



EQUALITY PLAN

1 VISION STATEMENT

- 1.1 Redland Green School is committed to ensuring equality of education and opportunity for all students, staff and parents receiving services from the school, irrespective of race, sex, disability, religion, sexual orientation, age, pregnancy and maternity, marriage and civil partnership, gender identity and gender reassignment, socio-economic background or any other human difference.
- 1.2 The school aims to enhance a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.
- 1.3 The achievement and progress of students will be monitored by race, gender, socio-economic background, disability and other protected characteristics. The school will use this data to support students, raise standards and ensure inclusive teaching.
- 1.4 The school will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. Redland Green School believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit.

2 MAINSTREAMING EQUALITY INTO POLICY & PRACTICE

- 2.1 As well as the specific actions set out beneath this plan; the school operates equality of opportunity in its day to day practice in the following ways.

2.2 TEACHING & LEARNING:

- i) Redland Green School aims to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, the school will:
 - Use contextual data to improve the ways in which we provide support to individuals and groups of students
 - Monitor achievement data by race, gender, socio-economic background and disability and take action to eliminate any gaps
 - Take account of the achievement of all students when planning for future learning, setting challenging targets
 - Ensure equality of access to all students and prepare them for life in a diverse society
 - Use material that reflects the diversity of the school, population and local community in terms of race, gender, socio-economic group and disability, or any other human difference, without stereotyping
 - Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
 - Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures
 - Seek to encourage all parents/carers in supporting their child's education
 - Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning

2.3 ADMISSIONS & EXCLUSIONS:

- i) The admissions arrangements are fair and transparent, and do not discriminate on any human difference or protected characteristic including race, gender, disability or socio-economic factors (refer to 1.1)
- ii) Exclusions will always be based on the school's Behaviour for Learning Policy and do not discriminate on any protected characteristic. Exclusions are closely monitored to avoid any potential adverse impact and to ensure any discrepancies are identified and dealt with

3 EQUAL OPPORTUNITIES FOR STAFF

3.1 Redland Green School is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment (in accordance with the Public Sector Equality Duty 2011).

3.2 All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, the school is concerned to ensure wherever possible that the staffing of the school reflects the diversity of the community.

3.3 EMPLOYER DUTIES

- i) As an employer, Redland Green School needs to ensure that discrimination and harassment in the employment practice is eliminated and equality across all groups and within the workforce is actively promoted
- ii) Equality aspects, such as gender, race, disability, sexual orientation, gender identity, gender re-assignment and faith or religion are considered when appointing staff and when allocating positions of responsibility or re-evaluating staff structures, to ensure decisions are free of discrimination
- iii) Actions to ensure this commitment is met include:
 - Monitoring recruitment and retention, including bullying and harassment of staff
 - Continued professional development opportunities for all staff
 - Strategic Leadership Team support to ensure equality of opportunity for all

4 EQUALITY & THE LAW

4.1 There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

4.2 The action plan at the end of this Equality Plan outlines the actions Redland Green School will take to further meet the general duties detailed below.

4.3 RACE EQUALITY

The school is required to have due regard to the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

- i) Redland Green School will:

- Prepare an Equality Plan which includes the school's written policy for race equality
- Assess the impact of the school policies, including the Equality Plan, on students, staff and parents/carers by race, including, in particular, the achievement levels of students
- Monitor the impact the plan and policies have on students, staff and parents/ carers towards raising the achievement of minority ethnic groups

4.4 **DISABILITY**

- i) This section of the plan should be read in conjunction with the school's Special Educational Needs Policy and accessibility plan
- ii) Definition of disability –a disabled person as someone who has a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities
- ii) The school is required to have due regard for the following when carrying out and delivering services:
 - Promoting equality of opportunity between disabled people and other people
 - Eliminating discrimination and harassment of disabled people that is related to their disability
 - Promoting positive attitudes towards disabled people
 - Encouraging participation in public life by disabled people
 - Taking steps to meet disabled people's needs, even if this requires more favourable treatment
- iii) Redland Green School will:
 - Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme and accessibility plan, identifying relevant disability goals and actions to meet them
 - Review and revise the plan every three years

