Our journey with Christ

HAGLEY CATHOLIC HIGH SCHOOL

SEMPER FIDELIS

Equalities Policy (Exams)

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Post holder responsible	Exams Officer
Director / LGB Chairperson	Mr G Taylor Smith

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Equality Policy (Exams) has been approved and adopted by Hagley Catholic High School Governing Body on the 2nd December 2025 and will be reviewed in Autumn 2026.

Signed by LGB representative for Hagley Catholic High School:

G Taylor Smith

Signed by Principal:

J Hodgson

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Summary of Changes

Throughout document - Terminology Update publications replaced by documents.
Terminology Update - Communications Professional replaced by Sign Language Professional

Page 5 Addition of Bullet Point 1 Ensures an appropriately qualified assessor(s) is appointed, evidence of the qualification(s) of the assessor's qualification(s) is obtained before they assess candidates and that evidence of the qualification(s) of the person(s) is held on file.

Page 6 Addition of Bullet Point - To comply with the UK GDPR and the Data Protection Act 2018, ensures relevant candidates are informed that an application for access arrangements will be processed using Access Arrangements online.

Page 7 Bullet point added - As may be applicable in relation to the use of coloured paper, explores alternative ways of working such as the use of a coloured overlay or the candidate wearing coloured glasses/the provision of a single colour, such as buff or grey

Page 13 Facilitating access – examples - *Candidate informed that an application for access arrangements will be processed using Access arrangements online*

Purpose of the policy

This document is provided as an exams-specific supplement to the *centre*-wide equalities and or 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, to submit applications for reasonable adjustments through the access arrangements process and to make reasonable adjustments to the services 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 publication *General regulations for approved centres 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 in the JCQ document *Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments*

This publication is further referred to in this policy as AARA.

Identifying the need for access arrangements

Roles and responsibilities

Head of Centre - Principal

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ documents including GR and AARA;
- 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 all candidates are clearly defined and documented;

- Ensures an appropriately qualified assessor(s) is appointed, evidence of the qualification(s) of the assessor's qualification(s) is obtained before they assess candidates and that evidence of the qualification(s) of the person(s) is held on file.
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place;

Senior leaders

- Are familiar with the entire contents of the annually updated JCQ documents including GR and AARA
- Ensure the quality of the access arrangements process within the centre;
- Ensure that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance.

Special educational needs coordinator (SENCo) or equivalent role

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AARA;
- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as in Chapter 7 of AARA;
- Leads on the access arrangements process to facilitate access for candidates;
- Defines and documents roles, responsibilities and processes in identifying and requesting access arrangements;
- 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(s) 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;
- 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
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance;
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis;
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification which is held on file;
- Works with teaching staff, relevant support staff and the EO 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;
- Conducts appropriate assessments to identify the need(s) of a candidate;
- Provide appropriate evidence to confirm the need(s) of a candidate;
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body;
- Produces and annually reviews and updates a word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations and assessments

Teaching staff

- Inform the SENCo or equivalent role of any concerns, observations or feedback about a candidate or support that might be needed by a candidate;
- Support the SENCo or equivalent role in determining the need for access arrangements.

Support staff

- Provide comments and observations to support the SENCo or equivalent role to 'paint 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 AARA;
- Conducts appropriate assessments to identify the need(s) of a candidate.

Use of word processors

The centre's word processor policy is situated on the school website and in our policies folder on the school network.

A member of the centre's senior leadership team must produce a word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations and assessments. This policy must be available for inspection AA 5.8;

Requesting access arrangements

Roles and Responsibilities

Special Educational Needs Coordinator (SENCo) or equivalent role

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place for public exams or if approval is centre-delegated;
- To comply with the UK GDPR and the Data Protection Act 2018, ensures relevant candidates are informed that an application for access arrangements will be processed using Access Arrangements online.
- Follows guidance in AARA Chapter 8 to process approval applications for access arrangements for all qualification listed in AARA
- 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 with EO;
- Ensures that where approval is required the application is processed on time and no later than the awarding body's published deadline.

- Ensures the full supporting evidence is in place before an online application is processed and no later than the awarding body's published deadline.
- Reviews the evidence before an online application is processed, ensuring that the candidate does meet the published criterial for the respective arrangement.
- Holds all supporting evidence and presents such evidence to a JCQ Centre Inspector
- upon request.
- Ensures that the agreed adjustment has been put in place before the candidate's first examination, e.g. internal tests and mock examinations.
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of relevant JCQ Forms. Such as form 8 (*Application for access arrangements – Profile of learning difficulties*), Form 9 (Profile of need), Form 8RF, etc. supplemented by written statements, where required, etc.
- Ensures where JCQ forms are required to be completed, forms are signed and dated as required **prior** to approval being sought and that the form is provided for processing and inspection purposes;
- Ensures the names of all other assessors, who are assessing candidates studying qualifications covered by AAO are entered into AAO to confirm their status.
- Confirms by ticking the *'Confirmation'* box prior to submitting the application for approval that the *'malpractice consequence statement'* has been read and accepted with EO;
- 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) with EO;
- Maintains a file/e-folder for each candidate (the required documentation for a candidate will either be in hard copy within the candidate's file/each of the required documents held electronically within the candidate's e-folder) that will include:
  - Completed JCQ/awarding body application forms and evidence forms
  - Appropriate evidence to support the need for the arrangement where required
  - Appropriate evidence to support normal way of working with the centre
  - In addition, for those qualifications covered by AAO (where approval is required), a printout/PDF of the AAO approval.
- Presents the files/e-folders when requested by a JCQ Centre Inspector and addresses any queries/questions raised;
- As may be applicable in relation to the use of coloured paper, explores alternative ways of working such as the use of a coloured overlay or the candidate wearing coloured glasses/the provision of a single colour, such as buff or grey
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates.

