



Equality Policy

December 2016

Introduction

Malden Oaks is a Pupil Referral Unit, catering for a wide range of needs where, through consistent high expectations, opportunities for engagement and the active involvement of students in their own learning, our focus is on the progress and well-being of each student. We recognise that all members of our community are of equal worth.

In order to raise awareness and promote inclusion, Malden Oaks takes part in Black History Month, Autism Awareness Week, Young Carers' Day and other events that celebrate diversity

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles:

- 1. All students are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- 2. We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.



4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life. This is particularly important for our students as they may feel they have been rejected by previous educational settings.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

6. We have the highest expectations of all our students. We expect that all students can make good progress and achieve to their highest potential.

7. We work to raise standards for all students, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.

Aims and Values

- To increase staff and student awareness of issues relating to equality to raise standards and improve lives.
- To provide staff with relevant information relating to students to ensure equal opportunity for all.
- To deal with behaviour that breaches the equality scheme.
- To support individuals or groups of students, staff, parents/carers or Management Committee Members who face one or more disadvantage.
- Malden Oaks will prepare students and staff for a world of opportunity.
- Malden Oaks will ensure that learning opportunities are available for the whole community and that everyone is encouraged to be aspirational and achieve their potential. Students have an equal entitlement to high quality education
- Malden Oaks is opposed to any form of unfair discrimination whether intentional or unintentional and expects all members of our staff and students to challenge prejudice. Members of the school will always behave with integrity.

School Commitment

In accordance with its commitment to equal opportunities, the school is committed to preventing any form of discrimination (either direct or indirect) and to promoting both equality of opportunity and good relations between staff, students and parents, and also in dealing with the wider community. This commitment means that all staff, students, parents and visitors to the school should receive fair and equitable treatment and that no one is treated less favourably because of



their background or needs. Through this commitment, the objectives in the following areas have been created:

➤ Curriculum

When reviewing policies or initiating change to the curriculum, subject leaders need to ensure that changes are responsive to the needs and values of different ethnic and racial groups and their traditions. All students should have equal access to the curriculum, including trips and any other activities. All students are considered for Access Arrangements as part of their induction process. For more information about Access Arrangements and exams at Malden Oaks, please see our full Separate

The following objectives are integral to the planning of the curriculum in all subject areas:

- All schemes of work should provide appropriate learning opportunities and allow students to achieve.
- All staff will endeavour to promote cultural awareness within their schemes of work.
- All staff should monitor that all in-house and external resources are inclusive and promote equality of access.
- All staff will monitor achievement and student progress as relevant to the cohort, which may include; ethnicity, SEN, EAL, disability, FSM and gender using qualitative and quantitative data.
- All staff should strive to provide enrichment programmes that provide opportunities for all students.
- All staff will strive to narrow any gap found in attainment levels between different groups of students and carry out strategies or intervention where deemed appropriate.
- All staff will monitor subject content, where appropriate, to allow for equal opportunity and access.
- All staff will encourage the development of differentiated material in all curriculum areas to provide access to the curriculum and equal recognition of students' efforts.
- All staff will monitor their classroom organisation to reflect equal learning opportunities. Class teachers need to be aware of the background of individual students in their class and plan and review teaching approaches to provide appropriate learning experiences for all students.
- All staff will acknowledge student achievement by being aware of individual students and group experience.



- Leaders will observe lessons to ensure inclusion of all students; for example, students' language or literacy skills, social and cultural development and the integration of learners from different backgrounds to work together.

➤ Equality within Pastoral Areas

All teaching staff are involved with the pastoral care of students at Malden Oaks, though it is likely that the student's tutor, Head of Key Stage and SENCo may have more direct involvement with students who have identified areas of concern. Confidential equality information is kept with the Senior Leadership Team and made available to teaching staff when deemed appropriate.

