



## **Statement of Policy on Disability Discrimination also covering Examination Arrangements 2017 to 2018**

This policy should be read in conjunction with the school's Single Equality Policy, Access and Inclusion Policy and the Exams and Appeals Policy

### **Definition of disability under the Equality Act 2010**

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long term' negative effect on your ability to do normal daily activities.

### **What 'substantial' and 'long term' mean**

- **'substantial'** is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed
- **'long term'** means 12 months or more, eg a breathing condition that develops as a result of a lung infection

There are special rules about recurring or fluctuating conditions, eg arthritis – please refer to the linked document below **'Equality Act 2010 Guidance – Guidance on matters to be taken into account in determining questions relating to the definition of disability'**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/85038/disability-definition.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/85038/disability-definition.pdf)

### **What isn't counted as a disability?**

Please refer to the linked document above for guidance on conditions that aren't covered by the disability definition e.g. addition to non-prescribed drugs or alcohol

### **Progressive conditions**

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled

However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

### **Special Educational Needs & Disabilities Co-ordinator (SENCO)**

#### **The SENCO will :-**

- Co-ordinate the assessment of students to establish whether examination access arrangements are required;
- Provide evidence and requests for access arrangements to the Examinations Officer.

**The Examinations Officer in liaison with SENCO and Pastoral key responsibility staff is responsible for:**

- Providing rooms suitable for candidates with access arrangements.
- Submitting completed access arrangement applications to the awarding bodies upon instruction from the SENCO. Access arrangements are made through Learning Support
- Organisation of invigilation staff for students with access arrangements. Access arrangement invigilation timetable in coordinated with Sports Hall invigilation timetable. TAs are assigned to this responsibility

<b>The Building</b>	
<b>Statement of Need</b>	<b>Current Provision</b>
<b>Lighting</b>	
<p>Ensure that the entrances to the centre and corridors approaching the examination rooms are well lit.</p> <p>Ensure lighting is suitable for use both during the day and in the evenings and is well maintained.</p> <p>Lighting should be evenly distributed in the exam room ensuring that it does not cause glare and shadows. This is particularly important for candidates with a visual impairment or with perceptual difficulties.</p> <p>Ensure that there is no lighting which may trigger seizures for those students with epilepsy.</p>	<p>All lighting meets the legal H &amp; S requirements.</p> <p>All corridors and entrances to the exams areas in school are well lit, either by natural light or LED lighting.</p> <p>The Site Officer is responsible for ensuring that the lighting is fit for purpose and operating correctly for all candidates.</p>
<b>Accessibility</b>	
<p>Arrange all examinations ensuring that they are located near emergency exits.</p> <p>Tactile surfaces to highlight any steps, stairways or changes in level.</p> <p>Wheelchair access in corridors.</p>	<p>Examinations officer and designated Learning Support staff to ensure suitable rooms are used for all examinations, with particular attention for those candidates with a disability.</p> <p>All stairwells in school meet legal requirements.</p> <p>Corridors are wide enough to allow easy access for wheelchair users and the school has a ramp which will allow access to the Gateway suite for examinations. The main examinations hall (Sports Hall) is accessible both from the corridor (double door) and from outside double door. The alternative arrangements exams room Rm 44 is also accessible to wheelchair use.</p> <p>School possesses 'mobile' ramps as required to further facilitate easier access to key areas</p>
<b>Accommodation</b>	
<p>Exam rooms should be located close to an accessible toilet</p> <p>Facilities should be in place to open the door from the outside in an emergency.</p>	<p>The two accessible toilets provide basic welfare facilities and are accessible for all wheelchair users. One is sited in the Paragon Theatre and the other is located in the</p> <p>These toilets are accessible from the outside in case of an emergency and an emergency cord is situated inside the toilet room.</p>

### Emergency Evacuation

Ensure that both disabled candidates and staff are aware of the emergency evacuation procedure to ensure disabled candidates and any candidate with impaired mobility can be safely evacuated from the building whatever their disability or impairment.

