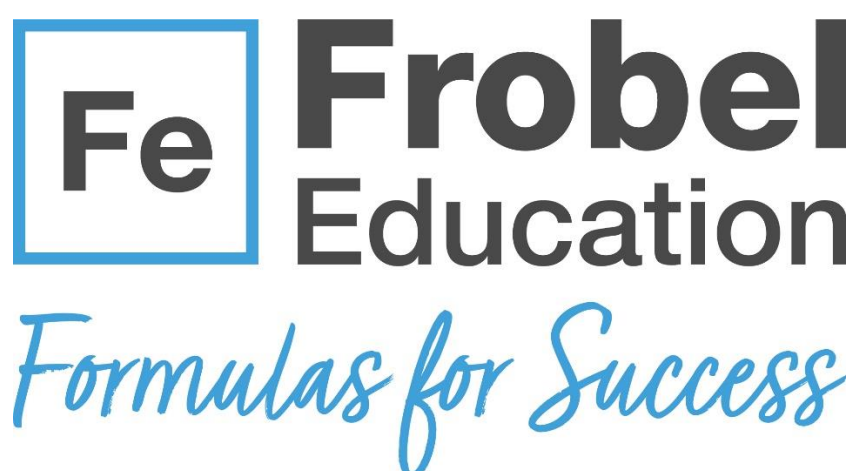


Equalities Policy (Exams)



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Purpose of this Policy

This policy is provided as an exams-specific supplement to the Equality Information and Objectives Policy. This policy details how Frobeld Education will recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010, particularly Section 20 (7). This includes a duty to explore and provide access to suitable courses, to submit applications for reasonable adjustments through the access arrangements process and to make reasonable adjustments to the services provided to disabled candidates. Where Frobeld Education is under a duty to make a reasonable adjustment, a disabled candidate must not be charged any additional fee in relation to the adjustment or aid.

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

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’);
- requesting access arrangements;
- implementing access arrangements and the conduct of exams;
- good practice in relation to the Equality Act 2010.

The Equality Act 2020 Definition of Disability

A definition is provided in the JCQ document: [Access Arrangements, Reasonable Adjustments and Special Consideration – Joint Council for Qualifications](#), hereafter referred to in this policy as AARA, in Section 1.3 Definition of Disability.

Identifying the Need for Access Arrangements

Roles and Responsibilities

Head of Centre

- Is familiar with the entire contents, refer to and directs relevant Frobels Education staff to the annually updated JCQ documents including [General regulations for approved centres – Joint Council for Qualifications](#) hereafter referred to in this policy as GR, and AARA.
- Ensures the quality of the access arrangements process within the centre.
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for **all** candidates are clearly defined and documented.
- Ensures an appropriately qualified Assessor is appointed, evidence of the Assessor's qualification(s) is obtained before they assess candidates and that evidence of the qualification(s) of the person appointed is held on file.
- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as in Chapter 7 of AARA.
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place.

SENCo (or equivalent role)

- Has full knowledge and understanding of the contents, refers to and directs relevant staff to the annually updated JCQ document AARA.
- Leads on the access arrangements process to facilitate access for candidates.
- Produces and annually reviews and updates a Word Processor Policy, specific to Frobels Education, which details the criteria Frobels Education uses to award and allocate word processors for examinations and assessments.
- Works with the appointed Assessor on all matters relating to assessing candidates and the administration of the assessment process.
- Ensures the Assessor has access to the assessment objectives for the relevant specification(s) a candidate is undertaking.
- Presents when requested by a JCQ Centre Inspector, evidence of the Assessor's qualification
- Works with Tutors 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.

Assessor of Candidates with Learning Difficulties

An Assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist teacher assessor.

- Has detailed understanding of the JCQ document AARA.

- Ensures that the access arrangements/reasonable adjustments approved allow the candidate to access the assessment, but do not result in the candidate gaining an unfair advantage.
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance.
- Ensures arrangements put in place for exams/assessments reflect a candidate's normal way of working within Frobels Education.
- Ensures the need for access arrangements for a candidate is considered on a subject by subject basis.
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body.