To ensure that all students, regardless of their background, needs or ability are included with the school community, Malden Oaks has the following Pastoral Objectives:

- To promote all aspects of community cohesion; this is intrinsically linked to equality.
- To address equality issues through tutorial sessions, PSHE lessons and within the cross-curricular activities of the school.
- To allocate time within tutorial sessions for current affairs and activities such as, 'Thought for the Day' bringing together an awareness of equality and moral values.
- To enable all staff to see themselves as role models and challenge any views in a sensitive manner, being aware of family background and religious observance.
- To support the Anti-bullying policy and monitor all bullying incidents for all areas of equality.
- To report all racist incidents to the Local Authority.
- To provide staff and students with support and appropriate training to reduce the number of incidents occurring as a result of inequality.
- To provide role models by forming positive links with speakers from different backgrounds and the wider community
- To encourage parents/carers from all groups to become actively involved in their child's learning and development.

➤ Equality and the Leadership Team

The Leadership Team is fully committed to striving for good equality practice. This commitment is made clear to all staff, students, parents/carers and community. Any incident of harassment is dealt with



swiftly. A member of the Leadership Team has overall responsibility for Equality. Heads of Department and the Pastoral Team and Inclusion Manager are responsible for equality practice within the school.

Leadership Team Objectives:

- To monitor and evaluate equality with regard to:
 - Management, organisation and administration including day to day operations
 - Curriculum
 - Student achievement and progress including allocation of students to particular classes
 - Student attendance and behaviour
 - Reporting grievance, bullying or harassment by students, staff or parents/carers
- To regularly discuss equality practice at Leadership meetings.
- To increase links with multicultural organisations.
- Where possible, to involve the whole school community in our decision making.
- To provide training and support for staff, students, parents/carers and the Management Committee when appropriate.
- To ensure safeguarding practice and the fair and safe recruitment policy is in line with RBK
- To give all staff full access to opportunities for promotion and career development.
- To report equality outcomes to the Management Committee on an annual basis.

➤ Equality and the Management Committee

The Management Committee fully endorses the schools' Equality Scheme.

Management Committee's Objectives

- To continue to monitor student achievement.
- To support the implementation of the Equality Scheme.
- To adopt the model practices agreed by the Royal Borough of Kingston upon Thames, as an equality employer, in all matters relating to the employment of staff.
- To follow LA procedures and advice relating to student matters such as admissions and exclusions.

➤ Employment Policies

- The school will ensure that its policies and practices in the following areas are designed to ensure that no discrimination (either direct or indirect) takes place:



- ◆ Recruitment, selection and appointment
 - ◆ Promotion
 - ◆ Disciplinary and Capability
-
- In addition, the school will ensure that all staff have access to the appropriate training to help them fulfil their duties required in relation to this policy, as well as statutory requirements; all staff are asked to complete online quality and diversity training.

Responsibilities

- The Management Committee has a duty of responsibility for the implementation and monitoring of this policy.
- The Headteacher and Management Committee have a responsibility for ensuring that all activities within their remits are reviewed to make certain that they are keeping to the school's commitment to promote equality for all.
- The Headteacher is responsible for ensuring that staff have access to appropriate training in the promotion of equality for all.
- The subject leaders are responsible for making sure that their curriculum or aspect area is developed in a culturally sensitive way which helps to promote equality, avoids stereotypes and helps to prepare students for life in our multi-faceted society.
- The Management Committee is responsible for the annual review of employment practices and policies.
- All staff and visitors have a duty to promote equality and challenge any form of discrimination (either direct or indirect), harassment or victimisation within the classroom and the wider school environment.

Appendix

1. Legislation
2. Definitions
3. Equalities Checklist
4. Single Action Equality Plan

1. Legislation



The requirements for equality and diversity are underpinned by law and by many provisions of human rights legislation. The legislation below applies to applicants and employees, students and Management Committee Members.

Disability Discrimination Act (2005)

Disabled people may have physical, mental, or sensory, visible or non-visible impairment; this also includes long term medical needs. Disabled people have the right not to be discriminated against in employment or access to goods and services. A person has a disability if he or she has a physical or mental impairment which has a substantial long-term adverse effect on his or her ability to carry out normal day-to-day activities. Schools are required to plan strategically to increase access to education at school for disabled students. This planning duty applies to access to premises, the curriculum and to written information in alternative formats. The High Court has afforded DDA protection to all persons with cancers and clinically diagnosed behaviour conditions. The DDA has some implications for teachers who are, or become, disabled and it has some application to students in schools. Since September 2002, school Management Committees have been under a duty not to treat disabled students less favourably, without justification, than their non-disabled peers and to make reasonable adjustments to ensure that disabled students are not put at a substantial disadvantage compared to non-disabled students.