We comply with the school procedures for an emergency evacuation where fire marshals ensure the smooth evacuation in the event of an emergency.

All invigilation staff are made aware of the evacuation procedure for examinations and the specific evacuation plans that are in place for students labeled with an impairment or with impaired mobility.

Lead invigilators ensure that all candidates are made aware of the evacuation procedures at the beginning of every exam.

A copy of the Emergency Evacuation plan during examinations is held in each exam room.

### Seating

Ensure that seating is appropriate and comfortable for those who may have a disability that affects seating and posture.

Ensure candidate who may become unwell during an exam because of the nature of their impairment are able to leave the room causing minimum disruption.

Chairs to be made available outside examination rooms to enable those candidates with mobility issues or those who may simply be experiencing particular stress to sit and rest before they enter the examination room.

Seating is provided according to the individuals requirements as identified by the SENCO. SENCO to liaise with the Examinations Officer to ensure appropriate seating in place.

Exams Officer and invigilation team will ensure that candidates who may need to leave the room during the exam due to the nature of their disability will be situated close to the exit and will remain under supervision at all times.

Examination Officer to liaise with caretakers to ensure appropriate seats in place for all examinations.

### Signage

Ensure signs are reasonably sized, easily understood and where necessary, combine text, arrows, pictorial symbols and Braille.

Text and lettering should be in a clear, uncomplicated and reasonably sized (12pt). Sans serif fonts such as Arial are recommended

Signs are as far as possible, simple, clear and consistent. Examinations Officer to ensure that signs are consistent throughout the exam centre to help students to easily recognize signs as they move around the building.

The SENCO will assess individual needs and make sure appropriate arrangements are put in place to ensure information is accessible.

### Resources

Where computers/word processors are necessary for an examination, ensure that hardware and software have been properly adapted and tested for those candidates who may use them.

Ensure that there are backups and alternatives in case support equipment ceases to function.

Access arrangements will be put into place according to the individual needs of each candidate (SENCO to liaise with the Exams Officer and testing professional for special examination arrangements).

School maintains examination laptops with basic Microsoft with features disabled to comply with examinations. Adapted keyboards, large screens and any appropriate software programs will be available as required.

ICT department to ensure that backups are in place and that technical assistance is available during exams if required.

In addition to the above practical steps, which ensure that the centre is appropriate for disabled students and those non-disabled students who have other needs, there are a whole range of adjustments which can be made to ensure that there is a level playing field for disabled students. Exams office staff will be very familiar with making adjustments to existing exam arrangements. These are not 'concessions' for the individual students but adjustments designed to reduce/remove unfair disadvantage. These adjustments include:

- Modified test papers, for example enlarged print or Braille;
- Up to 25 per cent extra time (or more depending on the nature of a candidate's disability);
- A reader or scribe. Be sensitive to the fact that many candidates, for example those with autism, will find it hard to relate to someone who is a stranger. Take steps to introduce these support workers to candidates before the exam;
- Supervised rest breaks. Candidates with hyperactivity or obsessive compulsive disorders may need opportunities to take a break and rest during an exam. This may also be the case for candidates who experience fatigue because of their impairment or long-term, conditions such as cancer. Try to ensure that these rest areas are suitably comfortable while still remaining secure for the purposes of the exam process;
  - Different coloured scripts;
  - Use of a bilingual dictionary;
  - A prompter. In some cases where a candidate may have difficulty with time for example a candidate with autism, a prompter will be able to assist the candidate to move on and not become fixated with a particular question at the expense of the whole paper. It is important that prompters are aware of disability etiquette, particularly if they may need to touch a desk to prompt;
  - Use of a computer or other technology;
  - Use of an individual room

After the exam has been completed and in particular at the point of publishing and communicating results, exams office staff need to ensure that arrangements for candidates are in place to receive their results in an area/room which is accessible. Candidates should be able to access their results quickly and privately, with appropriate attention given to post-result support.

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Signed:  Head Teacher

Signed:  Chair of Governors