HAMMERSMITH Academy

# Disability & Equality Policy (exams)

# 2023/24

This policy is reviewed annually to ensure compliance with current regulations

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| **Approved/reviewed by** | |
| **Date of next review** | |

## Key staff involved in the exams policy

| Role | Name(s) |
|---|---|
| Head of centre | **Gary Kynaston** |
| Exams officer line manager (Senior Leader) | **Hendrix Emanuel** |
| Exams officer (EO) | **Lucie Hrabankova** |
| ALS lead/SENCo | **Tariq Hilman, Paulina Wajler** |
| SLT member(s) | **Chris Wilson, Connie Walkers, Hodo Isse, Kevin Yiminyi** |
| IT Staff | **Bekim Kastrati** |
| Site Staff | **Anthony Raftery, Julio Pena Vera,** |

## Purpose of the policy

This document is provided as an exams-specific supplement to the centre-wide equalities/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, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service 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.

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 publication Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments 2023-2024.

*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 publications including GR and AA
- Ensures the quality of the access arrangements process within the centre.
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for all candidates are clearly defined and documented.
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place.
- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file.
- Defines and documents roles, responsibilities and processes in identifying, requesting and

implementing access arrangements (Access Arrangements Policy).

**Senior leaders**

- Are familiar with the entire contents of the annually updated JCQ publications including GR and AA
- Support the ALS lead/SENCo in determining the need for and implementing access arrangements.

**Additional learning support (ALS lead/SENCo)**

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA
- Ensures the assessment process is administered in accordance with the regulations.
- Leads on the access arrangements process to facilitate access for candidates.
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process.
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance.
- Ensures that the access arrangements/reasonable adjustments approved allow the candidate to access the assessment, but do not result in the candidate gaining an unfair advantage
- 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.
- Works with teaching staff, relevant support staff and the Exams Officer to ensure centre delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments.
- 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.

**Teaching staff**

- Inform the ALS lead/SENCo of any observations about candidate or any support that might be needed by a candidate
- Ensures arrangements put in place for exams/assessments reflect a candidate's normal way of working within the centre.
- 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 teacher assessor).

- Has a detailed understanding of the current JCQ publication AA.
- Conducts appropriate assessments to identify the need(s) of a candidate.

**Use of word processors**

Overtype here the location of the centre's specific policy which details the criteria the centre uses to award and allocate word processors for exams or alternatively include as an appendix at the end of this document. A member of the centre's senior leadership team must produce a word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations and assessments. This policy must be available for inspection. (AA, section 5.8)

## Requesting access arrangements

**Roles and responsibilities**

**Additional learning support (ALS lead/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 AA (chapter 8) to process approval applications for access arrangements for those qualifications included
- Applies for approval where this is required, through Access arrangements online (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- Ensures that were approval is required the application is processed on time and no later than the awarding body's published deadline
- Ensures that the full supporting evidence is in place before an online application is processed
- Reviews the evidence before an online application is processed, ensuring that the candidate does meet the published criteria for the respective arrangement
- Holds all supporting evidence and presents such evidence to a JCQ Centre Inspector upon request
- Ensures that the agreed adjustment has been put in place before the candidate's first examination, e.g. internal tests and mock examinations
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of JCQ Form 8 (Application for access arrangements – Profile of learning difficulties), and/or centre based evidence including concise file note(s) on centre headed paper, signed and dated, and a body of evidence to substantiate the candidate's normal way of working within the centre
  (Form 8 must only be used for
    - candidates with learning difficulties who are **not** subject to a current EHCP or Statement of Special Educational Needs who require 25% extra time and/or a scribe (including candidates who require a computer reader/reader and 25% extra time and/or a scribe)
    - all candidates with learning difficulties who require up to 50% extra time
    - all candidates who require a Language Modifier)

Ensures where form 8 is required to be completed, the form is signed (a handwritten, electronic or typed signature is acceptable) and dated as required **prior** to approval being sought and that the form is provided for processing and inspection purposes (This may be a hard copy paper version or an electronic version)