Employment Equality – Sexual Orientation Regulations (2003)

Sexual orientation means a sexual orientation towards persons of the same sex, persons of the opposite sex or persons of the same sex and of the opposite sex. In these regulations, references to discrimination falling within the grounds of sexual orientation or discrimination by way of victimisation and related expressions shall be construed accordingly, and references to harassment shall be construed in accordance with harassment on the grounds of sexual orientation.

Employment Equality – Religion or Belief Regulations (2003)

Religion or belief means any religion, religious belief, or similar philosophical belief. In these regulations, references to discrimination falling within the grounds of religion or belief or discrimination by way of victimisation and related expressions shall be construed accordingly, and references to harassment shall be construed in accordance with harassment on grounds of religion or belief.

Employment Equality – Age (2006)

In these regulations, references to discrimination falling within the grounds of age or discrimination by way of victimisation or instructions to discriminate shall be construed accordingly, and references to harassment shall be construed in accordance with harassment on grounds of age.

Equality Act (2006)



To eliminate discrimination on the grounds of religion or belief and sexual orientation (LGBT).

Human Rights Act (1998)

This contains a clear statement of everyone's rights under the European convention on Human Rights. For schools, it affects admissions, discipline, SEN, recruitment of staff and staff disciplinary procedures. A school must not discriminate against students applying for admission, existing students, and people applying for jobs or members of staff on the basis of sex, race, colour, nationality or ethnic or national origins.

Sex Discrimination Act (1975)

It is illegal to discriminate against a person on the grounds of his or her gender. Anybody, including children (or those acting on their behalf), may make a complaint under the SDA if they believe they are being discriminated against on the basis of gender. Discrimination need not be direct or intentional for a complaint to be made. If the indirect outcome of a policy is unfair to males or females, then a complaint of discrimination might be upheld by the courts. It would not be illegal, for example, to separate boys and girls for certain teaching purposes, but it would be deemed discriminatory if one gender had access to curricular opportunities or advantages that were denied to the other.

Sex Discrimination - Gender Reassignment Regulations (1999)

Gender reassignment means a process which is undertaken under medical supervision for the purpose of reassigning a person's sex by changing physiological or other characteristics of sex, and includes any part of such a process. It is illegal to discriminate against a person on the grounds of his or her gender reassignment. Anybody may make a complaint if they believe they are being discriminated against or treated less favourably on the basis of gender reassignment. This act extends to those who intend to undergo, or are undergoing or has undergone gender reassignment.

Special Educational Needs and Disability Act (2015)

Schools must not discriminate and should make reasonable adjustments and plan ahead for accessibility. Schools have a duty to be proactive about eliminating discrimination, promoting equality and encouraging participation of disabled people. This has strengthened the right of children with SEN to a place in a mainstream school. The school chosen by the parents/carers must be named in the Education Health and Care Plan (EHCP) unless it is unsuitable to the child's age, ability or SEN, or the placement would be incompatible with the efficient education of the other students in the school, or with the efficient use of resources.

Race Relations Act (2000)



It is illegal to discriminate against a person on the basis of colour, race, nationality or ethnic origins in employment, education, housing and the provision of goods, facilities and services. The LA has a statutory duty to promote race equality by encouraging a proactive rather than reactive approach. There should be good relations between students from different ethnic groups and there is clear evidence that all minority ethnic students and those from Traveller communities feel safe and free from racial conflict or tension. Anybody, including children (or those acting on their behalf), may complain formally under the RRA if they believe they are being discriminated against or receiving 'less favourable treatment' on these grounds. Again, discrimination need not be direct and intentional. If the indirect outcome of a policy is that one group receives less favourable treatment than another, then a complaint of discrimination might be upheld by the courts. The law does, however, allow for particular measures to help designated groups who have defined needs, for example those whose first language is not English.