4.5 **GENDER EQUALITY**

- i) Equality Act 2010 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men and transgender people
- ii) Redland Green School will actively seek to:
 - Eliminate unlawful discrimination and harassment on the grounds of sex and gender reassignment
 - Promote equality between genders and gender identities, including gender reassignment
- iii) Redland Green School will:
 - Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying relevant gender equality goals and actions to meet them

- Review and revise the scheme every three years

4.6 **SEXUAL ORIENTATION & GENDER REASSIGNMENT**

i) At Redland Green School will work to:

- Advance equality of opportunity for all, regardless of sexual orientation, gender identity and gender reassignment. This includes promoting and fostering good relations between those who share a protected characteristic and those who do not
- Eliminate unlawful discrimination, harassment and victimisation
- Encourage participation and engagement with equal opportunities in practice

4.7 **EQUALITY IN THE COMMUNITY**

i) Equality in the community encompasses promoting good relations between students from different races, faiths/beliefs and socio-economic backgrounds.

ii) At Redland Green School this includes:

- Advancement of equality of opportunity between those who share a protected characteristic and those who do not
- Promoting and fostering good relations between those who share a protected characteristic and those who do not
- Eliminating unlawful discrimination, harassment and victimisation
- Encouraging participation and engagement with equal opportunities in practice

4.8 **EXAMINATIONS**

Redland Green School will implement the awarding bodies' regulations for examinations to ensure reasonable adjustments are made to meet the particular needs of an individual with disability as defined by the Equality Act 2010 without affecting the integrity of the examination. Full details can be found in the appendix Examination Disability Plan and in line with the JCQ Access Arrangements and Reasonable Adjustments documentation.

5 **CONSULTATION & INVOLVEMENT**

5.1 It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, students and parents/carers. Redland Green School will achieve this by using the following to shape the plan:

- Feedback from parents/carers' questionnaire, parents/carers' evenings, parent-school forum meetings or Governors' parent/carer consultation meetings
- Input from staff
- Feedback from the Student Council, student inclusion groups, Apex lessons, whole school surveys on children's attitudes to self and school, and consultation with students
- Issues raised in annual reviews or reviews of progress, mentoring and support
- Feedback at Governing Body meetings

6 ROLES & RESPONSIBILITIES

6.1 THE ROLE OF GOVERNORS:

- The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to students, and responsive to their needs based on race, sex, disability, religion, sexual orientation, age, pregnancy and maternity, marriage and civil partnership, gender identity or reassignment, socio-economic background or any other human difference. This is reflected in the school charter.
- To ensure that people are not discriminated against when applying for jobs at our school on grounds of race, sex, disability, religion, sexual orientation, age, pregnancy and maternity, marriage and civil partnership, gender reassignment, socio-economic background or any other human difference
- To take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for visitors, parents/carers and students
- To welcome all applications to join the school, whatever a child's socio-economic background, race, sex, disability, religion, sexual orientation, gender reassignment, gender identity, background or any other human difference
- To ensure that no child is discriminated against whilst in our school on account of their race, sex, disability, religion, sexual orientation, gender identity, gender reassignment, socio-economic background or any other human difference

6.2 THE ROLE OF THE HEADTEACHER

- To implement the school's Equality Plan
- To ensure that all staff are aware of the Equality Plan, and are given appropriate training and support; and that all staff apply the guidelines fairly in all situations
- To ensure that all appointment panels give due regard to the Equality Plan, so that no-one is discriminated against when it comes to employment or training opportunities
- To promote the principle of equal opportunity when developing the curriculum, and to promote respect for other people and equal opportunities to participate in all aspects of school life
- To treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness
- To ensure, as reasonably practicable, that all visitors and contractors are aware of, and comply with, the school's Equality Plan

6.3 THE ROLE OF ALL STAFF: TEACHING & NON-TEACHING

- To ensure that all students, parents/carers and other parties are treated fairly, equally and with respect, and will maintain an awareness of the school's Equality Plan
- To strive to provide material that gives positive images based on race, sexual orientation, gender and disability, and challenges stereotypical images
- To challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of House Leaders, Student Well-being leaders, , mentors or tutors and other relevant school leaders.

