



Malden Oaks
School & Tuition service

Making the **MOST** of every day

Exams - Equalities Policy

Malden Oaks School and Tuition Service

Responsible: Exams Manager

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Key staff involved in the process

Role	Name
Headteacher	Samantha Axbey
Senior leader(s)	Ayse Meliz, Nick Smith, Kelly Swaffield
Exams Manager	Stephen Shorey
Assessor(s)	Marianne Walsh
Other staff (if applicable)	Bryan Molin, Sarah Pfutzner, Nicky McLachlan, Carly Briggs

Contents

Purpose of the policy	3
The Equality Act 2010 definition of disability	3
Identifying the need for access arrangements	3
Roles and responsibilities.....	3
Head of centre.....	3
Senior leader(s).....	3
Special educational needs coordinator (SENCo).....	3
Head Of School.....	3
Teaching staff.....	4
Support staff.....	4
Assessor of candidates with learning difficulties.....	4
Use of word processors.....	4
Requesting access arrangements	4
Roles and responsibilities.....	4
SENCo.....	4
Exams officer (EO).....	4
Implementing access arrangements and the conduct of exams	4
Roles and responsibilities.....	4
External Assessments.....	4
Head of centre.....	4
ALS lead/SENCo.....	4
Exams officer.....	5
Other relevant centre staff.....	5
Internal Assessments.....	5
SENCo or equivalent role.....	5
Teaching staff.....	5
Internal exams.....	5
SENCo or equivalent role.....	5
Facilitating access - table of examples	5

Purpose of the policy

This document is provided as an exams-specific supplement to the centre-wide equalities and/or disability/accessibility policy/plan which details how the centre 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 must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments through the access arrangements process and to make reasonable adjustments to the services the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid

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

(JCQ's **General Regulations for Approved Centres**, section 5.4)

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

The Equality Act 2010 definition of disability

A definition is provided in the JCQ document (Adjustments for candidates with disabilities and learning difficulties) **Access Arrangements and Reasonable Adjustments 2025 - 2026** (*Definitions* section).

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 documents including [GR](#) and [AA](#)

Senior leader(s)

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

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 document [AA](#)

Head Of School

- Oversees all Access Assessment arrangements within their provision.

Teaching staff

- (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

Support staff

- Provide comments and observations to support the SENCo to 'paint a holistic picture of need', confirming normal way of working for 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 teacher assessor)

- Has detailed understanding of the JCQ publication [AARA](#)

Use of word processors

Please see our policy detailing the use of word processors which is published on our website (which details the criteria the centre uses to award and allocate word processors for exams)

Requesting access arrangements

Roles and responsibilities

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
- 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*

Exams officer (EO)

- Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AARA](#) 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

ALS lead/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)

Exams officer

- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in [ICE 2025-2026](#)

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

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 centres are also classified as 'NEA'.

SENCo or equivalent role

- All of our Heads of Schools are SENCOs
- Liaises with teaching staff to implement appropriate access arrangements for candidates

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

Internal exams

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

SENCo or equivalent role

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

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

Facilitating access - table of 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 following 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>Head of School (HOS/SENCO) gathers evidence to support the need for the candidate to take exams at home and provides written statement for file to confirm the need</i></p> <p><i>HOS discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online using CAP</i></p> <p><i>An on-line submission must only be made for timetabled written examinations in the following qualifications...</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>HOS confirms with candidate the information is understood</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 supervised rest breaks (time and duration) on incident log and confirms full time given for exam</i></p> <p><i>EO discusses with Head of School/SENCO 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 supported by appropriate evidence signed by member of the Senior Leadership team (Evidence retained until after the publication of results)</i></p> <p><i>HOS 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>Alternative rooming arrangements</p>	<p><i>Class teachers alert HOS to students requiring support with reading as part of their usual way of working within class.</i></p> <p><i>HOS 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>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading, OR up to 50% extra time awarded</i></p> <p><i>Candidate informed that an application for access arrangements will be processed using Access arrangements online</i></p>

		<p><i>HOS gathers supporting evidence, makes AAO application and keeps approval, signed candidate personal data consent form on file</i></p>
<p>Significant difficulty in concentrating</p>	<p>Prompter</p> <p>Alternative rooming arrangements</p>	<p><i>Class teachers alert HOS to students who require support in maintaining their focus whilst working as part of their usual way of working.</i></p> <p><i>HOS gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>AAO application for approval processed</i></p> <p><i>Supporting evidence, AAO approval, signed candidate personal data consent form and completed Data protection confirmation by the examinations officer or SENCo form kept on file</i></p> <p><i>Confirms with candidate how and when they will be prompted</i></p> <p><i>Briefs invigilator to monitor candidate and the method of prompting (call out their name to bring their attention back to the paper - confirms requirement for separate room) and records the anticipated frequency.</i></p>
<p>A wheelchair user</p>	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p><i>Candidate informed that an application for access arrangements will be processed using Access arrangements online</i></p> <p><i>HOS 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</i></p> <p><i>Supporting evidence, AAO approval, signed candidate personal data consent form and completed Data protection confirmation by the examinations officer or SENCo form kept on file</i></p> <p><i>Provides height adjustable desk in exam room</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>Spaces desks to allow wheelchair access</i></p> <p><i>Seat candidate near exam room door</i></p> <p><i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><i>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></p>