2. Definitions of discrimination

Direct discrimination Unlawful for all protected grounds except, in some circumstances, age and disability in schools. Direct Discrimination is when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or a disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.

Indirect Discrimination In essence occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question. (An example might be a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching.)

Victimisation Treating a person less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague – is also unlawful.

Harassment Unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race – is also unlawful in many of the situations covered by discrimination law.

Other information

Ethnicity (social characteristics) A group that regards itself, or is regarded by others, as a distinct community by virtue of certain characteristics that will help to distinguish the group from the surrounding community. A long shared history, of which the group is conscious as distinguishing it from other groups, and the memory



of which it keeps alive. A cultural tradition of its own, including family and social customs and manners, often but not necessarily associated with religious observance.

Ethnic minority An umbrella term, covering all the characteristics of a 'racial group' as well as the religious and cultural bonds that are seen as defining Muslims, Rastafarians and other group that may not have formal protection under the RRA

Race (physical characteristics) Differences in human physical stock regarded as categorising large numbers of individuals together. (Giddens, 1990). A group of people of common ancestry with distinguishing physical features such as skin colour. (Collins Dictionary)

Refugees and asylum seekers

RBK has an ongoing tradition of welcoming refugees and asylum seekers The main groups living in the Borough are from Iraq, Afghanistan and Sri Lanka, but there are also families from over 45 countries where is conflict or persecution.

Refugee Someone who has a well founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion and cannot expect protection in his or her own country. A refugee is someone who has been successful in the application for asylum.

Asylum seeker Someone who flees their home country and seeks refuge status in another country, possible because of war or human rights abuses, and then lodges an application of asylum with the UK Government. Unaccompanied minor An asylum seeking child under the age of 18 who is not cared for by their usual carers. In the event that there is no suitable adult to care for them, the responsibility rests with the Learning and Children's Services and the children are cared for under the provisions of the Children Act 1989.

Gypsy/Roma/Traveller

Since 2003 Gypsy/Roma and Travellers of Irish heritage are two distinct ethnicity group categories within the School Census. These two groups are defined as follows:

Gypsy/Roma – This category includes students who identify themselves as Gypsies and or Romanies, and or Travellers, and or Traditional Travellers, and or Romanichals, and or Romanichal Gypsies and or Welsh Gypsies/Kaale, and or Scottish Travellers/Gypsies, and or Roma. It includes all children of a Gypsy/Roma ethnic background, irrespective of whether they are nomadic, semi-nomadic or living in static accommodation.

Traveller of Irish Heritage – A range of terminology is also used in relation to Travellers with an Irish heritage. These are either ascribed and or self-ascribed and include: Minceir, Travellers, Travelling People, and Travellers of Irish heritage. Travellers of Irish heritage speak their own language known as Gammon, sometimes referred to as 'Cant' and which is a language with many Romani loan-words, but not thought to



be a dialect of Romani itself. The School Census categorisation does not include Fairground (Showman's) children; the children travelling with circuses; or the children of New Travellers or those dwelling on the waterways unless, of course, their ethnicity status is either of that which is mentioned above.

3. Equalities Checklist for school staff and the Management Committee.

- The school collects information on race, disability and gender with regards to both students and staff, e.g. students' achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, Management Committee Members, students and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses students' achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all students to understand and celebrate diversity and difference
- All groups of students are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
- The school monitors bullying and harassment of students in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, and tutor time discussions.
- The school takes part in annual events such as Black History Month, Deaf Awareness Week, No Pens Day, One World Week etc. to raise awareness of issues around race, disability and gender
- The school environment is increasingly accessible possible to students, staff and visitors to the school.
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered

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The accessibility needs of parents, students and staff are considered in the publishing and sending out of information

The Management Committee is increasingly representative of the community it serves.

Procedures for the election of parent members are open to candidates and voters who are disabled

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Appendix 1

Access Arrangements- Exams

2016/17



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

“recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010[†]. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.

