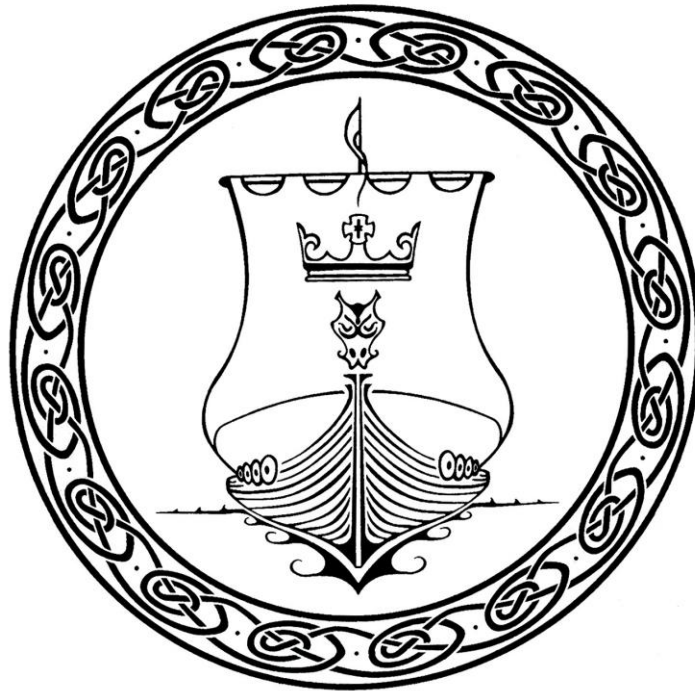




Queen Elizabeth II High School

Equalities Policy (Exams)

Centre Number 45011
2023/2024



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POLICY STATEMENT

Queen Elizabeth II High School is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities. This commitment is shared by pupils, staff, parents and governors.

In compliance with the Isle of Man Equality Act 2017 and the Disability Discrimination Act 2006, the following guidance document has been produced. This guidance can be found in the Exams Office and on the school website.

Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid.

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 [General Regulations, GR \(known from this point as GR\)](#) and Access Arrangements and special consideration regulations and guidance [AA \(known from this point as AA\)](#)
- Ensures the quality of the access arrangements process within the centre
- Ensures an appropriately qualified assessor 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
- The head of centre must ensure that the SENCo has sufficient time to both manage the access arrangements process within the centre and familiarise him/ herself with the JCQ document Access Arrangements and Reasonable Adjustments.

Senior leader(s)

- Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for **all** candidates are clearly defined and documented
- Support the Learning Support Manager in determining the need for and implementing access arrangements

Learning Support Manager/Assessor of candidates with learning difficulties

- Has full knowledge and understanding of the contents and refers to the annually updated JCQ publication [AA](#)
- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as in Chapter 7 of [AA](#)



- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Conducts appropriate assessments to identify the need (s) of a candidate
- Ensures arrangements put in place for exams/assessments reflect a candidate's normal way of working within centre
- Ensures the need for access arrangements for a candidate is considered on a subject by subject basis
- 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
- Ensures that the access arrangements/reasonable adjustments approved allow the candidate to access the assessment, but do not result in the candidate gaining an unfair advantage

Teaching staff

- Inform the Learning Support Manager of any support that might be needed by a candidate
- Provide information to evidence the normal way of working of a candidate
- Provides appropriate evidence to confirm the need (s) of a candidate

Exams Officer/School Business Manager

- Ensures a statement is provided which details the criteria the centre uses to award and allocate words processors for exams, and provides a policy on the use of word processors in exams and assessments
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification.
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place.

Support staff (for example, Learning Support Assistants, Teaching Assistants)

- Provide comments/observations to support the Learning Support Manager to paint a 'holistic picture of need', confirming normal way of working for a candidate
- Support the Learning Support Manager in determining the need for and implementing access arrangements



Requesting access arrangements

Roles and responsibilities

Learning Support Manager

- 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
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of JCQ Form 8 or Form 9 (Application for access arrangements – Profile of learning difficulties), and/or centre based evidence including concise file note(s) on centre headed paper, signed and dated, 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 or where a Language Modifier Is required)
- Ensures where form 8 or Form 9 is required to be completed, the form is 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 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)
- Maintains a file for each candidate that will include full and appropriate evidence to support the need for the arrangements where required
- Review the evidence before an online application is processed, ensuring that the candidate does meet the published criteria for the respective arrangement
- Presents the files when requested by a JCQ Centre Inspector and addresses any queries/questions
- 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 publication [GR](#) and is aware of information contained in [AA where this may be relevant to the EO role](#)
- Follows guidance in [AA](#) (chapter 8) to process approval applications for access arrangements for those qualifications included
- Ensures the names of all other assessors, who are assessing candidates studying qualifications covered by AAO are entered into AAO to confirm their status
- 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 within the deadline published by the awarding bodies
- 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 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 that will include in hard copy:
 - completed JCQ/awarding body application forms
 - a printout of the AAO approval and a signed candidate personal data consent form
- If the Learning Support Manager is unavailable, presents the files of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- Liaises with the Learning Support Manager 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 using AAO, 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 Learning Support Manager, 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
- Must ensure that the examinations officer has sufficient time to perform their role and familiarise him/herself with relevant awarding body and JCQ documentation.
- Must ensure that the Learning Support Manager has sufficient time to both manage the access arrangements process within the centre **and** familiarise him/herself with the JCQ document 'Access Arrangements and Reasonable Adjustments

Learning Support Manager

- 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)
- Ensures a candidate and parent/carer 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 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
- Monitors, in internal tests/mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangement, may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage
- Liaises with the exams officer (EO) regarding facilitation, rooming, equipment etc. of access arrangement candidates in exams
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Language Modifier, reader, scribe or Communication Professional)



- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s) and not a relative, friend or peer of the candidate
- Ensures a record of the content of training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- 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

Exams officer

- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in **ICE 2023-2024 (V3 06.03.24)**
- 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 invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates and the role of any facilitator
- Ensures cover sheets, where these are required by the arrangement are completed as required
- Liaises with the Learning Support Manager regarding rooming of access arrangement candidates
- Ensures candidates with access arrangements are identified on exam room seating plans and invigilators are made aware of the arrangements awarded
- 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 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 awarding body's 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 Learning Support Manager 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

Internal assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally moderated/standardised 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)

Learning Support Manager

- 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 a candidate has had appropriate opportunities to practise using the access arrangement(s) before his/her first examination
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- 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 staff

- Support the Learning Support Manager in implementing appropriate access arrangements for candidates
- Provide the Learning Support Manager with assessment schedules to ensure arrangements are put in place when required
- Liaise with the Learning Support Manager regarding assessment materials that may need to be modified for a candidate



Exams Officer

- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures cover sheets are completed as required by facilitators

Internal exams

These are exams or tests which are set and marked within the centre.

Learning Support Manager

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

Teaching staff

- Support the Learning Support Manager in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate

Exams Officer

- Provide the Learning Support Manager with internal exam timetable to ensure arrangements are put in place when required

Facilitating access

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 Building

Lighting:	Current Provision
<p>Ensure that the entrances to the centre and corridors approaching the examinations are well lit.</p> <p>Ensure lighting is suitable for use both during the day and in the evenings and is well maintained.</p>	<p>All lighting meets the legal Health & Safety requirements.</p> <p>All corridors and entrances to the Exams areas in school are well lit, either by natural light or by fluorescent lighting.</p> <p>The Site Managers are responsible for ensuring that the lighting is fit for purpose and operating correctly.</p>
Accessibility:	
<p>Tactile surfaces to highlight any steps, stairways or changes of level.</p> <p>Wheelchair access in corridors.</p>	<p>All stairwells in school meet legal requirements.</p> <p>Corridors are wide enough to allow easy access for wheelchair users.</p>
Accommodation	
<p>Exam rooms should be located close to an adapted toilet.</p> <p>Facilities should be in place to open the door from the outside in an emergency.</p>	<p>The adapted toilets provide basic welfare facilities. Where any further need is identified, facilities will be put in place to support the need.</p> <p>All adapted toilets are accessible from the outside in case of an emergency and an emergency cord is situated inside the toilet room.</p>



<p>Emergency Evacuation</p> <p>Ensure that disabled candidates and staff are aware of the emergency evacuation procedure to ensure that disabled candidates can be safely evacuated from the building whatever their disability or impairment.</p>	<p>We comply with the school procedure for Emergency Evacuation to ensure smooth evacuation in the event of an emergency.</p> <p>Invigilators are made aware of any specific evacuation procedures in place for a student with a disability. There are also Evac chairs should we need to evacuate a wheelchair user from the upper floors.</p> <p>Exam Officer/Invigilators ensure that all candidates are aware of the evacuation procedures at the beginning of an exam.</p> <p>Where we have prior knowledge of a mobility issue, we would make evacuation arrangements according to the individual needs. Candidates who use a wheelchair would be located close to the door to allow them to enter and leave the exam room. Exam Officer/Invigilators will be aware of any personal emergency evacuation plans.</p>
<p>Seating:</p> <p>Ensure that seating is appropriate and comfortable for those who may have a disability that affects seating and posture.</p> <p>Ensure candidates who may become unwell are able to leave the room causing minimum disruption.</p> <p>Use of crutches for broken leg or other lower limb complaint</p>	<p>Seating is provided according to the individuals requirements as identified by the Learning Support Manager and/or Specialist Provision Centre Manager.</p> <p>Candidates who may need to leave the room during the exam due to the nature of their disability will be situated close to the exit.</p> <p>The Centre may be able to arrange for the candidate to sit the exam in a room on their own and candidates will be allowed rest breaks without penalty to the overall exam duration.</p> <p>The main exam room is on the ground floor, but should the candidate need access to upper floors we have a lift.</p>



	<p>Candidates who may need to leave the room during the exam due to the nature of their disability will be situated close to the exit. There are also Evac chairs should we need to evacuate a candidate from upper floors.</p>
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Signage:	
<p>Ensure signs are reasonably sized, easily understood and where necessary, combine text, arrows, pictorial symbols and Braille.</p>	<p>Signs are as far as possible, simple, clear and consistent. They are generally displayed on A3 or A4.</p> <p>The Learning Support Manager and/or Specialist Provision Centre Manager will assess individual needs and make sure appropriate arrangements are put in place to ensure information is accessible.</p>

Resources:	
<p>Where computers are necessary for an examination, ensure that hardware and software have been properly adapted and tested for those who may use them.</p>	<p>Access arrangements will be put into place according to the individual needs. Adapted keyboards, large screens and any appropriate software programs will be available as necessary.</p>

Long Term Access Arrangements	
<p>Visual Disability</p> <p>Hearing Disability</p> <p>Long term illness</p>	<p>Access arrangements will be put into place according to the individual needs. Candidates are permitted the use of coloured film overlays as required.</p> <p>Candidates may have the use of a live speaker for pre-recorded exam components, or a sign language interpreter. Candidates will be accommodated in a room on their own, or may be seated near the front of an examination room</p> <p>Candidates with long term illness or a disability that makes travel to the Centre difficult may be allowed to sit their exams at home with permission from the individual Exam Boards.</p>