Brunel School

Exams Equalities Policy

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Date of last review:	November 2026
Date of next review:	November 2027

Contents

Purpose of the policy 2

The Equality Act 2010 definition of disability 2

Identifying the need for access arrangements 2

Roles and responsibilities 3

Use of word processors 3

Requesting access arrangements 3

Roles and responsibilities 3

Implementing access arrangements and the conduct of exams 4

Roles and responsibilities 4

External Assessments 4

Internal Assessments 4

Facilitating Access – examples 5

Purpose of the policy

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

- recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010†, particularly Section 20 (7). This must include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. 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; †or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect

(JCQ's **General Regulations for Approved Centres** section 5.4)

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 9 of the JCQ publication *Adjustments for candidates with disabilities and learning difficulties* Access Arrangements and Reasonable Adjustments 2022-2023 (**Definitions** section).

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

Additional Learning support (ALS) lead/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, Teaching Assistants and Pastoral Teams)

- (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 teacher assessor)

- Has detailed understanding of the current JCQ publication AA

Use of word processors

See Appendix 2 of Examination Policy

A centre must have a policy on the use of word processors... A member of the centre's senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations. (AA section 5.8)

Requesting access arrangements

Roles and responsibilities

Special educational needs coordinator (SENDCo)

- 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 (EO)

- Will support the SENCo in arranging access requirements on exam days 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 ALS lead/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

SENDCo

- 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 the ICE booklet.

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

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'. (JCQ publication Instructions for conducting non-examination assessments, Foreword)

SENDCo

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

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

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.

SENDCo

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

Teaching staff

- Support the SENCo 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. All access arrangements granted by the centre must reflect the pupil's usual way of working.

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	*ALS lead/SENCo 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 ALS lead/SENCo; AAO approval for both arrangements not required* *Pastoral head discussion with candidate to confirm the arrangements should be put in place* *EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online using CAP* *An on-line submission must only be made for timetabled written examinations in the following qualifications…* *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 Separate invigilation within the centre	*Confirms candidate is disabled within the meaning of the Equality Act 2010* *Papers checked for those testing reading* *Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded* *A short concise file note produced on centre headed paper, signed and dated kept on file, confirming the nature of the candidate's impairment and that the use of a computer reader and/or a reader reflects his/her normal and current way of working within the centre* *(25% Extra time - Form 8 completed as appropriate)* *Supporting evidence, AAO approval and signed candidate personal data consent form kept on file*
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	*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 Practical assistant	*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* *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* *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*

Pupils requiring access to a mobile phone due to a medical condition	Access to mobile phone for emergency use or medical need only	From 2025/2026, the JCQ regulations would allow a pupil to have access to their mobile phone during an examination for a medical condition such as diabetes. Parents and Carers must request this through communication with the school's SENDCo, who will make a decision as to whether or not the request is reasonable and necessary, ensuring compliance with JCQ regulations at all times. Where this request is granted, additional invigilators will be required to ensure that the pupil is fully supervised during their examination. Pupils must not use their mobile phone for any other purpose than in relation to their medical condition. Non-compliance would constitute candidate malpractice.
Pupils with severe sensory needs	Music/White Noise	From 2025/2026, the JCQ regulations would allow a pupil with a substantial impairment to listen to music or white noise during their examinations. Headphones must NOT be worn until the invigilator's announcement, and any erratum notice have been read out to the candidate(s). The SENDCo has discretion over which pupil(s) are granted this access arrangement. It must be based on their usual way of working.