



# St Ursula's Convent School

## A Humanities College and Teaching School

### **SPECIAL EDUCATIONAL NEEDS (SEN) AND DISABILITY EXAMINATION POLICY 2018-19**

#### **MISSION STATEMENT**

Our mission is to ensure that every individual achieves their potential through the pursuit of academic excellence and the nurturing of their gifts and talents.

To create a caring Catholic community allowing everyone to develop and share in the love of Christ serving the world of today and tomorrow through the relationships we make and the service we provide to others.

#### **PURPOSE OF THIS POLICY**

This document is provided as an exams-specific supplement to the school wide Equality and Diversity Policy. This policy details how the centre facilitates access to exams and assessments for candidates with a disability and/or special educational needs (SEN), as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to:

- Identifying the need for appropriate access 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

#### **ROLES AND RESPONSIBILITIES**

##### **Head of Centre**

- Be familiar with, refer to and directs relevant centre staff to the annually updated JCQ publications including *General regulations for approved centres* and *Access Arrangements and Reasonable Adjustments*.
- Supports the Special Educational Needs Co-ordinator (SENCo), the Exams Officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates with a disability and/or special educational needs to exams

##### **Senior Leaders**

- Be familiar with annually updated JCQ publications including *General regulations for approved centres* and *Access Arrangements and Reasonable Adjustments*.
- Ensure that the centre's emergency evacuation procedures make reference to arrangements that may need to be in place for a candidate with a disability when an exam room is evacuated

### **Special Educational Needs Co-ordinator (SENCo)**

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated publication *Access Arrangements and Reasonable Adjustments*.
- Leads on the access arrangements process to facilitate access for candidates
- Ensures an appropriately qualified assessor(s) 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
- Ensures that all assessments are administered in accordance with the **regulations and that the correct procedures are followed as per Chapter 7 of *Access Arrangements and Reasonable Adjustments***.
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- 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
- Applies for approval where this is required by the awarding body deadline, through *Access Arrangements Online (AAO)*, or through the awarding body where qualifications sit outside the scope of AAO, with the support of the Exams Officer
- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates, for external exams, where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangements is required at the time of the exam)
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exams or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures arrangements put in place for exams/assessments reflect a candidate's normal way of working within the centre
- 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 what will happen during exam time
- Liaises with teaching staff, relevant support staff and the Exams Officer to implement appropriate access arrangements for candidates for both internal assessments and external exams
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Ensures facilitators and invigilators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures a record of training given to those facilitating and invigilating an access arrangement for a candidate under examination conditions is kept and retained on file and provided to the Exams Officer
- Provides the Exams Officer with appropriate documentation and evidence, for each candidate, as required by the regulations of the JCQ and awarding body. This should include evidence to substantiate the normal way of working, evidence to support the need(s) of the candidate, any medical evidence of a candidate, confirmation validation responses from AAO including the accurate completion of the JCQ Form 8.
- Provides the Exams Officer with evidence of the assessor's qualification in preparation for the JCQ Centre Inspection

**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 *Access Arrangements and Reasonable Adjustments*

### **Teaching Staff**

- Inform the SENCo of any support that might be needed by a candidate
- Support the SENCo in implementing appropriate access arrangements for candidates during internal assessments and exams

### **Support Staff – for example Learning Support Assistants and Teaching Assistants**

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

### **Premises, IT and other relevant centre staff**

- Supports the SENCo and the Exams Officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Adapt exam rooms and non specialist equipment (chairs, tables, clocks etc) where required for candidates
- Provide IT or other specialised equipment that may need to be adapted

### **Exams Officer**

- Is familiar with the contents of the annually updated JCQ publications *General regulations for approved centres* and *Access Arrangements and Reasonable Adjustments* where this may be relevant to the Exams Officer role
- 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 publication of *Instructions for conducting examinations (page 44)*
- Supports the SENCo in applying for approval where this is required, through *Access Arrangements Online (AAO)*, or through the awarding body where qualifications sit outside the scope of AAO
- Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place, including rooming arrangements, to facilitate access for disabled candidates to exams and those with access arrangements and/or medical conditions.
- Ensure seating arrangements are appropriate to the access arrangements of a candidate
- Presents the files, as provided by the SENCo, when requested by a JCQ Centre Inspector
- Keeps a record of training provided to facilitators and invigilators, regarding access arrangements, as provided by the SENCo. Keep and retain this 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. Presents this information to a JCQ Centre Inspector on request.
- Ensures that a facilitator only has access to external exam papers 60 minutes prior to the published start time of the exam
- 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

## **IDENTIFYING THE NEED FOR ACCESS ARRANGEMENTS**

The SENCO should be made aware of the examination courses chosen by SEN pupils by Heads of Department. The SENCO will inform staff of special arrangements which individual pupils can be granted during the course and in the exam. These can be any or all of the following:

- Extra time for controlled assessments and exams.
- Rest periods – ‘Supervised rest breaks’
- A reader
- An amanuensis/a scribe
- Enlargements/models Coloured/enlarged papers
- A practical assistant/a helper
- A prompter
- Separate room/invigilation
- Bilingual Translation dictionaries with up to a maximum of 25% time for some EAL candidates.
- A use of word processing and printing facility

Special arrangements can be made for pupils to take exams outside school, e.g. phobic pupils, hospitalised anorexics, however invigilation/examination rules must be adhered to.

A separate invigilator and room are needed for anyone with a reader and also for an individual or group who has/have been granted extra time or rest periods/use of a word processor etc at the school’s discretion in agreement with JCQ regulations. If possible a reader/amanuensis should be an LSA with whom the pupil is familiar and who has practised with the pupil. No unauthorised help may be given to these pupils.

Early opening and checking of Special Needs candidates’ papers should be conducted in the presence of the Exams Officer, with the permission of the awarding body, at an agreed time, and any further enlargements/modifications completed by the designated person in good time before the start of the exam.

When the exam finishes after school hours, the candidates’ papers will be collected by the Exams Officer and locked away.

When pupils have extended extra time and cannot fit two exams in to one day, rescheduling will be needed. Candidates with visual impairment may be granted an early start to give time for rest breaks and extra time. These candidates must be properly supervised at all times and have no contact with other candidates taking the same exam.