

	The Duston School Policy	
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Policy Title	Examinations	Version No	3
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Rationale	The examination policy should reflect our aim to allow all students to maximise opportunities to demonstrate their potential, and achieve their aspirations, whatever their natural academic ability.
Policy Statement	<p>In considering whether pupils should be entered for an examination, we take account of the quality and quantity of their course-work and the level they have reached. For pupils with special educational needs, arrangements are made with the Examination Boards. DoL may select the Examination Board to best meet the needs of the students.</p> <p>EYFS All pupils take statutory Early Excellence baseline assessments within their first six weeks of school. This baseline is used to set end of EYFS targets. The baseline is also used to set targets for the end of year 2 and year 6.</p> <p>Year 1 All pupils take statutory phonics screening assessments in June.</p> <p>Year 2 (End of Key Stage One) All pupils take statutory end of Key Stage assessments. These assessments, along with teacher assessments give an overall judgement for a child’s end of Key Stage attainment.</p> <p>Year 6 (End of Key Stage Two) All children take statutory end of key stage assessments. These assessments, along with teacher assessments for writing give an overall judgement for a pupil’s end of Key Stage attainment.</p> <p>Key Stage 3 (Year 7 - 9) All students will undertake internal tests during lesson time.</p> <p>Key Stage 4 & 5 (Years 10 – 14) The school will normally enter students for a range of qualifications in the subjects that they have studied (see current curriculum model). Parents are notified of these entries and have the opportunity to discuss them with subject teachers.</p> <p><u>The following applies to secondary phase pupils only</u></p> <p>Entries If a student misses part of a course or fails to carry out assignments or coursework to agreed standard the school reserves the right not to make the entry in discussion with the SLT Line Manager, pupil and the parents. If a student fails to complete the course which results in the school having to withdraw after the entry, the student will be invoiced for the entry fee.</p> <p>Appeals against Controlled Assessments The school is obliged to publish a separate policy on this subject, which is available from the Exams Office.</p> <p>The Disability Discrimination Act (DDA) 2005</p>

The DDA extends the application of the Act to all qualifications. The Exam Officer will ensure that access arrangements and special consideration regulations and guidance are consistent with the law.

Special Consideration

Should a student be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the student's responsibility to alert the school, the Exam Officer or the Exam Invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within three days of the exam, for example a letter from the student's doctor. The Exams Officer will then forward a completed special consideration request form to the Awarding Body.

Student Behaviour – in addition to the schools BL4 policy.

The school's published rules on acceptable dress and behaviour will apply at all times during all internal and external exams.

No Graffiti is to be written on the exam desks, if a student is found to have written graffiti on an exam desk they will be invoiced for the cost of a repair / replacement.

Exam Regulations

All internal exams will be held under external exam conditions.

No mobile phones are permitted into the exam room, even if switched off. Any student found in possession of a mobile phone or disallowed item, in an exam room, will in accordance with JCQ guidelines be reported to the Awarding Body for mal-practise. It is likely that the student will be disqualified from the exam and may be disqualified from all further exams. The student will also be dealt with in line with the schools behaviour policy.

Attendance to Examinations

If a student fails to attend an external exam, the student will be invoiced for the entry fee.

Results

Students will receive individual statement of results, in person at the school or by post to their home address (students to provide an A4 stamped addressed envelope).

Exam results and certificates will be withheld until all outstanding monies are paid.

If a replacement statement of results is required the following charges plus any outstanding monies will apply:

1970 – 2004 - £25

2003 onwards - £10

Enquiries about Results (EARs) and Access to Scripts (ATS)

EARs and/or ATSs may be requested by staff or students if there are grounds for believing there has been an error in marking. When the school does not uphold an EAR and/or ATS a student may apply to have an enquiry carried out at their own expense. A2 scripts must be requested within 3 days of the results.

Certificates

Certificates must be collected and signed for, they may be collected on behalf of a student by a third party, provided they have written authority to do so. The school is only required to retain certificates for two years. After two years, copies can only be obtained from the Awarding Body at an approximate cost of £40 per certificate.

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at The Duston School. By outlining actions/procedures to be followed in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

At all times, the Examinations Officer, Assistant Examinations Officer and Senior Leadership Team will liaise with the relevant Awarding Body to ensure any contingency plans meet with its requirements and that JCQ regulations are adhered to where possible.

Alongside internal processes, this plan is informed by information contained in the *Joint contingency plan for the examination system in England, Wales and Northern Ireland* where it is stated that “Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.”

