability which impacts on his/her ability to write by hand. [Here evidence will be required from a relevant medical professional].

NB: the above list is not exhaustive.

In all cases the use of a word processor must be the student's normal way of working prior to the exam series in question.

When a word processor is used in any internal/public examination in accordance with this policy, the grammar and spell check facility and any predictive text facility must be disabled unless the student has also been granted the use of a scribe/spell check in accordance with JCQ regulations.

Any student wishing to use a word processor in public examinations must consult with the SENCo at the start of their examination course to confirm that they qualify to do so.

The use of word processors in controlled assessment or coursework components will be considered standard practice unless prohibited by the specification.

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.
- Candidates 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 of 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 is considered and agreed where appropriate 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.
- Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework).

The use of a word processor for candidates 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
- literacy support lessons; or
- literacy intervention strategies; and/or
- in internal school tests and mock examinations.

The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment.

The use of a word processor

Tudor Grange Academy complies with AA chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)

Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre. (See the first example on page 7 and the examples on page 55).

For example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand.

(The above also extends to the use of electronic braille and tablets)

(AA 5.8.2)

The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification.

(AA 5.8.3)

It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.

N.B. 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 which 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.

(AA 5.8.4)

For the regulations on the use of word processors in written examinations, please see section 8.8, page 25 of the JCQ publication *Instructions for conducting examinations* (commonly known as the JCQ 'ICE' booklet)

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Word processors and their programmes

Tudor Grange Academy complies with ICE 8.8 *Word processors* instructions by ensuring that a word processor:

- must be used as a type-writer, not as a database, although standard formatting software is acceptable;
- must have been cleared of any previously stored data, as must any portable storage medium used. An unauthorised memory stick must not be used by a candidate. Where required, the centre must provide a memory stick to the candidate, which is cleared of any previously stored data;
- must be in good working order at the time of the examination;
- must be accommodated in such a way that other candidates are not disturbed and cannot read the screen. Where a candidate using a word processor is accommodated in another room, a separate invigilator will be required;
- must either be connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium. This must be done after the examination is over. The candidate must be present to verify that the work printed is his or her own. Word processed scripts must be attached to any answer booklet which contains some of the answers;
- must be used to produce scripts under secure conditions, otherwise they may be refused;
- must not be used to perform skills which are being assessed;
- must not be connected to an intranet or any other means of communication;

- must not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc;
- must not include graphic packages or computer aided design software unless permission has been given to use these;
- must not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking;
- must not include speech recognition technology unless the candidate has permission to use a scribe or relevant software;
- must not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

Laptops and tablets

Tudor Grange Academy further complies with ICE 8.8 instructions by ensuring:

- Tablets are designed to run for a long period of time once fully charged. Their purpose is to be 'free-standing'.
- The battery capacity of a laptop or a tablet must be checked before the candidate's examination(s). The centre must ensure that the battery is sufficiently charged for the entire duration of the examination.
- The use of a fully charged laptop or tablet will allow a centre to seat a candidate within the main examination hall without the need for separate invigilation and power points.
- Candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer.
- Candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.
- Candidates are instructed to appropriately number each page.
- Candidates are instructed to use a minimum 12pt font and double spacing.
- Invigilators remind candidates to save their work at regular intervals.
- Where it is possible 'autosave' is set up on each laptop/tablet.
- Candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own.

Accommodating word processors in examinations

Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:

- Where possible students using word processors will be housed in the main exam hall at the rear of the room so they cannot be overlooked by other candidates.
- If this is not possible then they will be housed together in a smaller room within the school.

Invigilation arrangements relating to the use of word processors include the following:

- When housed within the main exam hall invigilators will be made aware of students using word processors and will be informed of the processes involved. ICT Technicians will be available to assist at the end of the exam to ensure scripts are printed off correctly with students still present to handover to the Lead Invigilator to send off to the exam board with the rest of the cohorts completed papers.
- When housed in a separate exam room from the main cohort the invigilator will be informed of the processes involved. ICT Technicians will be available to assist at the end of the exam to ensure scripts are printed off correctly with students still present to handover to the Lead Invigilator to send off to the exam board with the rest of the cohorts completed papers.

Other arrangements relating to the use of word processors include:

- A JCQ Form 4 will be handed over to the invigilator at the beginning of each exam for each student using a word processor.