- Teachers to support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

6.3 **THE ROLE OF THE SENCo WITH REGARD TO EXAMINATIONS**

- The SENCo will lead on the access arrangement process. Full details can be found in the appendix Examination Disability Plan and in line with the JCQ Access Arrangements and Reasonable Adjustments documentation.

6.3 **THE ROLE OF THE EXAMINATIONS OFFICER**

- To facilitate approved access arrangements in liaison with the SENCo
- To share all updated JCQ and other awarding body documentation as required relating to examinations and equality
- Full details can be found in the appendix Examination Disability Plan and in line with the JCQ Access Arrangements and Reasonable Adjustments documentation

7 **TACKLING DISCRIMINATION**

7.1 Harassment on account of race, sex, disability, religion, sexual orientation, age, pregnancy and maternity, marriage and civil partnership, gender identity, gender reassignment, socio-economic background or any other human difference is unacceptable and is not tolerated within the school environment.

7.2 All staff are expected to deal with any discriminatory incidents that may occur. They are guided and trained to be expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

7.3 Discriminatory incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a House leader / Headteacher where necessary. All incidents are recorded and reported to parents.

7.4 **WHAT IS A DISCRIMINATORY INCIDENT?**

- i) Harassment on grounds of race, gender, gender identity, disability, sexual orientation, any other protected characteristic or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti
- ii) A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'

7.5 **TYPES OF DISCRIMINATORY INCIDENT**

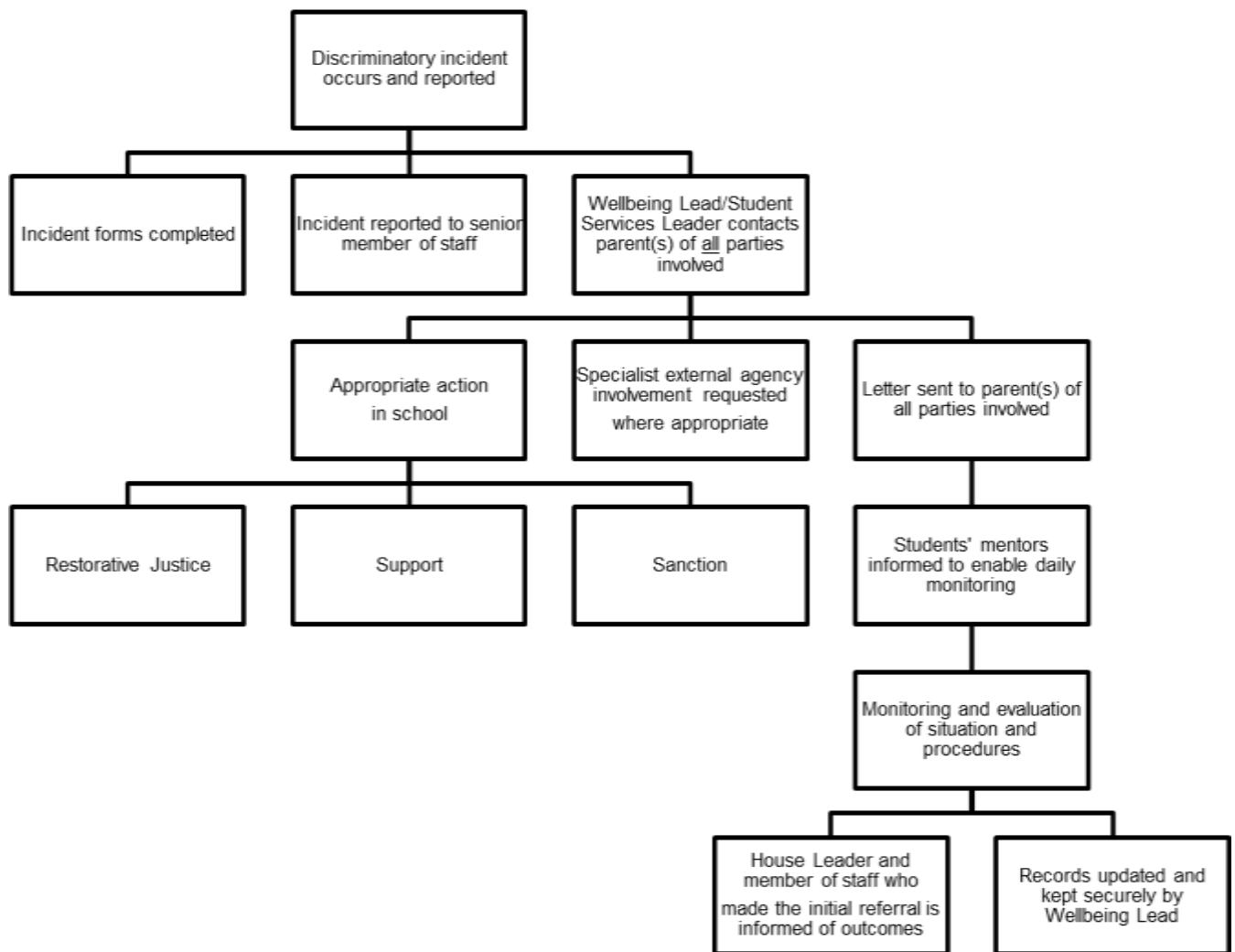
- i) Types of discriminatory incidents that can occur may include:
 - Physical assault against a person or group because of their colour, race, age, nationality, disability, sexual orientation, pregnancy or maternity, marriage or civil partnership, gender, gender identity or gender reassignment
 - Use of derogatory names, insults and jokes
 - Racist, sexist, homophobic or discriminatory graffiti
 - Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
 - Bringing discriminatory material into school

- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim’s race, disability, gender, gender identity or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference eg food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, gender identity, disability or sexual orientation

7.6 RESPONDING TO & REPORTING INCIDENTS

i) Students and staff will be informed how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school

ii) **SCHOOL PROCEDURE FOLLOWING DISCRIMINATORY INCIDENTS**



Further relevant guidance can be found in appendix 1 of the Anti-bullying policy – Dealing with Incidents of Bullying

8 REVIEW OF PROGRESS & IMPACT

- 8.1 The Equality Plan has been agreed by the Governing Body. The school has a rolling programme for reviewing policies and their impact. In line with legislative requirements, the school will review progress against the Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.
- 8.2 The school will make regular assessments of students' learning and use this information to track student progress. As part of this process, the school regularly monitors achievement by race, gender disability, disadvantage, EAL and other groups to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

9 PUBLISHING THE PLAN

9.1 Redland Green School will:

- Publish the Equality Plan on the school website
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications
- Make sure hard copies are available upon request

Agreed by Staff	Agreed by Students	Agreed by Governors	Review Schedule	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed
17 NOV 2010	17 NOV 2010	21 MAR 2011	3 YEARS	19 MAR 2014	29 JUN 2017		
Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed

APPENDIX1 – ENSURING EQUALITY OF OPPORTUNITY & PARTICIPATION

Redland Green School will ensure that:

- There is an inclusive approach to ensuring all students are given the opportunity to make a positive contribution to the life of the school eg through involvement in the Student Research Council by election or co-option); class assemblies; fund raising etc
- Disabled students can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies
- Extended school activities such as breakfast and after-school clubs take into account student needs and access issues and students attending reflect the diversity of the school population in terms of race, gender, gender identity, disability and socio-economic status
- Staff, students, parents/carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, Student Research Council meetings, parents/carers' evenings and input from the Inclusion Steering Group
- Student involvement in trips is checked in advance to ensure it is representative of the student community, including by gender, race, pupil premium and disability. When required the trip leader will liaise with colleagues, including Heads of House and SENCo, to encourage proportional involvement.
- Student involvement in extracurricular activities and clubs is checked in advance to ensure, where appropriate, it is representative of the student community, including by gender, race, pupil premium and disability. When required the activity leader will liaise with colleagues, including Heads of House and SENCo, to encourage proportional involvement.