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

- *Planning*
 - annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
 - annual exams plan not produced identifying essential key tasks, key dates and deadlines
 - sufficient invigilators not recruited and trained
- *Entries*
 - awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
 - candidates not being entered with awarding bodies for external exams/assessment
 - awarding body entry deadlines missed or late or other penalty fees being incurred
- *Pre-exams*
 - exam timetabling, rooming allocation; and invigilation schedules not prepared
 - candidates not briefed on exam timetables and awarding body information for candidates
 - exam/assessment materials and candidates' work not stored under required secure conditions
 - internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators
- *Exam time*
 - exams/assessments not taken under the conditions prescribed by awarding bodies
 - required reports/requests not submitted to awarding bodies during

The Duston School – Policy Document

	<p>exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration</p> <ul style="list-style-type: none">○ candidates' scripts not dispatched as required to awarding bodies <ul style="list-style-type: none">● <i>Results and post-results</i><ul style="list-style-type: none">○ access to examination results affecting the distribution of results to candidates○ the facilitation of the post-results services <p><u>Centre actions:</u></p> <ul style="list-style-type: none">● Assistant Examinations Officer to assume responsibility for the above tasks with the support of the Senior Leadership Team (SLT) <p>2. SENCo extended absence at key points in the exam cycle</p> <p><u>Criteria for implementation of the plan</u></p> <p>Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:</p> <ul style="list-style-type: none">● <i>Planning</i><ul style="list-style-type: none">○ candidates not tested/assessed to identify potential access arrangement requirements○ evidence of need and evidence to support normal way of working not collated● <i>Pre-exams</i><ul style="list-style-type: none">○ approval for access arrangements not applied for to the awarding body○ modified paper requirements not identified in a timely manner to enable ordering to meet external deadline○ staff providing support to access arrangement candidates not allocated and trained● <i>Exam time</i><ul style="list-style-type: none">○ access arrangement candidate support not arranged for exam rooms <p><u>Centre actions:</u></p> <ul style="list-style-type: none">● The Teaching Assistants, Examinations Officer and Assistant Examinations Officer to work with the SENCo to identify students where applications for access arrangements may be required. The employment of outside agencies/professionals may be required. <p>3. Teaching staff extended absence at key points in the exam cycle</p>
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Criteria for implementation of the plan

Key tasks not undertaken including:

- *Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*
- *Final entry information not provided to the exams officer on time; resulting in:*
 - *candidates not being entered for exams/assessments or being entered late*
 - *late or other penalty fees being charged by awarding bodies*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

Centre actions:

- The Examinations Officer to liaise with acting Head of Department and/or SLT, if necessary, to ensure all necessary deadlines are adhered to. Where this is not possible, the EO will liaise with the relevant Awarding Body and act upon advice received.

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

- *Failure to recruit and train sufficient invigilators to conduct exams*
- *Invigilator shortage on peak exam days*
- *Invigilator absence on the day of an exam*

Centre actions:

- The Examinations Officer and Examinations Assistant will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion.
- The Exams Assistant will be aware of the school staff available for invigilation duties at short notice and for peak exam days.

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

- *Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning*
- *Insufficient rooms available on peak exam days*
- *Main exam venues unavailable due to an expected incident at exam time*

Centre actions:

- The EO will organise rooming for examinations in plenty of time ensuring sufficient time is available to identify appropriate rooms and plan appropriately.
- In the event of a room not being available at very short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced. The SLT will work with the EO at all times during such emergencies.

6. Failure of IT systems

Criteria for implementation of the plan

- MIS system failure at final entry deadline
- MIS system failure during exams preparation
- MIS system failure at results release time

Centre actions:

- The EO, in consultation with the SLT, will make entries from another venue direct to the Awarding Bodies. Results may also be accessed directly from the AB. At all times during the system failure the EO will liaise with the AB to minimise disruption and costs incurred.

7. Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning.

Centre actions:

- SLT to manage all such incidents

8. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

**In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.*

Centre actions:

- The EO will contact the relevant AB to discuss alternative arrangements and liaise with the SLT to take appropriate action.

9. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal

Centre actions:

- The EO will contact the relevant AB to discuss alternative arrangements and liaise with the SLT to take appropriate action.

10. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

- The EO will contact the AB to notify them of any such difficulties and put in place suitable alternative arrangements

11. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

Centre actions:

- The EO will contact the AB to notify them of any such incidents and act upon advice given

12. Centre unable to distribute results as normal

Criteria for implementation of the plan

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

Centre actions:

- The EO will contact the AB to notify them of any such incidents and act upon advice given

*information taken from the *Joint contingency plan for the examination system in England, Wales and Northern Ireland*

Further guidance to inform and implement contingency planning

Ofqual

Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland <http://dera.ioe.ac.uk/16235/1/2012-12-11-joint-contingency-plan-november-2012.pdf>

GOV.UK

Emergencies and severe weather: schools and early years settings
<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>
Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide - Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>

JCQ

Guidance on *alternative site arrangements*

<http://www.jcq.org.uk/exams-office/forms>

Instructions for conducting examinations

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Guidance on *access arrangements and special consideration*

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Purpose of the policy

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

"recognises 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.

for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect"

[Quote taken directly from chapter 5.4 of the current JCQ publication [General regulations for approved centres](#)]

