Merchant Taylors' School

EXAMINATIONS – EQUALITIES POLICY

Centre 17632

The Equality Act 2010 definition of disability

A definition is provided in the JCQ publication *Access Arrangements and Reasonable Adjustments: Adjustments for candidates with disabilities and learning difficulties* (**Definitions** section). This publication is further referred to in this policy as AARA.

Access Arrangements
Please refer to the Access Arrangements Policy on the school website.

Use of Word Processors
Please refer to the Word Processor Policy on the school website.

Implementing access arrangements and the conduct of exams

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 Director of Academic Inclusion, the Head of Exams and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.

Director of Academic Inclusion

- 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 that prior to any arrangements being put in place, checks are made to ensure 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 Head of Exams regarding facilitation and invigilation of access arrangement candidates in exams.
- Liaises with the Head of Exams where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams.

Head of Exams

- Understands and follows instructions for invigilation arrangements for candidates with access arrangements in ICE.
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for them, and ensures the candidate understands how their access arrangement will be facilitated during their exams.
- Liaises with other relevant 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, Language Modifier, reader, scribe or Communication Professional).
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s).
- 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.
- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not normally the candidate's own subject teacher, Learning Support Assistant or teaching assistant. Where the candidate's own subject teacher, Learning Support Assistant or teaching assistant has to be used, a separate invigilator is always present.
- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not a relative, friend, peer or private tutor of the candidate.
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate.
- Ensures that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- Ensures cover sheets (where these are required) are completed by facilitators.
- Liaises with the Director of Academic Inclusion and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.
- Liaises with the Director of Academic Inclusion to ensure 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 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 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 in the secure room no earlier than 90 minutes prior to the awarding body's published start time of the exam.
- Understands that where permitted/approved, a secure question paper packet may need to be opened early in the secure room to facilitate the following:
    - a Language Modifier may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam in order to prepare.
    - the Communication Professional may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam in order to prepare.
    - the Live Speaker may have access to the transcript of the Listening examination 60 minutes prior to the awarding body's published start time for the exam in order to prepare.
- Prints pre-populated coversheets and provides these to the invigilator 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.

- 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 Director of Academic Inclusion 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.

Other relevant centre staff

- Support the Director of Academic Inclusion and the Head of Exams to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.
- Are familiar with the instructions for invigilation arrangements for candidates with access arrangements and Access arrangements in ICE.

Other relevant centre staff could include:

- Staff responsible for **IT or other specialist equipment** that may need to be provided or adapted for a candidate.
- Estates/site staff responsible for **rooms and non-specialist equipment** (chairs, tables, clocks, etc.) used for exams that may need to be adapted for a candidate.
- Senior staff responsible for the centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated.

Internal Assessments

Director of Academic Inclusion

- Liaises with teaching staff to implement 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 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 their formal supervised assessment.

Teaching staff

- Support the Director of Academic Inclusion in implementing appropriate access arrangements for candidates.
- Liaise with the Director of Academic Inclusion regarding assessment materials that may need to be modified for a candidate.

Head of Examinations
October 2026
To be reviewed October 2027