

**RADLEY**

# **Special Educational Needs and Disability Policy**

Appendix A: Access Arrangements Policy

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Appendix D: Equalities Policy (Exams)

**February 2025**

# Special Educational Needs and Disability (SEND) Policy

## 1. Policy

As an ISI independent school, Radley College (the School) does not have a statutory obligation to comply with the SEND Code of Practice (2014), although it is closely followed as a means of good practice. This policy also has due regard to the statutory guidance contained in the Special Education Needs and Disability Code of Practice [2014], the statute law of the Families Act [2014] and adheres to the philosophy underlying the Equalities Act [2010]. The School commits to observing its principle and does not discriminate on any grounds.

### Head of Academic Support

Lil Pullen

[emp.pullen@radley.org.uk](mailto:emp.pullen@radley.org.uk)

### Member of Senior Leadership Team in charge of Academic Support: Deputy Head (Systems)

Roger Shaw

[rds@radley.org.uk](mailto:rds@radley.org.uk)

### Members of Academic Support

Kirstie Barlass (SEN Teacher & Assessment Coordinator, [keb.barlass@radley.org.uk](mailto:keb.barlass@radley.org.uk))

Esther Canosa-Pereira (SEN Teacher & Level 7 Teacher-Assessor [ecc.canosa-pereira@radley.org.uk](mailto:ecc.canosa-pereira@radley.org.uk) )

Kirstie Donald (SEN Teacher & EAL Coordinator, [kld.donald@radley.org.uk](mailto:kld.donald@radley.org.uk) )

Judith Geddes (Academic Support Departmental Administrator, [jcg.geddes@radley.org.uk](mailto:jcg.geddes@radley.org.uk) )

Heather Sparks (Academic Support Teacher, [hds.sparks@radley.org.uk](mailto:hds.sparks@radley.org.uk) )

## 1.1 Definitions

The Special Education Needs and Disability Code of Practice [updated 2015] and the Families Act [2014] define a Special Educational Need or Disability as a child or young person who has:

- “a learning difficulty or disability which calls for special educational provision to be made for him or her.”
- A child with a learning difficulty “has a significantly greater difficulty in learning than the majority of others of the same age.”
- A child with a disability “has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## 1.2 Values and Principles

Radley College’s vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve and lead happy and fulfilled lives:

*‘To provide an outstanding educational experience which promotes equality of opportunity for all our pupils, 13-18, allows them to fulfil their potential, and fully prepares them for further education and the global environment beyond.’*

Radley College is an inclusive and equal opportunities establishment. Pupils identified as having a special educational need or a disability will, like all pupils at Radley College, be entitled to access the full school curriculum and be encouraged to take advantage of the opportunities offered by the School to achieve their full potential in all areas of school life.

For those identified as having a special educational need or a disability, Radley College is committed to providing the appropriate support, as best as it can reasonably accommodate, so that they can become individual, independent learners and fulfil their potential through high attainment and achievement.

## 1.3 Admission

Radley College is an independent boarding school for boys from 13-18 years. Admission is in accordance with the School’s Admission Policy. Entrance is through Pre-Test, Common Entrance results, GCSE scores, references from their current school, other examination and test scores and interviews. English as an Additional Language (EAL) speakers may have additional tests to determine their understanding and usage of the English language. Radley’s curriculum is suited to the needs of many pupils and the School can support pupils with a range of SEND appropriate to an academic, full-boarding school.

For Shell Entry, the Independent Schools Examinations Board (ISEB) Pre-Test is used in assessing a prospective pupil. This is sat by boys in Year 6. Reasonable adjustments are made to the admission process to prevent students being put at a substantial disadvantage. The Director of Admissions and Communications will inform the Head of Academic Support of any SEN information on registration and for boys who accept a place in advance of them joining the School, having sat the Common Entrance examination in Year 8. An exception to the Year 6 ISEB Pre-Test is for those boys applying for scholarship who are not required to sit the Pre-Test.

## **1.4 Objectives**

### **Principles of SEND provision**

Radley College undertakes the following:

- that the School has a named Head of Academic Support who will be responsible for the day-to-day operation of the SEND policy.
- that appropriate funds are used to enable the School to fulfil its duties to those pupils with SEND.
- that on admission to the School, assessment procedures will be used to assess the individual needs of all pupils in accordance with statutory requirements and that on transfer, this information will be passed on.
- to monitor all pupils with SEND carefully to ensure that they can access the curriculum appropriately.
- that the entrance procedures are fully accessible to pupils with special needs.
- that parents of SEND pupils have access to Dons responsible for special educational needs; in the first instance by contacting the Form Master and then the Head of Academic Support.
- the Deputy Head (Academic) will liaise with the Academic Support department and will monitor individual pupil needs within and outside the classroom.