Exams Officer

- Is familiar with the entire contents of the annually updated JCQ document GR and is aware of information contained in AARA where this may be relevant to the Exams Officer role.
- Supports the SENCo in determining the need for and implementing access arrangements.

Tutors and Subject Leads

- Where appropriate, inform the SENCo (or equivalent role) of any concerns, observations or feedback about a candidate or any support that might be needed by a candidate.
- Provide comments and observations to support the SENCo (or equivalent role) to 'paint a holistic picture of need', confirming normal way of working for a candidate.
- Provide information to evidence the normal way of working of a candidate.
- Conduct appropriate assessments to identify the need(s) of a candidate.
- Provide appropriate evidence to confirm the need(s) of a candidate.

Use of Word Processors

The criteria Frobels Education uses to award and allocate word processors for exams is detailed in the Word Processor Policy (Exams).

Requesting Access Arrangements

SENCo (or equivalent role) supported by the Exams Officer

- 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.

- To comply with the UK GDPR and the Data Protection Act 2018, ensures relevant candidates are informed that an application for access arrangements will be processed using Access Arrangements Online (AAO).
- Follows guidance in AARA (Chapter 8) to process approval applications for access arrangements for those qualifications included.
- Applies for approval where this is required, through AAO, or through the awarding body where qualifications sit outside the scope of AAO.
- Ensures that where approval is required the application is processed on time and no later than the awarding body's published deadline.
- Ensures that the full supporting evidence is in place before an online application is processed.
- Reviews the evidence before an online application is processed, ensuring that the candidate does meet the published criteria for the respective arrangement.
- Holds all supporting evidence and presents such evidence to a JCQ Centre Inspector upon request.
- Ensures that the agreed adjustment has been put in place before the candidate's first examination, e.g. internal tests and mock examinations.
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of relevant JCQ forms, such as Form 8 (Application for Access Arrangements – Profile of Learning Difficulties), Form 9 (Profile of Need), Form 8RF, etc. supplemented by written statements, where required, etc.
- Ensures where JCQ forms are required to be completed, forms are signed (a handwritten, electronic or typed signature is acceptable) and dated as required prior to approval being sought and that the form is provided for processing and inspection purposes (This may be a hard copy paper version or an electronic version).
- Ensures the names of all other Assessors, who are assessing candidates studying qualifications covered by AAO are entered into AAO to confirm their status.
- Confirms by ticking the 'Confirmation' box prior to submitting the application for approval that the 'Malpractice Consequence Statement' has been read and accepted.
- Makes an Awarding Body Referral through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s).
- Maintains a file/e-folder for each candidate (the required documentation for a candidate will be in hard copy within the candidate's file/each of the required documents held electronically within the candidate's e-folder) that will include:
 - completed JCQ/awarding body application forms and evidence forms;
 - appropriate evidence to support the need for the arrangement where required;
 - appropriate evidence to support normal way of working within the centre;

- in addition, for those qualifications covered by AAO (where approval is required), a printout/PDF of the AAO approval.
- Presents the files/e-folders when requested by a JCQ Centre Inspector and addresses any queries/questions raised.
- Liaises with Tutors and Subject Leads regarding any appropriate modified paper requirements for candidates.
- As may be applicable in relation to the use of coloured paper, explores alternative ways of working such as the use of a coloured overlay or the candidate wearing coloured glasses / the provision of a single colour, such as buff or grey.

Exams Officer

- If the SENCo (or equivalent role) is unavailable, presents the files/e-folders of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised.
- Liaises with the SENCo (or equivalent role) to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper (or to download a PDF copy of the standard question paper or to open a question paper packet in the secure room within 90 minutes of the awarding body's published starting time for the exam where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print).
- Following the appropriate process, orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate.

Implementing Access Arrangements and the Conduct of Exams

Roles and Responsibilities for 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 Exams \(ICE\) – Joint Council for Qualifications](#), hereafter referred to in this policy as ICE.