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

The Equality Act 2010 definition of disability

A definition is provided on page 4 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* [Access Arrangements and Reasonable Adjustments](#)

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

Identifying the need for access arrangements

	<p>Roles and responsibilities</p> <p>Head of centre</p> <ul style="list-style-type: none">• Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including <u>GR</u> and <u>AA</u> <p>Senior leaders</p> <ul style="list-style-type: none">• Are familiar with the entire contents of the annually updated JCQ publications including <u>GR</u> and <u>AA</u> <p>Special educational needs coordinator (SENCo)</p> <ul style="list-style-type: none">• Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication <u>AA</u> <p>Teaching staff</p> <ul style="list-style-type: none">• Inform the SENCo of any support that might be needed by a candidate <p>Assessor of candidates with learning difficulties (An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)</p> <ul style="list-style-type: none">• Has detailed understanding of the current JCQ publication <u>AA</u>
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The Duston School – Policy Document

- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented
- Ensures a appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
- 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
- Support the SENCo in determining the need for and implementing access arrangements
- Leads on the access arrangements process to facilitate access for candidates
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access arrangements policy*)
- 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 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
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- 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
- 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

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

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 Chapter 8 to process approval applications for access arrangements for GCSE and GCE qualifications
- 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 on file to confirm validation responses in AAO including the completion of JCQ Form 8, where required, and a body of evidence to substantiate the candidate's normal way of working within 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 a file for each candidate 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 within the centre
 - in addition, for GCSE and GCE qualifications (where approval is required), a print out 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 teaching staff regarding any appropriate modified paper requirements for candidates
- Liaises with the SENCo to ensure AAO approval is in place for early opening of papers where this may be required 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 GCE and GCSE; *JCQ Form 7* or *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)

Exams officer

- 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 ICE (page 44)

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

When the information contained in this table is understood – highlight the table and select delete to remove the table and its contents from your policy

Determine the responsibilities of each of the roles above. The list of roles is not exhaustive; add additional roles as identified in your centre. Add responsibilities as bullet points under each role. An example has been provided under each role to demonstrate.

Responsibilities might include some of the examples listed below (this list is by no means exhaustive); the same responsibility could be assigned to more than one role.

- Is familiar with the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE (page 44)
- 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 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
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- 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

The Duston School – Policy Document

	<p>assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)</p> <ul style="list-style-type: none">• Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)• Ensures the facilitator is known by or introduced to the candidate prior to exams• 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• Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators• 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• 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, where approved, 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 one hour prior to the published start time of the exam• Provides cover sheets prior to the start of an exam where required for particular	
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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 GCSE and GCE qualifications
- 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

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 exams 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 exam room is evacuated

Internal assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally verified by the centre and moderated by the awarding body.

"Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'."

[Quote taken from the JCQ publication *Instructions for conducting non-examination assessments – Foreword, page 3*]

Special educational needs coordinator (SENCo)

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

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

When the information contained in this table is understood – highlight the table and select delete to remove the table and its contents from your policy

Determine the responsibilities of each of the roles above. The list of roles is not exhaustive; add additional roles as identified in your centre. Add responsibilities as bullet points under each role. An example has been provided under each role to demonstrate.

Responsibilities might include some of the examples listed below (this list is by no means exhaustive); the same responsibility could be assigned to more than one role.

- 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)

- 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 his/her formal supervised 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 exams

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)

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

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

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Determine the responsibilities of each of the roles above. The list of roles is not exhaustive; add additional roles as identified in your centre. Add responsibilities as bullet points under each role. An example has been provided under each role to demonstrate.

Responsibilities might include some of the examples listed below (this list is by no means exhaustive); the same responsibility could be assigned to more than one role.

- 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

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.

The Duston School – Policy Document

Example of candidate need(s)	Arrangements explored	Centre actions
<p>A medical condition which prevents the candidate from taking exams in the centre</p>	<p>Alternative site for the conduct of examinations</p> <p>Supervised rest breaks</p>	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Pastoral head provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo; AAO approval for both arrangements not required</i></p> <p><i>Pastoral head discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits appropriate 'Alternative site for the conduct of exams form'</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Pastoral head confirms with candidate the information is understood</i></p> <p><i>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</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><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>Pastoral head informs candidate that special consideration has been requested</i></p>
<p>Persistent and significant difficulties in accessing written text</p>	<p>Reader/computer reader</p> <p>25% Extra time</p> <p>Separate invigilation within the centre</p>	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><i>Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>Form 8, signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i></p>

The Duston School – Policy Document

	Significant difficulty in concentrating	Prompter Separate invigilation within the centre	<p><i>Gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>Confirms with candidate how and when they will be prompted</i></p> <p><i>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)</i></p>
	A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	<p><i>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</i></p> <p><i>Provides height adjustable desk in exam room</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities</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>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</i></p>

Staff Responsible	NMO		
Date approved by GB	25/04/2019	Review Date	April 2020