In following guidance from the 2015 SEND Code of Practice, the Academic Support department will follow a graduated approach where decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. There are four key elements to this approach: Assess, Plan, Do, Review.

#### **1.4.1 Assess**

The School will ensure identification of all pupils requiring SEND provision by providing limited screening for all pupils entering Radley College in their first year to assess their literacy and numeracy needs. Such screening will be subject to any limitations in expertise, experience or the screening tools available. Parents may seek further professional diagnosis, with which the School will assist if able, but any fees will be payable by parents.

LUCID - GL Exact, MidYIS scores, school examination and test results, reports and observations from Dons, parental and pupil feedback are all used as part of the screening process.

It is expected that parents will ensure that the School is in full possession of all previous diagnostic tests, medical reports and previous school reports which might be important in the School recognising and addressing, as far as it can, a pupil's special educational needs or disability.

As part of the screening process, Shell boys who had exam provision at Prep / Junior school are closely monitored during the Michaelmas term examinations. The information on each boy's performance under exam conditions forms part of the "history of need" evidence used to paint the full picture ahead of possible formal assessment. If Access Arrangements other than extra time were granted before arrival at Radley, these will be treated on an individual basis when deciding provision for Michaelmas examinations, with minimal access arrangements usually being required. Boys entering the School in other year groups who either have a completed Form 8 / Form 9 or who provide significant evidence of need (e.g. Educational Psychology

assessment which complies with JCQ regulations) will be considered for access arrangement provision in school exams.

The Academic Support department expects that all staff will refer those pupils who they suspect may have learning difficulty to the Academic Support department for screening, (subject to any reasonable limitations in their qualifications, experience or expertise). Members of staff can refer boys after discussion with the pupil's Form Master and by direct communication with the Academic Support department.

Should screening indicate that a specific learning difficulty exists, the School will inform parents of the services they can reasonably expect to be provided with, including further assessment for possible Access Arrangements.

Parents have the right to withdraw their son from the screening process.

#### **1.4.2 Plan**

Upon diagnosis of a learning difficulty, the Academic Support department will post information on the School's Database detailing the pupil's specific learning difficulty and how teachers can support that pupil in lessons. Pupils may not necessarily receive additional specialist support but their needs will be covered by Quality First Teaching.

Appropriate Access Arrangements will only be put into place once a difficulty has been diagnosed by an appropriately qualified assessor e.g. an Educational Psychologist. These will be on the Database and, as far as possible, will form part of a boy's "normal way of working" in lessons and for examinations. The Database is updated regularly and these updates are communicated to colleagues.

For those whose learning difficulty or disability requires additional support, individual lessons may be offered to teach specific skills, offer guidance or provide reassurance. Where appropriate, the Academic Support teachers will work with parents, to gain a better understanding of their son and involve them in these stages of their son's education. This includes supporting them in understanding SEND procedures and practices, and in particular those provided for their son.

#### **1.4.3 Do**

Pupils with SEND will have full access to the School's curriculum, but some aspects may be tailored appropriately. This will be co-ordinated by liaison between the Head of Academic Support, Heads of Department, Social Tutor, Form Masters and Dons and will be monitored and reviewed in order to ensure that individual targets are being met and that pupils' needs are catered for with reasonable adjustments. Parents will be consulted and kept informed of any planned curriculum adaptations.

**All teachers are teachers of special needs** and as such are accountable for the progress and development of all pupils with a learning difficulty in their class with high quality teaching, differentiated for individual pupils, as the first step in responding to pupils who have or may have SEND. Continuous monitoring of those pupils with SEND should be undertaken by their teachers to help ensure that they are able to reach their full potential.

Where a learning difficulty would benefit from additional support, optional one-to-one or small group provision may be organised on a weekly or fortnightly basis to address barriers to learning and assist individual needs. Records of lessons will be kept, targets set and changes in need

communicated to teaching staff. Charges are made for this additional support and parents are billed at the end of each term. The Academic Support department will also work with and in support of outside agencies when the pupils' needs cannot be met by the School alone.

Charges are made for Academic Support tutorials. Details of the charges are available from the Bursary. Below is an extract from the guidance notes:

*Academic Support generally takes place during Central Hour, after Games or in APT for Lower School boys and in Study Periods for Upper School boys. Boys with EAL needs, specific learning difficulties or boys who have been referred to the Academic Support Department requiring additional specialised help in a small group or on an individual basis will be charged £150 per term, with shorter interventions charged accordingly. (£90 in the Summer term for boys in the Vth Form or in 6.2). If Lower School boys do ad hoc lessons this will be charged at £16.00 per lesson (20 minutes), while Sixth Form boys will be charged at £32.00 per lesson (40 minutes).*

*Additional charges may be applicable for boys receiving more bespoke support. We are also able to provide assessment for access arrangements. These are charged for separately, depending on the level of assessment and, if a boy is formally assessed, there is also a one-off charge of £50 for the administration and dissemination of information and advice.*

#### **1.4.4 Review**

The School will ensure that parents/carers of pupils with SEND are kept as fully informed as possible of their son's progress and attainment via end of term reports, in line with the School's reporting policy. It will ensure that pupils with SEND, and their parents, are involved in decisions affecting their future SEND provision.