Head of Centre

- Supports the SENCo (or equivalent role), 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.
- Along with the SENCo (or equivalent role), appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Language Modifier, reader, scribe or Sign Language Professional).
- Along with the SENCo (or equivalent role), ensures where a person is appointed to facilitate an access arrangement, the person appointed is not a relative, friend, peer or private tutor of the candidate.

SENCo (or equivalent role)

- 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).
- Is familiar with the instructions for 'Invigilation arrangements for candidates with access arrangements' and 'Access arrangements' in ICE.
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for them and ensures the candidate understands what will happen at exam time.
- Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it.
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested,
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates,
- Monitors, in internal tests/mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangement, may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage.
- Liaises with the Exams Officer regarding facilitation and invigilation of access arrangement candidates in exams.
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams.
- Along with the Head of Centre, appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Language Modifier, reader, scribe or Sign Language Professional).
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s).
- Ensures a record of the content of training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not normally the candidate's own subject tutor or teaching assistant. Where the candidate's own subject tutor or teaching assistant has to be used, a separate invigilator is always present.
- Along with the Head of Centre, ensures where a person is appointed to facilitate an access arrangement, the person appointed is not a relative, friend, peer or private tutor of the candidate.

- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate.
- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates and the role of any facilitator.
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators.
- Liaises with the Exams Officer where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams.

Exams Officer

- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access Arrangements in ICE.
- Liaises with the SENCo (or equivalent role) 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 (or equivalent role) 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 (or equivalent role) regarding the facilitation and invigilation of access arrangement candidates.
- Liaises with the SENCo (or equivalent role) regarding rooming of access arrangement candidates.
- Liaises with the SENCo (or equivalent role) 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 candidates with access arrangements are identified on exam room seating plans and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded.
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room.
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required).
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper

packet in the secure room no earlier than 90 minutes prior to the awarding body's published start time of the exam.

- Understands that where permitted/approved, a secure question paper packet may need to be opened early in the secure room to facilitate the following:
 - a Language Modifier may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam in order to prepare;
 - the Sign Language Professional may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam in order to prepare;
 - a Live Speaker may have access to the transcript of the Listening examination 60 minutes prior to the awarding body's published start time for the exam in order to prepare.
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers.
- Prints pre-populated cover sheets from AAO where this is required for particular arrangements.
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation.
- Liaises with the SENCo (or equivalent role) 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 any qualifications sit outside the scope of AAO.

Other Centre Staff

- Support the SENCo (or equivalent role) and the Exams Officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams, including facilitating the use of a laptop, adapting a room for access and providing alternative furniture.
- Senior staff are 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.

Roles and Responsibilities for Internal Assessments

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

However, 'NEA' is not limited to internal assessment as externally marked and/or externally set practical examinations taken at different times across different centres are also classified as 'NEA'.

SENCo (or equivalent role) supported by the Exams Officer

- Liaises with Tutors to implement appropriate access arrangements for candidates.
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking their first formal supervised assessment.
- Ensures candidates are aware of the access arrangements that are in place for their assessments.
- Ensures a candidate has had appropriate opportunities to practise using the access arrangement(s) before their first examination.
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s).
- Ensures cover sheets are completed as required by facilitators.
- Liaises with the Tutor where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of their formal supervised assessment.

Tutors and Subject Leads

- Support the SENCo (or equivalent role) 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.

Roles and Responsibilities for Internal Exams/Assessments

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

SENCo (or equivalent role) supported by the Exams Officer

- Liaises with Tutors to implement appropriate access arrangements for candidates.

Tutors and Subject Leads

- Support the SENCo (or equivalent role) in implementing appropriate access arrangements for candidates.
- Provide exam materials that may need to be modified for a candidate.
- Provide the SENCo (or equivalent role) with internal exam timetable to ensure arrangements are put in place when required.

Facilitating Access

The following information confirms Frobel Education/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.