



LACON CHILDE SCHOOL

EXAMINATIONS POLICY – EQUALITY

DATE POLICY WAS APPROVED	16.12.2025
DATE POLICY WILL BE REVIEWED	Autumm 2026
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW	Exam Co-Ordinator



Key Definitions

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- Lacon Childe School
- SHaW (Shropshire, Herefordshire, and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this Policy the term:

“CEO” includes the Chief Executive Officer

“CFOO” includes the Chief Financial Officer

“Trust Senior Leadership Team” includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

“Headteacher” includes the appropriate School Headteacher.

“Trustees or Trust Board” are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

“Local Academy Boards (LAB)” are appointed Governors at a local level associated with the Trust's Worcestershire Schools. LAB Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

“Local Governing Bodies (LGB)” are appointed Governors at a local level associated with the Trust's Shropshire Schools. LGB Governors are advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

“Chair” responsible for leading the board and ensuring its effectiveness.

“Stakeholders” are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB, LGB or Trust members, trade unions, local business leaders etc.

Examinations Policy - Equality

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 (*or 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 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 10 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* Access Arrangements and Reasonable Adjustments.

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 the General regulations for approved Centres and Access Arrangements and Reasonable Adjustments.
- Ensures a Policy demonstrating the Centre’s compliance with relevant legislation is in place

Senior Leaders

Are familiar with the entire contents of the annually updated JCQ publications including the General regulations for approved Centres and Access Arrangements and Reasonable Adjustments.

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 Access Arrangements and Reasonable Adjustments.
- 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
- SENCO is the appropriately qualified assessor(s) and evidence of his qualification(s) is held on file
- Ensures the assessment process is administered in accordance with the regulations
- 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

Teaching Staff

- Inform the SENCo of any support that might be needed by a candidate
- Support the SENCo in determining the need for and implementing access arrangements
- Provide information to evidence the normal way of working of 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 Access Arrangements and Reasonable Adjustments.

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
- Follows guidance in Access Arrangements and Reasonable Adjustments, Chapter 8 to process approval applications for access arrangements for GCSE qualifications.
- Applies for approval where this is required, through *Access arrangements online*, or through the awarding body where qualifications sit outside the scope of *Access arrangements online*
- Ensures appropriate and required evidence is held on file to confirm validation responses in *Access arrangements online* 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
- Makes an *awarding body referral* through *Access arrangements online* where the initial application for approval may not be approved by *Access arrangements online*, where it is deemed by the Centre that the candidate does meet the criteria for the arrangement(s)
- 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 *Access arrangements online* approval and a signed data protection notice (which provides candidate consent to their personal details being shared)

Examinations Officer

- Is familiar with the entire contents of the annually updated JCQ publication the General regulations for approved Centres and is aware of information contained in Access Arrangements and Reasonable Adjustments, where this may be relevant to the exams officer role
- Liaises with the SENCo to ensure *Access arrangements online* 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)
- Following the appropriate process (*Access arrangements online* 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

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.

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
- Is familiar with the *access arrangements and reasonable adjustments guidance* in the General regulations for approved Centres and *conduct of examinations* provided in the current Instructions for conducting examinations.

Special Educational Needs Coordinator (SENCo)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time

- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Liaises with the exams officer 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)

Examinations Officer

- Is familiar with the *access arrangements and reasonable adjustments guidance* in the General regulations for approved Centres and *conduct of examinations* provided in the current Instructions for conducting examinations.
- Ensures exam information (JCQ information for candidate's 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
- Liaises with the SENCo to ensure exam information (JCQ information for candidate's 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
- 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 made aware of all access arrangements in every exam location and candidates with access arrangements are identified on the seating plans
- 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

Other Relevant Centre Staff

- 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** that may need to be provided or adapted for a candidate
- Estates/site staff responsible for **rooms and non-specialist equipment** (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate
- Senior staff responsible for the Centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated

Internal Assessments

These are non-examination assessments (NEA) which are normally set by a Centre/awarding body, marked and internally verified by the Centre and moderated by the awarding body. *As stated in the JCQ publication Instructions for conducting non-examination assessments –page 1, "Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are: task setting, task taking and task marking"*

Special Educational Needs Coordinator (SENCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Ensure that facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)

- Ensures 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

Examinations Officer

Liaises with the SENCo to ensure that facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)

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

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
- Ensure that facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)

Examinations Officer

- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required
- Liaises with the SENCo to ensure that facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)

Teaching Staff

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

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 below 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 which prevents the candidate from taking exams in the Centre	Alternative site for the conduct of examinations Supervised rest breaks	▪ SENCo gathers evidence to support the need for the candidate to take exams at home ▪ Assistant headteacher provides written statement for file to confirm the need. ▪ Approval confirmed by SENCo; Access arrangements online approval for both arrangements not required. ▪ SENCO to discuss with candidate to confirm the arrangements should be put in place ▪ Exams officer submits appropriate 'Alternative site for the conduct of exams form' ▪ Exams officer provides candidate with exam timetable and JCQ information for candidates. ▪ SENCo confirms with candidate the information is understood. ▪ SENCo agrees with candidate that prior to each exam will call to confirm fitness to take exam ▪ exams officer allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials ▪ Invigilator monitors candidate's condition for each exam and records any issues on incident log ▪ Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam ▪ Invigilator briefs exams officer after each exam on how candidate's performance in exam may have been affected by his/her condition ▪ Exams officer discusses with SENCo if candidate is eligible for special consideration (candidate present but disadvantaged) ▪ Exams officer processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence ▪ SENCO informs candidate that special consideration has been requested
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation within the Centre	▪ Confirms candidate is disabled within the meaning of the Equality Act 2010 ▪ Papers checked for those testing reading ▪ Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded ▪ Form 8, signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from Access arrangements ▪ online and signed data protection notice
Significant difficulty in concentrating	Prompter Separate invigilation within the Centre	▪ 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)

A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	▪ 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 Access arrangements online; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment
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