

## Examinations Equalities Policy

This policy was reviewed in: **October 2025**

This policy is due to be reviewed in: **October 2026**

### Key staff involved in the policy

| Role             | Name(s)                                           |
|------------------|---------------------------------------------------|
| Head of Centre   | <b>Helen Ness-Gifford, Headmistress</b>           |
| Assessor         | <b>Lisa Britnell, Head of Individual Learning</b> |
| Senior Leader(s) | <b>Caroline Derbyshire, Deputy Head Academic</b>  |

### Contents

|                                                                        |   |
|------------------------------------------------------------------------|---|
| Key staff involved in the policy.....                                  | 1 |
| The purpose of the policy .....                                        | 2 |
| The Equality Act 2010 definition of disability .....                   | 2 |
| Identifying the need for access arrangements .....                     | 2 |
| Roles and responsibilities .....                                       | 2 |
| Assessor of candidates with learning difficulties.....                 | 3 |
| Requesting access arrangements .....                                   | 3 |
| Roles and responsibilities .....                                       | 3 |
| Implementing access arrangements and the conduct of examinations ..... | 5 |
| Roles and responsibilities .....                                       | 5 |
| External assessments.....                                              | 5 |
| Internal assessments .....                                             | 7 |
| Internal examinations/assessments.....                                 | 7 |

## The purpose of the policy

**This document is provided as an examinations-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, 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 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
- † for 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 examinations 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 examinations
- 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\_2025-2026 - 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 documents including GR and AA

#### Senior leader(s)

- Are familiar with the entire contents of the annually updated JCQ documents including GR and AA

#### Head of Individual Learning

- Has full knowledge and understanding of the contents, refers to and directs relevant Centre staff to the annually updated JCQ document AA

#### Teaching staff

- Where appropriate inform the Head of Individual Learning of any concerns, observations or feedback about a candidate or support that might be needed by a candidate

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

- (where appropriate) Provide comments/observations to support the Head of Individual Learning 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 JCQ publication AARA

## **Requesting access arrangements**

### **Roles and responsibilities**

#### **Joint responsibility - Head of Individual Learning and the Examinations Officer**

- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as in Chapter 7 of AA
- Ensures a policy demonstrating the Centre's compliance with relevant legislation is in place
- Leads on the access arrangements process to facilitate access for candidates
- 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
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements
- Produces and annually reviews / 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.
- 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 examinations/assessments reflect a candidate's normal way of working within the Centre
- Ensures the need for access arrangements for a candidate is considered on a subject by subject basis
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Provides information to evidence the normal way of working of a candidate
- Conducts appropriate assessments to identify the need(s) 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
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates

#### **Head of Individual Learning**

- 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
- 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
- Works with teaching staff, relevant support staff and the Examinations Officer to ensure Centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external examinations/assessments
- Follows guidance in AA (chapter 8) to process approval applications for access arrangements for those qualifications included
- 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 that the full supporting evidence is in place before an online application is processed
- Reviews the evidence before an online application is processed, ensuring that the candidate does meet the published criteria 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
- Maintains a file/e-folder for each candidate (the required documentation for a candidate will 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:
  - relevant and 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 within 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
- 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.

### Examinations Officer

- Ensures an appropriately qualified assessor(s) is appointed, evidence of the assessor's qualification(s) is obtained before they assess candidates and that evidence of the qualification(s) of the person(s) appointed is held on file
- Supports the Head of Individual Learning in determining the need for and implementing 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 that where approval is required the application is processed on time and no later than the awarding body's published deadline
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of JCQ Form 8 (Application for access arrangements – Profile of learning difficulties), and/or Centre based evidence including concise file note(s) on Centre headed paper, signed and dated, and a body of evidence to substantiate the candidate's normal way of working within the Centre (Form 8 must only be used for candidates with learning difficulties or where a Language Modifier is required)
- Ensures where Form 8 is required to be completed, the Form is signed (a handwritten, electronic or typed signature is acceptable) and dated as required prior to approval being sought and that the Form is provided for processing and inspection purposes (This may be a hard copy paper version or an electronic version)
- 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
- 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)
- If the Head of Individual Learning is unavailable, presents the files/e-folders of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- Liaises with the Head of Individual Learning to ensure arrangements are in place to either order a non-interactive electronic (PDF) or to download a question paper or to open question paper packets in the secure room within 90 minutes of the published starting time for the examination where the Centre is permitted to modify a timetabled written component examination paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- 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.
- Following the appropriate process, orders published modified papers, by the awarding body's deadline for the examination series, where these may be required for a candidate

# Implementing access arrangements and the conduct of examinations

## 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 \(ICE\)](#) 2024-2025.

### Head of Centre

- Supports the Head of Individual Learning, the Examinations Officer and other relevant Centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to examinations

### Head of Individual Learning

- 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 examination)
- Liaises with the Examinations Officer where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of examinations
- Liaises with the Examinations Officer regarding facilitation and invigilation of access arrangement candidates in examinations
- Liaises with the Examinations Officer to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues

### Examinations Officer

- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in [ICE 2025-2026](#)
- 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 examination time
- Ensures examination information (JCQ information for candidates documents, individual examination 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
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Monitors, in internal tests/mock examinations, 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 other relevant Centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to examinations
- 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 but where the candidate's own subject teacher has to be used, ensures 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 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 Head of Individual Learning and other relevant Centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to examinations
- Liaises with the Head of Individual Learning to ensure examination information (JCQ information for candidates documents, individual examination timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Liaises with the Head of Individual Learning regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the Head of Individual Learning regarding rooming of access arrangement candidates
- Liaises with the Head of Individual Learning 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 their examinations
- Ensures candidates with access arrangements are identified on examination room seating plans and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded
- Ensures invigilators are briefed prior to each examination session of the arrangements in place for a disabled candidate in their examination room
- Checks in advance of dated examinations/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 examination question paper packet in the secure room no earlier than 90 minutes prior to the awarding body's published start time of the examination
- 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 examination 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 examination 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 examination in order to prepare
- Provides cover sheets prior to the start of an examination 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 particular arrangements
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of examinations in terms of rooming and invigilation
- Liaises with the Head of Individual Learning where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of examinations
- 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 Head of Individual Learning and the Examinations Officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to examinations.

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 examinations 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 examination room is evacuated

### **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.

#### **Head of Individual Learning**

- 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 a candidate has had appropriate opportunities to practise using the access arrangement(s) before their first examination
- 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 Head of Individual Learning in implementing appropriate access arrangements for candidates
- Provide the Head of Individual Learning with assessment schedules to ensure arrangements are put in place when required
- Liaise with the Head of Individual Learning regarding assessment materials that may need to be modified for a candidate

### **Internal examinations/assessments**

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

#### **Head of Individual Learning**

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

#### **Teaching staff**

- Support the Head of Individual Learning in implementing appropriate access arrangements for candidates
- Provide examination materials that may need to be modified for a candidate
- Provide the Head of Individual Learning with internal examination timetable to ensure arrangements are put in place when required