



SHIRELAND
COLLEGIATE ACADEMY
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Disability policy (exams)

2025/2026

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
M Salloo/T Reade/J Kaur	
Date of next review	Spring 2027

Key staff involved in the policy

Role	Name(s)
SENCo	L Prince
Head of centre	Thomas Daly
Assessor(s)	Ms D Woodhall

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Purpose of the policy

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

- *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 JCQ publication *General Regulations for Approved Centres 2019-2020*]

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 JCQ publication *Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments 2019-2020*.

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](#)
- Ensures an appropriately qualified assessor is appointed and that evidence of the qualification of the person appointed is held on file
- Ensure a statement is provided which details the criteria the centre uses to award and allocate word processors for exams

Senior leaders

- Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)

Exams officer

- Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)
- 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 a policy demonstrating the centre’s compliance with relevant legislation is in place
- Supports the SENCo in determining the need for and implementing access arrangements

- Ensure a statement is provided which details the criteria the centre uses to award and allocate word processors for exams
- Leads on the access arrangements process to facilitate access arrangements for candidates
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access arrangements policy*)
- Provides a policy on the use of word processors in exams and assessments
- Ensures the qualified assessor has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Works with teaching staff and relevant support staff to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

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](#)
- 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
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Ensures the qualified assessor has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- 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 exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Provide information to evidence the normal way of working of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

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
- Provide information to evidence the normal way of working of a candidate
- Works with 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

Support staff (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- (where appropriate) Provide comments/observations to support the SENCo in *painting a holistic picture of need* confirming *normal way of working* for a candidate
- Works with teaching 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

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](#)
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate

Use of word processors

The Word processor policy (exams) can be found in the appendix of the overall exams policy document

Requesting access arrangements

Roles and responsibilities

Special educational needs coordinator (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
- Follows guidance in [AA](#) Section 8 to process approval applications for access arrangements for those qualifications listed on page 2 of [AA](#)
- 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
- Ensures appropriate and required evidence is held electronically on file on the SEND site to confirm validation responses in AAO 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 or electronically, and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes
- Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2 of [AA](#), are entered into AAO to confirm their status including any professionals working outside the centre
- 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 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 an electronic file on the SEND site for each candidate that will include:
 - ▶ completed JCQ/awarding body application forms and evidence forms
 - ▶ appropriate evidence/file notes to support the need for the arrangement where required
 - ▶ appropriate evidence/file notes to support normal way of working within the centre
 - ▶ in addition, for those qualifications listed on page 2 of [AA](#) (where approval is required), a copy of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files when requested by a JCQ Centre Inspector
- Liaises with the EO/teaching staff regarding any appropriate modified paper requirements for candidates
- Following the appropriate process (AAO for those qualifications listed on page 74 of [AA](#); *Form VQ/EA*), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

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
- Follows guidance in [AA](#) Section 8 to process approval applications for access arrangements for those qualifications listed on page 2/92 of [AA](#)
- 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
- Liaises with the SENCo/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)
- Following the appropriate process (AAO for those qualifications listed on page 74 of [AA](#); *Form VQ/EA*), 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 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

Special educational needs coordinator (SENCo)

- 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 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 (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Communication Professional) in collaboration with the EO
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- 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
- 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

Exams officer

- Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements in ICE 2018-2019*
- 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
- 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 that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- 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
- 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
- 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 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 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 the facilitator is known by or introduced to the candidate prior to exams

- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates as detailed in [ICE 7](#) and 8
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Liaises with the SENCo 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 SENCo 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
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENCo regarding rooming of access arrangement candidates
- Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- 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 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 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 (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- 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 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 those qualifications listed on page 2 of [AA](#)
- 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 SENCo 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
- 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 in liaison with the SENCo

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
- 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

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]

Special educational needs coordinator (SENCo)

- 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 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
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Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures cover sheets are completed as required by facilitators
- 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

Internal exams

These are exams or tests which are set and marked within the centre; normally a precursor to external assessments.

Internal exams are delivered in the same way as external exams and therefore the roles and responsibilities are identical to those highlighted in the External exams section previously.

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
<p>A medical condition which affects muscle control, affecting hand grip. Poor articulation of speech sounds affects ability to read subject specific vocabulary.</p> <p>EHCP</p>	<p>Reader/computer reader</p> <p>Supervised rest breaks</p>	<p><i>SENCo gathers evidence to support need for reader and supervised breaks.</i></p> <p><i>SENCo provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo; AAO approval for reader required but not for supervised rest breaks</i></p> <p><i>Discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p>
<p>Persistent and significant difficulties in accessing written text with some emotional difficulties affecting engagement</p> <p>Statement of SEN</p>	<p>Reader/computer reader</p> <p>Prompter</p>	<p><i>SENCo gathers evidence to support need for reader and prompter.</i></p> <p><i>SENCo provides written statement for file to confirm the needs</i></p> <p><i>Approval confirmed by SENCo; AAO approval for reader required, but not for prompter</i></p> <p><i>Discussion with candidate to confirm the arrangements to be put in place.</i></p> <p><i>Facilitator briefed on how student should be supported, combining the role of reader and prompter.</i></p>
<p>Visually impaired student with limited reading ability</p> <p>EHCP</p>	<p>Enlarged papers</p> <p>Reader + 25% extra time</p> <p>Scribe</p>	<p><i>SENCo gathers medical and educational evidence to support substantial and long term impairment</i></p> <p><i>SENCo provides written statement for file to confirm the needs</i></p> <p><i>Approval confirmed by SENCo; AAO approval for reader, extra time and scribe required.</i></p> <p><i>Enlarged papers ordered before closing date</i></p> <p><i>Facilitator employs normal way of working in class and combines the role of reader and scribe</i></p> <p><i>Separate examination room provided to allow space for enlarged papers and student dictating answers</i></p>

<p>A wheelchair user with a medical condition affecting stamina</p>	<p>Desk Rooms Facilities Seating arrangements Supervised rest breaks</p>	<p><i>Discussion with student of support needs</i></p> <p><i>Provides desk at correct height in exam room</i></p> <p><i>Allocates exam room close to the lift</i></p> <p><i>Spaces desks to allow wheelchair access</i></p> <p><i>Seats candidate near exam room door</i></p> <p><i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><i>SENCo gathers evidence to support need for supervised breaks</i></p> <p><i>SENCo provides written statement for file to confirm the need</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p>
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