The Academic Support department reserves the right to discontinue additional support if its assessments suggest that a pupil, who has benefited from additional support and secured the foundation skills, would no longer gain any measurable benefit from further additional support. Parents will be informed of this decision.

The Academic Support department is also bound by JCQ regulations to review Access Arrangements regularly. A decision as to whether or not to "roll over" Access Arrangements from GCSE to GCE has to be made in 6.1 and, if there is no longer evidence of a need for it, the Access Arrangement may be withdrawn on a case-by-case basis.

#### **1.5 The Local Offer**

The School will cooperate fully with the local authority and local partners in the development and review of the Local Offer in order to provide a comprehensive, transparent and accessible picture of the range of services available for students and parents.

#### **1.6 Responsibilities**

Radley College has an Academic Support department consisting of a Head of Department and part-time Academic Support teachers. Teachers within the department hold specialist qualifications and expertise in supporting pupils with Specific Learning Difficulties. Two of the staff are Level 7 Assessors.

##### **1.6.1 The role of the Deputy Head (Systems)**

- to line manage the performance and operations of the Academic Support department.

### **1.6.2 The role of the Head of Academic Support**

- to liaise with, and advise, fellow teachers, parents, external agencies and discuss teaching strategies, where necessary.
- to play a key role in the organisation and application of SEND provision and in the maintenance of the SEND register.
- to work in tandem with Admissions regarding new boys with SEND requirements to ensure provision is correct on entry.
- to manage the departmental timetables and to allocate provision as best possible in response to teacher referrals.
- to manage the Academic Support team.
- to process Access Arrangements Online in line with JCQ regulations.
- to identify and encourage appropriate SEND training for staff involved with SEND pupils.
- to regularly update and maintain the SEND register on the School's Database with updated information on students with SEND and appropriate advice on teaching within the classroom. This will be emailed to Dons when new information is added with a reminder that Dons should annotate/mark books as appropriate.
- to make appropriate use of teachers and facilities from outside the School, including support services; these may include health and social services, services and voluntary organisations.
- to co-ordinate the provision for pupils with an Education, Health and Care Plan (EHCP) and provide updates to the local authority.
- to supervise iGCSE Speech & Language addition or International English Language Testing System (IELTS) provision with the designated in-house EAL Co-ordinator.

### **1.6.3 The role of Departments and Dons**

- to have a responsibility to be aware of all pupils with a SEND and their specific needs.
- to be aware of the broad symptoms of learning difficulties and refer all pupils who they think might have a SEND to the Academic Support department for screening. [This should not lead to the assumption that teaching staff are fully trained in the recognition and diagnosis of all learning difficulties and disabilities.]
- to plan and structure lessons which effectively differentiate and provide basic strategies to support pupils with a SEND. **[Quality First Teaching]**
- to attend all SEND in-service training and act on latest advice/policy as well as being aware of the support and training that can be provided.
- to communicate concerns about boys to the Form Master in the first instance and/or to Academic Support directly.

## **1.7 Communication**

Parents of pupils with SEND will have all the usual opportunities for access to Dons. In addition, they have the opportunity for involvement in the identification, assessment, monitoring and review of their child's progress with the Head of Academic Support. Parents who have specific concerns about SEND provision for their child should liaise, in the first place, with the Form Master.

Pupils who are thought to have Special Education Needs or Learning Difficulties are identified and assessed as early and thoroughly as is possible and necessary. Referral can come from a variety of sources e.g.:

- subject teachers / Tutor / Form Master
- pupil self-referral
- parental request
- Senior Leadership Team (SLT) request
- Health Centre / GP request
- information from previous school
- diagnostic tests including: MidYIS (Year 9), LUCID GL Exact (Year 9 & Sixth Form entry)

### **1.8 Special Examination Arrangements**

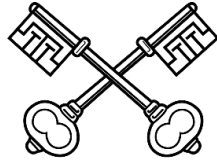
Where permitted by the specification, and in accordance with [the JCO Access Arrangements and Reasonable Adjustments September 2024 to August 2025](#), the following Access Arrangements may be put in place by the College to support a specific need or disability:

