



Working Men's College

Disability Policy

Approved by	EMG	March 2021
Version	1.0	
Date of next review	2022	

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Purpose

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

“recognise 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 section 5.4 of the JCQ publication [General regulations for approved centres](#) 2018-2019]

This publication is further referred to in this policy as **GR**.

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

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

Equality Legislation

The centre will comply with equality legislation, including making reasonable adjustments to the service that they provide to candidates, in accordance with requirements defined by the government legislation and awarding bodies.

With regards to Access Arrangements, generally impairments have to meet the statutory requirements set out in section 6 and Schedule 1 of the Equality Act 2010 and associated regulations.¹

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment
- looking into adverse effects and assessing which are substantial
- considering if substantial adverse effects are long term
- judging the impact of long term adverse effects on normal day to day activities

Access Arrangements

The Learning Support Manager will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams, where a learning assessment has taken place.

A candidate’s access arrangement requirement is determined by the Learning Support

¹ As found here: <https://www.legislation.gov.uk/ukpga/2010/15/section/6>

Manager, and must reflect the support normally given to the candidate in the centre (normal way of working). Where possible, access arrangements should always be processed at the start of the course.

Roles and Responsibilities

Learning Support Manager

- Together with tutors, ensures there is appropriate evidence for a candidate's access arrangement
- Ensures an appropriately qualified assessor(s) is appointed, evidence of the assessor's qualification(s) is obtained before he/she assesses candidates
- Collates appropriate evidence and develops Exams Concession list to be forwarded to Exams Officer so applications can be made
- Determines use of Word Processor, in line with AO regulations, using normal way of working and the college's policy

Exams Officer

- Submits completed access arrangement applications to the awarding bodies, before deadlines, including modified papers etc.
- Together with Curriculum Manager and Learning Support Manager, arranges access arrangements, rooming and separate invigilation for candidates who need access arrangements for exams Assessors
- Must state their qualifications in the reports they produce, must be active members of PATOSS and must attend an expected number of CPD and training, conferences etc. to maintain their assessor status, in addition to having the qualifications (this fulfils GR 5.4, AA 7.3 – *Process to check qualifications of the centre's assessor(s) and that correct procedures are followed*)
- 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, including data protection docs Teaching Staff
- Identify any candidates with support during teaching
- Inform the Learning Support Manager of any support that might be needed by a candidate and complete Normal Way of Working forms to enable this

Use of a word processors

The criteria the college will use to determine the use of a word processor in exams is outlined in the college Word Processor Policy. This can be found on iLearn in the exams section.

Exam Arrangements for Learners with Learning Difficulties and/or Disabilities

- 1. Weeks 1-2 of classes:** Teachers inform learners during inductions of support available (Learning Support) and exam dates and procedure and should include exam arrangements such as extra time for those with specific needs. Learners may be referred to Learning Support for assessment and or to be provided with guidance about evidence required for exam concessions and the process to follow.
- 2. Weeks 1-5 of classes:** Learning Support staff assess learners and complete the assessment paperwork - appropriate information will be sent to the teacher (with the learner's consent). Support staff will indicate how the learner will be supported on the programme and for the exam (i.e. what exam arrangements are needed).
- 3. 6 weeks before the exam date: Teachers inform the Exams Officer which learners are to be entered for the exam and which learners will require exam concession.**

Exam concession because of a medical condition

Learners **will need to provide their teacher with evidence from their GP or consultants to process their request for exam concessions.** The letter must state what the learner's medical condition is and how it affects their day-to-day life and learning. (A letter for GPs is available from the Support Office)

Exam concession for Specific Learning Difficulties

1. If a learner is assessed at WMC, they will receive a copy of their report which they will be instructed to present to their teacher. The Learning Support Manager will inform teachers to expect the report from the learner.
2. In cases where the learner is not in receipt of Learning Support and or has a report from a previous year and or another organisation, it is the responsibility of the learner to inform their teacher and provide a copy of the report.
3. **Accrediting bodies consider applications for exam concessions only if the reports are written by specialist practitioners, e.g. dyslexia assessors, counsellors or GPs.**
4. The Exams Officer informs the teachers of the awarding body's decision as soon as it is received.

Late identification of a learning need or temporary access arrangements

If a need for an access arrangement is determined at a later stage, **the teachers should notify the Exams Officer and Learning Support immediately.** Although due to time restrictions it cannot be guaranteed that the application will be successful, everything possible will be done to get the application through.

An example of facilitating access appears at the end of this document as an appendix.

APPENDIX – 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 (EO, LSM, CMs, DLs)
Persistent and significant difficulties in accessing written text	Reader 25% Extra time Separate invigilation within the centre	<input type="checkbox"/> Confirms candidate is disabled within the meaning of the Equality Act 2010 <input type="checkbox"/> Papers checked for those testing reading <input type="checkbox"/> Original Form 8, signed by hand 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
Persistent and significant difficulties in writing text	Scribe/Word Processor 25% Extra time Separate invigilation within the centre	<input type="checkbox"/> Confirms candidate is disabled within the meaning of the Equality Act 2010 <input type="checkbox"/> Provide Scribe or work processor as necessary <input type="checkbox"/> Original Form 8 signed by hand 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
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	<input type="checkbox"/> Gathers evidence to support substantial and long term adverse impairment <input type="checkbox"/> Confirms with candidate how and when they will be prompted <input type="checkbox"/> 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)
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	<input type="checkbox"/> Provides height adjustable desk in exam room <input type="checkbox"/> Allocates exam room on ground floor near adapted bathroom facilities <input type="checkbox"/> Spaces desks to allow wheelchair access <input type="checkbox"/> Seats candidate near exam room door <input type="checkbox"/> Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room <input type="checkbox"/> 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
Panic attacks/anxiety	Separate invigilation within the centre Rest Breaks	<input type="checkbox"/> Provides a quiet room in which the candidate feel comfortable <input type="checkbox"/> Agrees with candidate location of quiet room <input type="checkbox"/> Provides exam equipment as necessary to relieve stress to candidate
		<input type="checkbox"/> Briefs invigilator to monitor candidate allowing rest breaks as necessary