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

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

This publication is further referred to in this policy as [GR](#).

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’)
- requesting access arrangements
- implementing access arrangements and the conduct of exams

The Equality Act 2010 definition of disability

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

This publication is further referred to in this policy as [AA](#).

Identifying the need for access arrangements

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

- Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)

Teaching staff



- Inform the SENCo of any support that might be needed by a candidate

Assessor of candidates with learning difficulties

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

- Has detailed understanding of the current JCQ publication [AA](#)
- Ensures the assessment process is administered in accordance with the regulations
- Support the SENCo in determining the need for and implementing access arrangements
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance

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 the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented
- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Leads on the access arrangements process to facilitate access for candidates
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access arrangements policy*)
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Provide information to evidence the normal way of working of a candidate



- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body
-

Requesting access arrangements

Roles and responsibilities

Special educational needs coordinator (SENCo)

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated

Exams officer

- Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AA where this may be relevant to the EO role](#)

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)



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- 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 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
- 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
- Is familiar with the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current [ICE \(page 44\)](#)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues



- 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 \(page 44\)](#)
- Follows guidance in [AA](#) Chapter 8 to process approval applications for access arrangements for GCSE and GCE qualifications
- Applies for approval where this is required, through *Access arrangements online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- 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)
- Liaises with SENCo to ensure that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is applied for by the awarding body deadline
- Maintains a file for each candidate that will include:
 - completed JCQ/awarding body application forms and evidence forms
 - appropriate evidence to support the need for the arrangement where required
 - in addition, for GCSE and GCE qualifications (where approval is required), a print out of the AAO approval.
- Presents the files when requested by a JCQ Centre Inspector
- 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)
- Follows 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
- 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 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 cover sheets, where these are required by the arrangement are completed as required by facilitators
- Liaises with the SENCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams



- Liaises with the SENCo to ensure exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENCo regarding rooming of access arrangement candidates
- Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and, where approved, opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- Ensures that the facilitator only has access to the papers one hour prior to the published start time of the exam
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
 - prints pre-populated cover sheets from AAO where this is required for GCSE and GCE qualifications
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- Liaises with the SENCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO

SLT

- 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



- 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

IT

- Support the exams officer in providing specialist equipment that may need to be provided or adapted for a candidate.

Building Maintenance

- Support exams officer/SENCo in providing non-specialist equipment (chairs, tables, etc.) used for exams that may need to be adapted for a candidate

Internal assessments

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

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

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

Special educational needs coordinator (SENCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Liaises with exams officer to ensure centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures cover sheets are completed as required by facilitators
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment



Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide the SENCo with assessment schedules to ensure arrangements are put in place when required
- Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate

Internal exams

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

Special educational needs coordinator (SENCo)

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

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate

SLT

- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required

Facilitating access - examples

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

On a candidate by candidate basis, consideration is given to

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

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



Example of candidate need(s)	Arrangements explored	Centre actions
<p>A medical condition which prevents the candidate from taking exams in the centre</p>	<p>Alternative site for the conduct of examinations</p> <p>Supervised rest breaks</p>	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Pastoral head provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo.</i></p> <p><i>Pastoral head discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits appropriate 'Alternative site for the conduct of exams form'</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Pastoral head confirms with candidate the information is understood</i></p> <p><i>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>Pastoral head informs candidate that special consideration has been requested</i></p>
<p>Persistent and significant difficulties in accessing written text</p>	<p>Reader/computer reader</p> <p>25% Extra time</p> <p>Separate invigilation within</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>Up to 50% extra time awarded</i></p> <p><i>Form 8, signed and dated, with Sections A, B and C completed; kept on</i></p>



	the centre	<i>file with body of supporting evidence, printed approval from AAO and signed data protection notice</i>
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	<i>Gathers evidence to support substantial and long term adverse impairment Confirms with candidate how and when they will be prompted Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</i>
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	<i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed Provides height adjustable desk in exam room Allocates exam room on ground floor near adapted bathroom facilities Spaces desks to allow wheelchair access Seats candidate near exam room door Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</i>