- Ensures the names of all other assessors, who are assessing candidates studying qualifications covered by AAO are entered into AAO to confirm their status
- 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 AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Maintains a file/e-folder for each candidate (the required documentation for a candidate will be in hard copy within the candidate's file/each of the required documents held electronically within the candidate's e-folder) 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 those qualifications covered by AAO (where approval is required), a printout/PDF of the AAO approval, a signed candidate personal data consent form (which provides candidate consent to their personal details being shared)
    - (where applicable) 'Data protection confirmation by the examinations officer or SENCo' acknowledged before an application is processed online
- Presents the files/e-folders when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- 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 teaching staff regarding any appropriate modified paper requirements for candidates
- Liaises with the SENCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper from CCEA, OCR and WJEC (or to download a PDF copy of the standard question paper where provided by AQA and Pearson) or to open question paper packets 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)

Following the appropriate process (using AAO for those qualifications included in the tool; using 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

**Exams officer**

- Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AA where this may be relevant to the EO role
- Presents the files when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Liaises with the ALS lead/SENCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure

room within 90 minutes of the 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)

- In conjunction with the ALS lead/SENCo follows guidance in AA Chapter 8 to process approval applications for access arrangements for those qualifications covered by AAO.
- Applies for approval where this is required, through 'Access Arrangements Online (AAO)', or through the awarding body where qualifications sit outside the scope of AAO.
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, where required, and a body of evidence substantiate the candidate's normal way of working within the centr
- Following the appropriate process (using AAO for those qualifications included in the tool; using 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
- Maintains a file/e-folder for each candidate (the required documentation for a candidate will be in hard copy within the candidate's file/each of the required documents held electronically within the candidate's e-folder) 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 those qualificatons covered by AAO (where approval is required), a print out of
    - the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared).

## Implementing Access Arrangements and the Conduct of Exams

**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).

**Roles and Responsibilities**

**Head of Centre**

- Supports the ALS lead/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.
- 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.

**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).

- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates.
- Liaises with the Exams Officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams.
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s).
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams.
- Liaises with the EO to ensure exam information (JCQ information for candidates documents,
    - individual exam timetable etc.) is adapted where this may be required for a disabled candidate
    - to access it
- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not normally the candidate's own subject teacher but where the candidate's own subject teacher has to be used, ensures a separate invigilator is always present

**Exams Officer**

- Is familiar with and follows the Checklist for Heads of Centre and Examination Officers – The
- Equality Act 2010 and Conduct of Examinations provided in the current ICE (page 44).
- 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 where a person is appointed to facilitate an access arrangement, the person appointed is not a relative, friend, peer or private tutor of the candidate.
- Ensures exam information (JCQ information for candidates documents, individual exam imetable etc.) is adapted where this may be required for a disabled candidate to access it.
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested.
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates.
- 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.
- 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).
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate.
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators.
- Liaises with the ALS lead/SENCo and other relevant centre staff to ensure appropriate arrangements,

adjustments and adaptations are in place to facilitate access for disabled candidates to exams.

- Liaises with the ALS lead/SENCo regarding the facilitation and invigilation of access arrangement
candidates.
- Liaises with the ALS lead/SENCo regarding rooming of access arrangement candidates.
- Liaises with the ALS lead/SENCo to ensure that invigilators are made aware of the Equality Act 2010 and
are trained in disability issues.
- 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 briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room.
- Ensures candidates with access arrangements are identified on exam room seating plans and invigilators are made aware of the arrangements awarded and invigilators informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded
- 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.
- Understands that where permitted/approved, a secure question paper packet may need to be opened early in the secure room to facilitate the following:
    - a Language Modifier may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam in order to prepare
    - the Communication Professional may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam in order to prepare
    - the Live Speaker may have access to the transcript of the Listening examination 60 minutes prior to the awarding body's published start time for the exam in order to prepare
- Ensures that the facilitator only has access to the papers one hour prior to the published start time of the exam.
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers. prints pre-populated cover sheets from AAO where this is required for particular arrangements.
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation.
- Liaises with the ALS lead/SENCo where a facilitator may be required to support a candidate requiring an
emergency (temporary) access arrangement at the time of exams.
- Where required for emergency (temporary) access arrangements, applies for approval through
- AAO or through the awarding body where qualifications sit outside the scope of AAO.