Exams Officer

- Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AARA where this may be relevant to the EO role
- Follows guidance in AARA to process approval applications for access arrangements for those qualifications listed in AARA
- 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 with SENCo;

- Confirms by ticking the *'Confirmation'* box prior to submitting the application for approval that the *'malpractice consequence statement'* has been read and accepted with SENCo;
- 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) with SENCo;
- Ensures with SENCo 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);
- If the SENCo is unavailable, with the assistant SENCo presents the files/e-folders of access arrangements candidates when requested by a JCQ Centre or and addresses any queries/questions raised.
- 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 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 EO 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) or equivalent role

- 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 them and ensures the candidate understands what will happen at exam time;
- Liaises with the EO 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 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;

- 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 EO regarding facilitation and invigilation of access arrangement candidates in exams;
- Liaise with EO to ensure that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates;
- Liaises with the EO and 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 facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s) with EO;
- 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
- Is familiar with the instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in ICE
- 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 Sign Language 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.
- Liaises with SENCo to ensure a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate;
- Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues;
- 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 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;
- Liaise with the SENCo regarding rooming of access arrangement candidates;
- 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 and invigilators informed of those candidates with access arrangements and made aware of the access 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 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;
- 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 Sign Language 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
  - a 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
- 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 were relevant 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 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 any qualifications sit outside the scope of AAO.

IT Support

- Support and liaise with the SENCo and the EO to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates for IT exams.

Site Manager

- Support and liaise with the SENCo and the EO to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.

SLT

- In advance of exam season, EO liaise with person responsible for Health and Safety to ensure appropriate arrangements are in place for candidates with a disability who may need assistance in the event of an emergency evacuation during an exam.

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.

However, `NEA' is not limited to internal assessment as externally marked and/or externally set practical examinations taken at different times across centres are also classified as `NEA'.

SENCo or equivalent role

- 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 their first formal supervised assessment;
- Ensures candidates are aware of the access arrangements that are in place for their assessments;
- Ensures that the candidate has had appropriate opportunities to practice using the access arrangement(s) before their first assessment;
- 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;
- 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 SENCo in implementing appropriate access arrangements for candidates;
- Ensures candidates are aware of the access arrangements that are in place for their assessments;
- Ensures that the candidate has had appropriate opportunities to practice using the access arrangement(s) before their first assessment;
- 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 Examinations/assessments

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

Special Educational Needs Coordinator (SENCo or equivalent role)

- Liaises with teaching staff and exams office to implement appropriate access arrangements for candidates;

- Liaises with teaching staff and EO to collect evidence of access arrangements used in order to provide a picture of need.

Teaching Staff

- Support the SENCo in implementing appropriate access arrangements for candidates;
- Provide exam materials that may need to be modified for a candidate;
- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required.

Exams Officer

- Provide the SENCo with internal exam timetable for those subjects and year groups who sit internal exams in a formal setting and to ensure arrangements are put in place when required.

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**
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks	*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 SENCo; AAO approval for both arrangements not required* *Pastoral head discussion with candidate to confirm the arrangements which 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 as per* AARA *EO provides candidate with exam timetable and JCQ information for candidates*

Example of candidate need(s)	**Arrangements explored**	**Centre actions**
		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 invigilation sheet* *Invigilator records supervised rest breaks (time and duration) on invigilation sheet and confirms full 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; invigilation sheet provides supporting evidence, supported by appropriate evidence signed by a member of the senior leadership team (Evidence retained until after the publication of results)* *Pastoral head informs candidate that special consideration has been requested*
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Alternative rooming arrangements	*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* *Candidate informed that an application for access arrangements will be processed using Access arrangements online.* *AAO application for approval processed* *Supporting evidence and AAO approval kept on file*
Significant difficulty in concentrating	Prompter	*Gathers evidence to support substantial and long term adverse impairment*

Example of candidate need(s)	**Arrangements explored**	**Centre actions**
	Alternative rooming arrangements	*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 alternative room)*
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	*Candidate informed that an application for access arrangements will be processed using Access arrangements online.* *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* *Supporting evidence and AAO approval, kept on file* *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*