Extracurricular Activities and Clubs - Advancing Equality of Opportunity

Check list for activity leaders

The Redland Green School Equality Plan states “Student involvement in extracurricular activities and clubs is checked in advance to ensure, where appropriate*, it is representative of the student community, including by gender, race, pupil premium and disability. When required the activity leader will liaise with colleagues, including Heads of House and SENCo, to encourage proportional involvement.”

Activity and Club leaders are asked to reflect on student involvement in clubs in line with our policy and the Equality Act (2010) and to take action to encourage equality of participation.

* this does not mean you must involve students where it is not appropriate and justifiable not to do so, e.g. boys in clubs or teams set up for girls, and where other groups are not disadvantaged by this and relevant equality of opportunity is in place.

APPENDIX 2 – SUPPORTING PROGRESS

- Extra and additional support for students who are under-achieving, in order to make progress in their learning and their personal well-being, eg ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment
- Additional support for parents/carers of under-achieving children (eg reporting progress; discussing needs)

APPENDIX 3 – PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

Redland Green School Will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display
- Actively seek to recruit people to the Governing Body that represent the diversity of the school community and make reasonable adjustments to ensure that they can fully participate and contribute
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities
- Support students with special educational needs (SEN) and disabilities in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings
- Help children and young people to understand others and value diversity
- Promote shared values, awareness of human rights and how to apply and defend them
- Develop skills of participation and responsible action

APPENDIX 4 – ELIMINATING DISCRIMINATION & HARASSMENT

Redland Green School Will:

- Continue to adapt its procedures on anti-bullying to include equality perspectives to meet needs and anticipate changes
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or gender identity, disability, religion, sexual orientation, age, pregnancy and maternity, marriage and civil partnership, gender reassignment, socio-economic background or any other human difference
- Keep a record and report how these incidents are dealt with to the Governing Body and Local Authority on a termly basis
- Review its approach to discriminatory bullying and harassment whenever it reviews its policy and anti-bullying practice

MONITORING IMPACT

- Redland Green School will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement
- The Governing Body will report annually in the School Profile/and or annual report to parents on the effectiveness and success of its Equality Plan. The report will be placed alongside the plan on the school's website

Redland Green School

Centre: 50470

Exams Disability Policy

2016/17

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	Nov 2017

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Purpose of the policy

This document is provided as an exams-specific supplement to the *centre's Equality Plan*, which

“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 of 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

Roles and responsibilities

Head of centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including [GR](#) and [AA](#)

Senior leaders, including Senior Leader responsible for Equality

- Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)
- Ensures a policy demonstrating the centre’s compliance with relevant legislation is in place
- 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

Special educational needs coordinator (SENCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#)
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance

- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
- Leads on and oversees the access arrangements process to facilitate access for candidates
- Works with Learning Support Lead & Academic Mentor, teaching staff, other 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
- Ensure all applications online are processed on time, no later than the published deadline
- 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
- Sign all notifications of centre delegated access arrangements.
- Develop in consultation with Learning Support Lead, Academic Mentor and teaching staff a Word Processor policy for students with special educational needs which is consistent with JCQ regulations and criteria for establishing a student's normal way of working where appropriate.

Learning Support Lead (Yrs 11-16) & Academic Mentor (P16) (LSL & AM)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#)
- Attends annual update training for implementation of JCQ [AA](#)
- Support & advise the SENCo in determining the need for and implementing access arrangements
- 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
- Ensures the assessment process is administered in accordance with the regulations
- 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
- Processes applications on line on behalf of the SENCo and qualified assessor
- Ensure all applications online are processed on time, no later than the published deadline
- Archives all expired and leaver candidate access arrangement files

Well-being Leads, Progress Mentors & Teaching staff

- Advise the LSL/AM/ SENCo of any support that might be needed by a candidate
- Provide information in collaboration with class teachers to evidence the normal way of working of a candidate

Exams Officer

- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Keeps central files of all access arrangements in place for current exam season

- Shares via email, and directs relevant centre staff to the annually updated JCQ publications including [GR](#) and [AA](#)

Assessor of candidates with learning difficulties

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)