- access to a mobile phone for medical purposes
- amplification equipment
- bilingual dictionaries
- bilingual dictionaries with extra time
- braille
- braille transcript
- closed circuit television (CCTV)
- colour naming by the invigilator for candidates who are colour blind
- coloured overlays (this would also include reading rulers, virtual overlays and virtual reading rulers)
- fidget toys and stress balls
- computer reader / reader
- extra time
- live speaker for pre-recorded examination components
- low vision aid / magnifier
- modified papers
- enlarged papers
- coloured papers
- listening to music/white noise due to a substantial impairment
- non-interactive electronic PDF question papers
- modified language papers
- non-electronic ear defenders/ear plugs
- non-electronic headphones
- optical character reader (OCR) scanners
- language modifier
- practical assistant
- prompter
- read aloud / examination pen
- scribe / speech recognition technology
- separate invigilation within the centre
- sign language interpreter



- squared paper for visual spatial difficulties
- supervised rest breaks
- timer on a candidate's desk – a small countdown clock, a small analogue or digital clock, digital timer
- transcription (currently CIE board only)
- timetable variation on the day of the exam for a candidate with a disability
- timetable variation requiring overnight supervision for a candidate with a disability
- word processor

More information about the JCQ guidelines can be found here: [AA\\_regs\\_24-25\\_FINAL.pdf \(jcq.org.uk\)](#) and in Appendix A.



RADLEY

# **ACCESS ARRANGEMENTS POLICY**

**December 2024**

## Key staff involved in the policy

Role	Name(s)
Head of Academic Support (SENCo)	<b>Elizabeth (Lil) Pullen</b>
Senior leader(s)	<b>Deputy Head (Systems) - Roger Shaw</b>
Head of centre	<b>Warden - John Moule</b>
Exams Officer	<b>Head of Exams – Louise Vaan</b>
Assessor(s)	<b>Level 7 – Esther Canosa-Pereira</b> <b>Educational Psychologist – Dr Gilda Palti</b>
Access arrangement facilitator(s)	<b>Head of Exams – Louise Vaan</b>

## What are access arrangements and reasonable adjustments?

### Access arrangements

Access arrangements are agreed **before** an assessment. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010\* to make 'reasonable adjustments'. ([AARA<sup>1</sup>](#), Definitions)

### Reasonable adjustments

The Equality Act 2010\* requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; **and**
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; **or**
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

The centre **must** ensure that approved adjustments can be delivered to candidates. ([AARA<sup>1</sup>](#), Definitions)

\*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see [AARA](#) 1.8). The definitions and procedures in [AARA](#) relating to access arrangements and reasonable adjustments will also apply in Northern Ireland.

### Purpose of the policy

The purpose of this policy is to confirm that Radley College has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its obligation to identify the need for, request and implement access arrangements.

(JCQ's **General Regulations for Approved Centres**, section 5.4)  
This publication is further referred to in this policy as [GR](#)

This policy is maintained and held by the Head of Academic Support alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

Where the Head of Academic Support is storing documentation electronically, they **must** create an e-folder for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection. (<sup>1</sup>[AARA](#), section 4.2)

The policy is annually reviewed to ensure that processes are carried out in accordance with the current JCQ document 'Adjustments for candidates with disabilities and learning difficulties - **Access Arrangements and Reasonable Adjustments**'.

<sup>1</sup>This publication is further referred to in this policy as [AARA](#)

## General principles

The head of centre / senior leadership team will appoint a SENCo, or an equivalent member of staff, who will coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language, as well as those with a temporary illness or temporary injury. ([GR](#) 5.4)

The principles for the centre to consider are detailed in [AARA](#) (section 4.2). These include:

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.
- The Head of Academic Support **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.
- A centre **must** make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they **cannot** make the decisions for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the Head of Academic Support to make appropriate and informed decisions based on the JCQ regulations.
- Where possible, access arrangements/reasonable adjustments should be processed at the **start** of the course.
- Arrangements **must** always be approved **before** an examination or assessment.
- The arrangement(s) put in place **must** reflect the support given to the candidate in the centre.
- The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination.

## Equalities Policy (Exams)

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

The Head of Centre/Senior Leadership Team 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, through the access arrangements, process submit applications for reasonable adjustments and 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.

† or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect ([GR, section 5.4](#))

This policy further covers the assessment process and related issues in more detail.

### The assessment process

Assessments are carried out by an assessor(s) appointed by the Head of Centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in [AARA, section 7.3](#).

### The qualification(s) of the current assessor(s)

Ms Esther Canosa-Pereira - Postgraduate Certificate in Education (Working with Children with Literacy Difficulties) Level 7 Assessor.

### Appointment of assessors

At the point an assessor is engaged/employed by the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in [AARA](#). This process is carried out prior to the assessor undertaking any assessment of a candidate.

### Checking the qualification(s) of the assessor(s)

The Head of Centre, via HR, will have a written process in place to not only check the qualification(s) of their assessor(s) but that the correct procedures are followed as in Chapter 7 of the JCQ document *Access Arrangements and Reasonable Adjustments*. ([GR, section 5.4](#).)

