



**Five
Rivers®**

FIVE RIVERS CHILD CARE

Disability and
Learning
Difficulties
Policy (Exams)

'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

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1. Policy

1.1 Policy Statement

This policy has been written in accordance with JCQ guidance and DfE in order to ensure that all candidates have their learning needs taken into account and reasonable adjustments are made to enable access to examinations.

1.2 Terms and Definitions

1.2.1 The below table sets out a number of terms and definitions used within this document:

Term	Definition

1.3 Data Protection

- 1.3.1 Five Rivers Child Care supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018
- 1.3.2 Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

1.4 Disclosure of Information

- 1.4.1 Any use or disclosure of information held within Five Rivers Child Care, without there being a legitimate purpose or legal basis, will be classed as unauthorised and is a criminal offence under Section 55 of the Act Right of Access (Subject Access Requests).

1.5 Further Information

2. Purpose of Policy

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 in the current publication of the JCQ publication Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments.

Identifying the need for access arrangements

Roles and Responsibilities

Head of Centre

- Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publications
- 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
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Exams Officer

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publications
- 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
- Leads on the access arrangements process to facilitate access for candidates
- 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
- Works with teaching staff, relevant support staff and the SENCo to ensure centre delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments

SENCo

- 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

Teaching Staff

- Inform the SENCo of any support that might be needed by a candidate
- Support the SENCo in determining the need for and implementing access arrangements

Support Staff (Teaching Assistants)

- Where appropriate, provide comments/observations to support the SENCo in painting a holistic picture of need confirming normal way of working for a candidate

Use of word processors....**Requesting access arrangements (see Word processor Policy)****Roles and Responsibilities**

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 publications
- Follows guidance to process approval applications for access arrangements for those qualifications
- Applies for approval where this is required, through Access Arrangements Online, or through the awarding body where qualifications sit outside the scope of Access Arrangements Online
- Ensures appropriate and required evidence is held on file to confirm validation responses in Access Arrangements Online 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 by hand and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes
- Makes an awarding body referral through Access Arrangements Online where the initial application for approval may not be approved Access Arrangements Online, where it is deemed by the centre that the candidate does meet the criteria for the arrangements
- 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 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
 - Where approval is required, a print out of the Access Arrangements Online approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Present the files when requested by a JCQ Centre Inspector
- 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)

3. Implementing Access Arrangements

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
- 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

SENCo

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates here they are disabled within the meaning of the Equality Act 2010 (unless a temporary emergency arrangement is required at the time of an exam)
- 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
- Liaises with the exams officer regarding facilitation and invigilation of access arrangement candidates in exams
- Liaises with other 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 Interpreter)
- Ensures a facilitator is known by or introduced to the candidate prior to exams
- Liaises with the exam officer where a facilitator may be required to support a candidate requiring emergency (temporary) access arrangement at the time of exams

Exams Officer

- Is familiar with and follows the Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations provided in the current ICE
- Ensures exam information (JCQ Information for candidate's 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
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the access arrangements
- 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 a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangements candidates as detailed in ICE
- Ensures covers sheets, where these are required by the arrangements are completed as required by the facilitators
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENCo regarding rooming of access arrangement candidates
- 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 invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- 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 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
- 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 access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers

Teaching and Support Staff

- Support the SENCo and the exams officer to ensure appropriate arrangements, adjustments and adaptation are in place to facilitate access for disabled candidates to exams

4. 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

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
- Ensures facilitators understand the rules of the access arrangements
- 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

Teaching/Support 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
- 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

Exams Officer

- Ensures cover sheets are completed as required by facilitators

5. Internal exams

There are exams or tests which are set and marked within the centre, normally a pre-cursor to external assessments

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

6. 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 caudate by candidate basis, consideration is given to:

- Adapting assessment arrangements
- Adapting assessment materials
- The provision of specialist equipment or adaptation of standard equipment
- Adaption 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 purposed of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
A condition which prevents the candidate from taking exams in the centre (such as anxiety)	Alternative site for the conduct of examinations	<p>SEnCo/Exams Officer gathers evidence to support the need for the candidate to take exams at alternative site (affiliated to the Centre)</p> <p>Head of Centre provides written statement for file to confirm need</p> <p>Exam Officer submits appropriate "Alternative site for the conduct of exams form"</p> <p>Exam Officer provides candidate with exam timetable</p> <p>Exam Officer allocates invigilator(s) to candidate, confirms time of collection of exam papers and materials</p> <p>Invigilator monitors candidates' condition for each exam and records any issues in the incident log</p> <p>Invigilator records rest breaks (times and duration) on incident log and confirms set time given for exam</p> <p>Invigilator briefs exam officer after each exam on how candidate's performance in exam may have been affected by his/her condition</p> <p>Exams officer discusses with Head of Centre if candidate is eligible for special consideration (candidate present but disadvantaged)</p>

		<p>Exam Officer processes request(s) for special consideration where applicable: incident log(s) provides supporting evidence</p> <p>Head of Centre 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 sources for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</p> <p>Original Form 8, signed by hand and dated with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from Access Arrangements Online and signed data protection notice</p>
Significant difficulty in concentrating	<p>Prompter</p> <p>Separate invigilation within the centre or affiliated site</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/her name to bring his/her attention back to the paper – confirms requirement for separate room)</p>
Significant difficulty in recording responses	<p>Word processor Scribe Recording software</p>	<p>Gathers evidence to support substantial and long term adverse impairment</p> <p>Confirms with candidate how they will record their responses</p> <p>Briefs invigilator to monitor candidate and the method of recording</p>