Disability policy (exams)
2017/18

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Mrs C Evans/Mr P Moore/Mr M A Waldron	
Date of next review	Sept 2018

Key staff involved in the policy

Role	Name(s)
Head of Learning Support	**Mrs S Bayley**
Head of Learning Support line manager (Senior Leader)	**Mr P R Moore – Deputy Head Academic**
Head of centre	**Mr M A Waldron**
Assessor	**Mrs J Bryant**
Access arrangement facilitator(s)	**Mrs S Bayley, Mrs C Evans**

Contents

Purpose of the policy

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

> *"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 current JCQ publication *General regulations for approved centres*]

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 current 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
- ▶ 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 (Head of Learning Support)
- ▶ 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 Head of Learning Support of any support that might be needed by 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 publication AA

Use of word processors

The Word Processor Policy is attached to this document.

Requesting access arrangements

Roles and responsibilities

Special educational needs coordinator (Head of Learning Support)
- ▶ 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

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 Head of Learning Support, 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 (Head of Learning Support)
- ▶ 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

▶ 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 (page 44)

Other relevant centre staff

▶ Support the Head of Learning Support 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 verified by the centre and 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*,

Special educational needs coordinator (Head of Learning Support)

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

Teaching staff

▶ Support the Head of Learning Support in implementing appropriate access arrangements for candidates

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 (Head of Learning Support)

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

Teaching staff

▶ Support the Head of Learning Support in implementing appropriate access arrangements for candidates

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	*Head of Learning Support gathers evidence to support the need for the candidate to take exams at home* *Pastoral head provides written statement for file to confirm the need* *Approval confirmed by Head of Learning Support; AAO approval for both arrangements not required* *Pastoral head 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* *Pastoral head confirms with candidate the information is understood* *Pastoral head 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 rest breaks (time and duration) on incident log and confirms set 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 pastoral head 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* *Pastoral head informs candidate that special consideration has been requested*
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time	*Confirms candidate is disabled within the meaning of the Equality Act 2010* *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 AAO and signed data protection notice* *Papers checked for those testing reading* *Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded where human reader is normal way of working within the centre.* *Reader/Computer reader provided in line with normal way of working.*

Significant difficulty in concentrating	Prompter	*Gathers evidence to support substantial and long term adverse impairment*
		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 separate room)
A wheelchair user	Desk Rooms Facilities Seating arrangements	*Provides height adjustable desk in exam room*
		Allocates exam room on ground floor near adapted bathroom facilities
		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
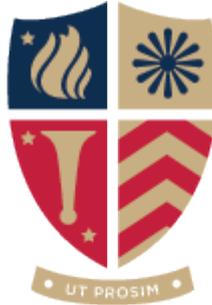
Word processor policy (exams) 2017/18

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Mrs C Evans/Mr P Moore/Mr M A Waldron	
Date of next review	Sept 2018

Key staff involved in awarding and allocating word processors for exams

Role	Name(s)
Head of Learning Support	**Mrs S Bayley**
Exams officer	**Mrs C Evans**
SLT member(s)	**Mr M A Waldron (Headmaster)** **Mr P Moore (Deputy Headmaster – Academic)** **Mr B Sandford-Smith (Deputy Head)** **Mr J Marren (Bursar)** **Mrs L Dennis (Head of Junior School)** **Mr K J Dubbins (Second Master)** **Ms C Vince (Head of Pastoral Care)**
IT manager	**Mr I Arnold**

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Disability policy (exams) (2017/18)
Hyperlinks provided in this document were correct as at October 2017

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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 2017-2018* and ICE to JCQ *Instructions for conducting examinations 2017-2018*.

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

Ryde School complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

(AA 4.2.1)
- 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

(AA 4.2.2)
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

(AA 4.2.3)
- 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

(AA 4.2.4)
- The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate
- Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments

(AA 4.2.5)
- ▶ 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 (where appropriate); or
  - ▶ working in small groups for reading and/or writing; or
  - ▶ literacy support lessons; or
  - ▶ literacy intervention strategies; and/or
  - ▶ in internal school tests/examinations
  - ▶ mock examinations

The only exceptions to the above would be a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course.

The use of a word processor

Ryde School complies with AA chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)
- ▶ Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- ▶ Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre
- ▶ Only grants the use of a word processor to a candidate if it is appropriate to their needs (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 braillers and tablets)

(AA 5.8.2)
- ▶ Provides access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification

(AA 5.8.3)
- ▶ Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- ▶ Are 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 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)

- ▶ In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body)
- ▶ Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home

Word processors and their programmes

Ryde School complies with ICE 8.8 *Word processors* instructions by ensuring:

- ▶ word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- ▶ 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
- ▶ word processors are in good working order at the time of the examination
- ▶ word processors are 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 separately, a separate invigilator is used
- ▶ 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
- ▶ documents are printed after the examination is over
- ▶ candidates are present to verify that the work printed is their own
- ▶ word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- ▶ word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- ▶ word processors are not used to perform skills which are being assessed
- ▶ word processors are not connected to an intranet or any other means of communication.
- ▶ candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- ▶ graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- ▶ predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- ▶ voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software

- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Laptops and tablets

Ryde School further complies with ICE 8.8 instructions by ensuring:
- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing', however, cables are ALWAYS used and connected to power source.
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- candidates with fully charged laptops or tablets are given the opportunity to be seated 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:
- Students using word processors will be seated at the back of the exam hall so as not to disturb other candidates and so that other candidates cannot view their work.
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Invigilation arrangements relating to the use of word processors include the following:
- Invigilators are made aware of pupils using word processors
- Invigilators remain vigilant during the examinations to ensure any issues that may occur with the word processors are sorted as soon as possible and IT informed should they need to intervene.
- Invigilators are instructed to ensure the students' work is saved onto the USB stick provided by the examinations officer.

Other arrangements relating to the use of word processors include:

- The examinations officer will ensure the word processor is available for each pupil entitled to use one for each subject they wish to use it for.
- The word processor will be plugged in at all times and battery power not relied on
- The examinations officer will ensure they are present to escort the pupil from the exam hall to the secure office in order to print the work.
- The word processor cover sheet will be signed by the invigilator and completed and attached/put inside the answer booklet with the student's work
- The examinations officer will ensure the student's details appear on each page of their printed work and the pages numbered. The cover sheet will show how many pages in total were typed by the student.
- Students must understand that technology is not completely without issue. If there is a fault during the exam the time will be stopped, the issue will be resolved and the time will be re-started. The student will not have access to the exam paper whilst the problem is being solved.
- If the problem with the laptop becomes too disruptive, the exam officer may make the decision to apply for special consideration. It will be exam board's decision whether or not to accept the application depending on circumstances.

The criteria Ryde School uses to award and allocate word processors for examinations

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Statement for Inspection : Word Processor use for Examinations

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

Awarding word processors

There are also exceptions where a candidate may be **awarded** the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

Exceptions might include where a candidate has, for example:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting

Allocating word processors

Appropriate exam-compliant word processors will be **allocated** by the IT department in liaison with the Head of Learning Support and the exams officer.

Statement produced by: Mr M A Waldron   **Statement date: October 2017**