The Head of Centre **must** ensure that evidence of the assessor's qualification(s) is obtained at the point of engagement/employment and prior to the assessor undertaking any assessment of a candidate.

Evidence of the assessor's qualification(s) **must** be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the Head of Academic Support. ([AARA, section 7.3](#).)

## Reporting the appointment of assessor(s)

The Head of Academic Support keeps detailed records, in hard copy paper format, of all the evidence that the assessor(s) is/are suitably qualified on file. This includes copies of the following, where relevant:

- current Assessment Practising Certificate (APC) issued by Patoss, Dyslexia Guild or British Dyslexia Association
- Level 7 assessment qualification certificate
- screenshot of HCPC registration showing the Unique Registration Number
- screenshot of SASC listing showing the APC code number and expiry date
- screenshot of listing for PAPAA Graduates showing the certificate number
- screenshot of listing for CPT3A Certificate Holders showing the certificate number
- screenshot of listing for ETAAC Certificate Holders showing the certificate number
- screenshot of listing for Patoss AAA Certificate Holders showing the certificate number

## Process for the assessment of a candidate's learning difficulties by an assessor

Radley College assesses pupils with reference to AARA, sections 7.5 (Guidelines for the assessment of the candidate's learning difficulties by an assessor) and 7.6 (Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties), in compliance with the correct procedures set out in Chapter 7 of the JCQ document *Access Arrangements and Reasonable Adjustments*. (GR, section 5.4.)

## Picture of need/normal way of working

Before the candidate's assessment, the Head of Academic Support **must** provide the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The Head of Academic Support and the assessor **must** work together to ensure a joined-up and consistent process.

Independent assessors contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This takes place before the candidate is assessed. Additionally, the independent assessor is approved by the Head of Academic Support to assess the candidate.

All candidates are assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.

Independent assessors discuss access arrangements/reasonable adjustments with the Head of Academic Support (AARA, sections 7.5)

## Processing access arrangements and adjustments

### Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications

included. (Refer to [AARA, chapter 8](#) (Processing applications for access arrangements and adjustments) and chapter 6 (Modified papers).

AAO is accessed within the JCQ Centre Admin Portal (CAP) using any of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Online applications **must** only be processed where they are supported by the centre and the candidate meets the published criteria for the arrangement(s) with the full supporting evidence in place. ([AARA, chapter 8, Summary.](#))

Radley College's processes for using AAO include:

- when applications are submitted
- who is responsible
- what information is required, printed, kept on file
- location of files
- dealing with cases that do not gain approval
- awarding body referrals
- ordering modified papers

(AAO) Candidate Personal data consent from and completion of the Data protection confirmation (by the examinations officer or Head of Academic Support, prior to the processing of the online application), is retained for 26 months from the date of the online application being approved.

The Head of Academic Support keeps detailed records, in hard copy paper format, of all the essential information on file. This includes a copy of the candidate's approved application, appropriate evidence of need (where required) and a signed candidate personal data consent form for inspection by the JCQ Centre Inspection Service. ([AARA](#), section 8.6)

### **Centre-delegated arrangements/adjustments**

Centre-delegated arrangements are evidenced with a Form 8RF.

### **Centre-specific criteria for arrangements/adjustments**

#### **Word Processor Policy (Exams) – Appendix B**

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

#### **Alternative Rooming Arrangements Policy**

A decision where an exam candidate may be approved alternative rooming arrangements e.g. a room for a smaller group of candidates with similar needs will be made by the Head of Academic Support in consultation with the Head of Exams.



The decision will be based on:

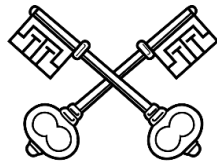
- whether the candidate has a substantial and long-term impairment which has an adverse effect **and**
- the candidate's normal way of working within the centre ([AARA, section 5.16](#))

Separate invigilation within the centre may include sitting the examination outside of the main examination hall/room e.g. a room for a smaller group of candidates or one-to-one invigilation. In the case of separate invigilation, the candidate's disability is established within the centre (see Chapter 4, paragraph 4.1.4). It is known to a Form Tutor, a Head of Year, the Head of Academic Support or a senior member of staff with pastoral responsibilities. For example, a long-term medical condition which has a substantial and adverse effect.

Separate invigilation must reflect the candidate's normal and current way of working in internal school tests and mock examinations.

Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre.

1:1 invigilation and the use of an alternative room would apply where the candidate has a serious medical condition such as frequent seizures, Tourette's or significant behavioural issues which would disturb other candidates in the examination room. ([AARA, section 5.16.](#))



RADLEY

**WORD PROCESSOR POLICY**  
**(Exams)**

December 2024

## Key staff involved in the policy

Role	Name(s)
Head of Academic Support	<b>Elizabeth (Lil) Pullen</b>
Head of Exams	<b>Louise Vaan</b>
SLT – Deputy Head (Systems)	<b>Roger Shaw</b>
IT manager	<b>Richard Grice</b>

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

References in this policy to AARA and ICE relate to/are directly taken from the [Access Arrangements and Reasonable Adjustments 2024-2025](#) and [Instructions for conducting examinations 2024-2025](#) publications.