- External assessor appointed by the Head of Centre
- Provides evidence of appropriate qualifications in accordance with current JCQ publication [AA](#)
- Has detailed understanding of the current JCQ publication [AA](#)
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate

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
- Ensures that where approval is required that this is applied for by the awarding body deadline
- **Report directly to the JCQ Inspector in respect of centre inspection of access arrangements, and as required JCQ inspection of exams process**
- **Ensure that all assessors are suitably qualified in accordance with [AA](#), and provide evidence of qualification on file for inspection purposes.**

Learning Support Lead (Yrs 11-16) & Academic Mentor for P16

- Follows guidance in [AA](#) Chapter 8 to process approval applications for access arrangements for GCSE and GCE qualifications
- 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 not meet the criteria for the arrangement(s)
- 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
- 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**
- 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

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](#)
- 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)
- Ensure all invigilators complete invigilators training including support for access arrangements, emergency evacuation and lockdown procedures.
- 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)
-

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)

- Confirms with LSL/AM that 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). For example provision of height adjustable desk and wheelchair for disabled student.
- **Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)**

Learning Support Lead (Yrs 11-16) & Academic Mentor for P16

- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- 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

- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- 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
- 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

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 \(page 44\)](#)
- 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 other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Liaises with the SENCo/ LSL/AM 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/ LSL/AM 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/ LSL/AM regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENCo/ LSL/AM regarding rooming of access arrangement candidates
- Liaises with the SENCo/ LSL/AM 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) 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 60 minutes prior to the published start time of the exam
- 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 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/ LSL/AM where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

Other relevant centre staff including IT, Premises, and Health & Safety coordinator responsible for Emergencies planning & procedures

- 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,
- Staff responsible for **IT or other specialist equipment** to provide technical support and equipment as required.
- Premises staff to be responsible for **rooms and non-specialist equipment** (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate, for example set up height adjustable desk & wheelchair in exam room
- Staff responsible for compliance with Health & Safety legislation, including **emergency evacuation procedures** to ensure that arrangements are in place for a candidate with a disability who may need assistance when an exam room is evacuated. Agree with SENCo/Learning Support Lead a Personal Evacuation Plan (PEEP) for all students with disability taking exams, and inform exams officer. Ensure all invigilators are appropriately trained in evacuation procedure for exams
- Staff responsible for compliance with Health & Safety legislation, including **lockdown procedure** to ensure that all staff including invigilators and students are aware of centre lockdown procedure and invigilators are appropriately trained

Internal assessments

These non-examination assessments (NEA) or controlled assessments (CA) which are normally set by a centre, or by awarding body as supplemental assessment , marked and internally verified by the centre and may be 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)

- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment

Learning Support Lead (Yrs 11-16) & Academic Mentor for P16

- Ensures candidates are aware of the access arrangements that are in place for their assessments
- 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
- Liaises with teaching staff to implement appropriate access arrangements for candidates

Teaching staff

- Give minimum of 10 working days notice for request to support internal assessments
- Support the LSL/AM/SENCo in implementing appropriate access arrangements for candidates
- Provide the LSL/AM/SENCo with assessment schedules to ensure arrangements are put in place when required
- Liaise with the LSL/AM/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.

Learning Support Lead (Yrs 11-16) & Academic Mentor for P16

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

Teaching staff

- Support the LSL/AM in implementing appropriate access arrangements for candidates
- Provide exam materials to the exams officer that may need to be modified for a candidate, by the notified deadline. **Give minimum of 10 working days notice for request to support internal assessments**

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Exams Officer

- Provide the LSL/AM with internal exam timetable to ensure arrangements are put in place when required
- Provide the LSL/AM with details of appropriate exam rooms for candidates with access arrangements

Facilitating access - examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition	Alternative site for	SENCo & Senior Leader responsible for Equality, gathers

<p>which prevents the candidate from taking exams in the centre, referral to Bristol Hospital Education Service</p>	<p>the conduct of examinations</p>	<p><i>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 provides candidate with exam timetable and JCQ information for candidates</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 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>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>
<p>Significant difficulty in concentrating</p>	<p>Prompter</p>	<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</i></p>
<p>A wheelchair user</p>	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</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>