

# **Equalities Policy 2025/26**

The Basildon Upper Academy

## Equalities Policy 2025/26

Centre name	The Basildon Upper Academy
Centre number	16133
Date policy first created	09/10/2025
Current policy approved by	Rebecca Rees
Current policy reviewed by	Sophie Rowe
Date of review	09/10/2025
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## Key staff involved in policy

Role	Name
Head of Centre	Rebecca Rees
Senior Leader(s)	Sharon Szuskiewicz
Exams Officer	Sophie Rowe
SENDCo	Zoe Grannon
Assessor/ Access Arrangements Facilitator	Donna Williams (Deputy SENDCo)

## 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, to 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

†or 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**, 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 AARA

## 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 AARA

#### Senior leader(s)

- Are familiar with the entire contents of the annually updated JCQ documents including GR and AARA

#### Special educational needs coordinator (SENCo) or equivalent role

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ document AARA

#### 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** (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- (where appropriate) 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

### **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
- Ensures the quality of the access arrangements process within the centre
- 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 that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
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### **Use of word processors**

Our Exams Word Processor Policy is kept with all the exams policies which are updated annually and kept in a folder, in the Exams Office. These can also be found on the Academies website.

### **Requesting access arrangements**

#### **Roles and responsibilities**

##### **SENCo or equivalent role**

- 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
- Follows guidance in AARA (chapter 8) to process approval applications for access arrangements for those qualifications included
- Ensures that the agreed adjustment has been put in place before the candidate's first examination, e.g. internal tests and mock examinations
- If the SENCo 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 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)

## **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**

- 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/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**

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

## Teaching staff

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

## 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
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations  Supervised rest breaks	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home and for SRB</i></p> <p><i>Pastoral head provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo; AAO approval for both arrangements not required</i></p> <p><i>Pastoral head discussion with candidate to confirm the arrangements which 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>Pastoral head confirms with candidate the information is understood</i></p> <p><i>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</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>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with pastoral head 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 a member of the senior leadership team (Evidence retained until after the publication of results)</i></p> <p><i>Pastoral head informs candidate that special consideration has been requested</i></p>
Persistent and significant difficulties in accessing written text	<p>Reader/computer reader</p> <p>25% Extra time</p> <p>Alternative rooming arrangements</p>	<p><i>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>AAO application for approval processed</i></p> <p><i>Supporting evidence and AAO approval kept on file</i></p>
Significant difficulty in concentrating	<p>Prompter</p> <p>Alternative rooming arrangements</p>	<p><i>Gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>Candidate informed that an application for access arrangements will be processed using Access arrangements online</i></p> <p><i>AAO application for approval processed</i></p> <p><i>Supporting evidence and AAO approval 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 his name to bring his attention back to the paper - confirms requirement for alternative room)</i></p>
A wheelchair user	<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>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 and AAO approval kept on file 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>Seats 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>
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