## Introduction

The use of a word processor in exams and assessments is an available access arrangement/reasonable adjustment.

(AARA 4.2.1)

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

The Head of Academic Support **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

A centre **must** make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they **cannot** make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the Head of Academic Support to make appropriate and informed decisions based on the JCQ regulations.

(AARA 4.2.2)

Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (see Chapter 3). For example, the use of a practical assistant **will not** normally be allowed when practical skills are being tested.

(AARA 4.2.3)

Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The Head of Academic Support **must** consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis.

(AARA 4.2.7)

The Head of Academic Support **must** work with teaching staff, support staff and exams office personnel to ensure that approved access arrangements are put in place for internal school tests, mock examinations and examinations.

The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination. This is particularly so where a computer reader, modified enlarged papers, a scribe, speech recognition technology or a word processor will be used in examinations.

## Purpose of the policy

This policy details how Radley College complies with AARA chapter 4 (Managing the needs of candidates and principles for centres), section 5.8 (Word processor) and ICE (sections 14.20-27) when awarding and allocating a candidate the use of word processor in examinations.

The term “word processor” is used to describe, for example, the use of a computer, laptop or tablet.

## The criteria Radley College uses to award and allocate word processors for examinations and assessments

The “normal way of working” for exam candidates, as directed by the Head of Centre, is that candidates handwrite their exams unless there are exceptions.

### Exceptions

A candidate may be awarded the use of a word processor in examinations where:

- the candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.
- the candidate has a firmly established need, it reflects the candidate’s normal way of working and by not being awarded a word processor would be at a substantial disadvantage compared to other candidates.

The centre will:

- allocate the use of a word processor to a candidate with the spelling and grammar check facility/predictive text disabled (switched off) where it is their normal way of working within the centre ([AARA 5.8.1](#)).
- award the use of a word processor to a candidate where appropriate to their needs.

For example, a candidate with:

- a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting ([AARA 5.8.4](#))
- only permit the use of a word processor where the integrity of the assessment can be maintained ([AARA 4.2.1](#))
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question ([AARA 4.2.2](#))
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification ([AARA 4.2.3](#))
- process access arrangements/reasonable adjustments at the start of the course, or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved before an examination or assessment ([AARA 4.2.4](#))

- provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification ([AARA 5.8.2](#))

The centre will not:

- simply grant the use of a word processor to a candidate because he/she now wants to type rather than write in exams, or because he/she uses a laptop at home. ([AARA 5.8.4](#))

Additionally, the use of a word processor would be considered for a candidate:

- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course ([AARA 4.2.4](#))
- where the curriculum is delivered electronically, and the centre provides word processors to all candidates ([AARA 5.8.4](#))

## **Arrangements at the time of the assessment for the use of a word processor**

A candidate using a word processor is accommodated in a computer room set up specifically for exams.

In compliance with the regulations, the centre:

- provides a word processor with the spelling and grammar check predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise ([ICE 14.20](#)).
- ensures the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 ([ICE 14.22](#)).
- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 ([ICE 14.23](#)).
- ensures the candidate is reminded to save their work at regular intervals. Alternatively, where possible, an IT technician will set up "autosave" on each laptop/tablet. This will ensure that if there is a complication or technical issue, the candidate's work is not lost) ([ICE 14.24](#)).
- instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners ([ICE 14.24](#)).

### **([ICE 14.25](#))**

The centre will ensure the word processor:

- is only used in a way that ensures a candidate's script is produced under secure conditions.
- is not used to perform skills which are being assessed.
- is in good working order at the time of the exam.
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen.
- is used as a typewriter, not as a database, although standard formatting software is acceptable.

- is cleared of any previously stored data.
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), e-mail, the Internet, social media sites, spreadsheets.
- does not include graphic packages or computer aided design software unless permission has been given to use these.
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking.
- does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader.
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software (a scribe cover sheet must be completed).
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe (a scribe cover sheet must be completed).

### **Portable storage medium**

([ICE 14.25](#))

The centre will ensure that any portable storage medium (e.g. a memory stick) used:

- is provided by the centre
- is cleared of any previously stored data

### **Printing the script after the exam has ended**

([ICE 14.25](#))

The centre will ensure:

- the centre will have the facility to print from a portable storage medium.
- the candidate is present to verify that the work printed is his or their own.
- a word-processed script is attached to any answer booklet which contains some of the answers.
- if a candidate omits to insert the required header or footer, they must handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way ([ICE 14.22](#)).

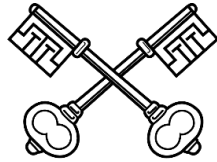
The centre will also ensure that where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions). ([ICE 14.26](#))

The centre may retain electronic copies of word-processed scripts as the electronic copy of a word-processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the file has been kept securely. The Head of Centre would be required to confirm this in writing to the awarding body. ([ICE 14.27](#))

### **Allocating word processors at the time of the assessment**

The security of the exam will be maintained at all times and candidates will be supervised in line with [section 7 of ICE](#).

Appendix C



**RADLEY**

## **EAL Policy**

**December 2024**



**In aiming to ensure that Radley College (the School) fulfils the needs of EAL students, the School recognises that the elasticity of the definition of EAL may encompass students whose English - written and spoken - is extremely advanced and who have already clearly certificated competence in English e.g. GCSE or IGCSE English Language and/or English Literature. For that reason, and to ensure the school can target the needs of those with genuine difficulties, an ongoing review of the needs of those on the EAL register is carefully maintained.**

It is expected that boys who may have EAL needs and require support upon arrival at Radley College are identified before entry via the Admissions team during the application process. Baseline assessment is carried out at the start of the boy's first term and decisions regarding EAL support is taken by the School after discussion with the boy, his Tutor, Form Master and English (or Sixth Form subject) Don.

If a teaching Don wishes to make a referral to the EAL Co-ordinator for a boy not currently receiving support, this is done via a conversation and/or via email. No Teacher Referral form is required, although this is always helpful.

In the Lower School, EAL provision is provided both in group and individual sessions, depending on the needs of the boys. These sessions take place during APT or Central Hour and focus both on general English support (in terms of literacy) and on subject-specific support where it is required. In the Sixth Form, the lessons take place during Central Hour or before/after Games sessions (Tuesday/Thursday) and focus predominantly on English competency for university preparation – i.e. IELTS. EAL support and IELTS preparation classes are offered as required.

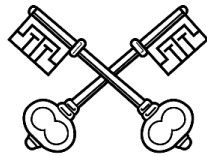
As part of the ongoing support, the EAL Co-ordinator might observe a boy in class to see their proficiency in an academic context. Observations will then be shared with the boy and his Don(s), and provision tailored accordingly.

Attendance registers are kept by each Academic Support tutor for Academic Support tutorials, and Form Masters, Tutors and the boy concerned are e-mailed after a missed tutorial. Repeated absences are communicated directly to parents.

Reporting is termly and a full written report is sent to parents as part of the EOT report cycle.

Charges are made for EAL support tutorials. Details of the charges are available from the Bursary. Below is an extract from the guidance notes:

*Academic Support generally takes place during Central Hour, after Games or in APT for Lower School boys and in Study Periods for Upper School boys. Boys with EAL needs, specific learning difficulties or boys who have been referred to the Academic Support Department requiring additional specialised help in a small group or on an individual basis will be charged per term, with shorter interventions charged accordingly. If boys do ad hoc lessons this will be charged per lesson.*



**RADLEY**

## **Equalities Policy (Exams)**

**2024/25**

This policy is reviewed annually to ensure compliance with current regulations

## Key staff involved in the policy

Role	Name(s)
Head of Academic Support	Elizabeth (Lil) Pullen
SLT – Deputy Head (Systems)	Roger Shaw
Head of Centre - Warden	John Moule
Assessor(s) Level 7	Esther Canosa-Pereira Kirstie Donald
Access Arrangement Coordinator	Kirstie Barlass

## Purpose of the policy

This document is provided as an exams-specific supplement to the centre-wide equalities/ 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<sup>†</sup>, particularly Section 20 (7). This must include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and 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.

<sup>†</sup>, or 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 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 publication (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 - Warden

- Ensures the quality of the access arrangements process within the centre.

#### Head of Centre & Senior Leadership Team

- Are familiar with the entire contents of the annually updated JCQ publications including GR and AARA.
- Ensure staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for **all** candidates are clearly defined and documented.
- Ensure 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.
- Presents, when requested by a JCQ Centre Inspector, evidence of the assessor's qualification.
- Ensure a policy demonstrating the centre's compliance with relevant legislation is in place.
- Support the Head of Academic Support in determining the need for and implementing access arrangements.
- With the Head of Academic Support, define and document roles, responsibilities and processes in identifying, requesting and implementing access arrangements.
- With the Head of Academic Support, produce and review 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 (Appendix B).
- Ensure that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance.
- Ensure arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre.

#### Head of Academic Support

- Leads on the access arrangements process to facilitate access for candidates.
- 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.
- 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 arrangements are put in place for exams/assessments which reflect a candidate's *normal way of working* within the centre.
- 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.
- Presents, when requested by a JCQ Centre Inspector, evidence of the assessor's qualification.
- Works with teaching staff, relevant support staff and the Head of Exams to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments.

#### **Heads of Academic Departments & Teaching staff**

- Inform the Head of Academic Support (where appropriate) of any observations about a candidate or any support that might be needed by a candidate.
- Ensure the qualified assessor(s) has (have) access to the assessment objectives for the relevant specification(s) a candidate is undertaking.

#### **Access Arrangement Coordinator & 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.
- Conducts appropriate assessments to identify the need(s) of a candidate.
- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as in Chapter 7 of AARA.
- 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.
- Provides information and appropriate evidence regarding the needs and normal way of working of a candidate.
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body.

#### **Use of word processors**

Appendix B

## Requesting access arrangements

### Roles and responsibilities

#### Head of Academic Support (with support from Level 7 Assessor & Access Arrangement Coordinator)

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre delegated.
- Follows guidance in [AARA](#) (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 where approval is required the application is processed on time and no later than the awarding body's published deadline.
- 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.
- 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, Form BD25, etc. supplemented by written statements, where required, etc. Ensures where JCQ forms are required to be completed, forms are 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).
- 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:
  - 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, a signed candidate personal data consent form (which provides candidate consent to their personal details being shared).

- (where applicable) 'Data protection confirmation by the examinations officer or Head of Academic Support' acknowledged before an application is processed online.
- Presents the files/e-folders when requested by a JCQ Centre Inspector and addresses any queries/questions raised.

### **Head of Exams**

- 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 Head of Exams role.
- Ensures that the agreed adjustment has been put in place before the candidate's first examination, e.g. internal tests and mock examinations.
- 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).
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates.
- Liaises with the Head of Academic Support to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper from CCEA and WJEC (or to download a PDF copy of the standard question paper where provided by AQA, and Pearson) or to open question paper packets in the secure room within 90 minutes of the awarding body's 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).

### **Deputy Head (Systems), Access Arrangement Coordinator or Level 7 Assessor**

- If the Head of Academic Support is unavailable, presents the files/e-folders of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised.

## **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 - Warden**

- Supports the Head of Academic Support, the Head of Exams and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.

### **Head of Academic Support (with support from Level 7 Assessor & Access Arrangement Coordinator)**

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

### **Head of Exams**

- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in ICE 2024-2025.
- Are familiar with the instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in ICE 2024-2025.
- 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.
- Ensures exam information (JCQ information for candidates' documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it.
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates.
- 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 other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams.



- Head of Exams appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Language Modifier, reader, scribe or Communication Professional).
- Head of Exams ensures facilitators supporting candidates are appropriately trained and understand the rules of the specific 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 must 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.
- Head of Exams ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates and the role of any facilitator.
- Head of Exams ensures cover sheets, where these are required by the arrangement are completed as required by facilitators.
- Head of Exams liaises with the Head of Academic Support and other relevant centre staff (e.g. Estates) to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.
- Head of Exams liaises with the Head of Academic Support 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.
- Head of Exams liaises with the Head of Academic Support regarding the facilitation and invigilation of access arrangement candidates.
- Liaises with the Head of Academic Support regarding rooming of access arrangement candidates.
- Invigilators liaise with the Head of Academic Support to ensure that they 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 candidates with access arrangements are identified on exam 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 exam session of the arrangements in place for a disabled candidate in their exam room.
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required).
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure

room no earlier than 90 minutes prior to the 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 Communication 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.
  - 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 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 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 Head of Academic Support 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 (e.g. appointed invigilators, IT Department, Estates, Teaching Staff)**

- Support the Head of Academic Support and the Head of Exams to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.
- 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 moderated/standardised by the centre and externally moderated by the awarding body.

#### **Head of Academic Support & Head of Exams**

- Liaise with teaching staff to implement appropriate access arrangements for candidates.

### **Teaching staff**

- Support the Head of Academic Support & Head of Exams in implementing appropriate access arrangements for candidates.
- Ensure centre-delegated and awarding body approved arrangements are in place prior to a candidate taking their first formal supervised assessment.
- Ensure candidates are aware of the access arrangements that are in place for their assessments.
- Ensure a candidate has had appropriate opportunities to practise using the access arrangement(s) before their first examination.
- Ensure facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s).
- Ensure cover sheets are completed as required by facilitators.
- Liaise 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.
- Provide the Head of Academic Support & Head of Exams with assessment schedules to ensure arrangements are put in place when required.
- Liaise with the Head of Academic Support & Head of Exams 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.

#### **Head of Academic Support (with support from Level 7 Assessor & Access Arrangement Coordinator)**

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

#### **Head of Exams & Teaching staff**

- Support the Head of Academic Support in implementing appropriate access arrangements for candidates.
- Provide exam materials which may need to be modified for a candidate.
- Provide the Head of Academic Support with an internal exam timetable to ensure arrangements are put in place when required.