- Ensures a record of the training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates as detailed in ICE 7 and 8
- Ensures that the facilitator only has access to the papers 60 minutes prior to the published start time of the exam

**Teaching Staff**

- Support the ALS lead/SENCo and the Exams Officer to ensure appropriate arrangements, adjustments
  and adaptations are in place to facilitate access for disabled candidates to exams.
- 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 prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested.
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates.
- Ensures a candidate has had appropriate opportunities to practise using the access arrangement(s) before his/her first examination
- Liaises with the Exams Officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams.
- Ensures the facilitator is known by or introduced to the candidate prior to exams.
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams.
- Liaises with the ALS lead/SENCo and other relevant centre staff to ensure appropriate arrangements,
  adjustments and adaptations are in place to facilitate access for disabled candidates to exams.

**Teacher Responsible for Planning**

- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter).
- Liaises with the ALS lead/SENCo and other relevant centre staff to ensure appropriate arrangements,
  adjustments and adaptations are in place to facilitate access for disabled candidates to exams.

**Maintenance**

- Responsible for rooms and non-specialist equipment (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate.

**Special Educational Needs Co-ordinator (ALS lead/SENCo)**

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

**Teaching Staff**

- Support the ALS lead/SENCo in implementing appropriate access arrangements for candidates.
- Provide the ALS lead/SENCo with internal exam timetable to ensure arrangements are put in place when required.

**Exams Officer**

- 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 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.

## THE BUILDING

| Statement of need | Current provision |
|---|---|
| Ensure that the entrances to the centre and corridors approaching the examination rooms are well lit. | All corridors and main entrances are well lit and maintained regularly. |
| Lighting should be checked for suitability both during the day and for evenings. | The Site Manager is charged with ensuring that the lighting is fit for purpose and operational at all times the school is in operation. |
| Lighting should be evenly distributed, ensuring that it does not cause glare and shadows. This is particularly important for people with a visual impairment or with perceptual difficulties. | Lighting is evenly distributed. |
| Ensure that there is no lighting which may trigger seizures for those candidates with epilepsy. | The use of fluorescent lighting in any room can, when it malfunctions, cause flickering. In both main exams rooms the main source of lighting is via fluorescent lighting. Lights are checked at the start of each day and replaced or disabled if any light is failing / flickering. |
| Use tactile surfaces to highlight any steps, stairways or changes in level. | Fully compliant. |
| Make sure that any obstacles are removed from corridors to enable a wheelchair to gain easy access. | Fully compliant. |

## THE BUILDING

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|---|---|
| If at all possible, try to arrange examination rooms on the ground floor of buildings, and at the very least ensure that they are located near emergency exits. | The main exam room to be used is the Sports Hall on second floor, with fire door exits nearby and exit immediately out to the fire meeting point. The Theatre and Drama Studio are occasionally used, these rooms are on the ground floor but have emergency exits in both rooms. |
| Where a private room has been arranged for an examination, check that the environment is suitable for the candidate. For example, is there enough room for a wheelchair and its supports? Is the decoration likely to result in discomfort or hyper nervous stimulation if the candidate has autism? | The walls in all the rooms are neutrally decorated and there is limited display around the walls. Any room in the school is accessible to wheelchairs, via a lift if not on ground floor. |
| Ensure that those who need to take medication during the course of an examination can do so in privacy and as speedily as possible. | Any student who needs to leave an examination room will do so under normal examination guidelines for students who need to leave. An adult will follow the student where they will be able to make use of the Medical Room (a private room). |
| Try to arrange examination rooms which are close to an accessible toilet. Be aware that many candidates may need adult changing facilities in the accessible toilet. | There are toilets located in close proximity to all main exam rooms. |
| Lighting in toilets should be adjustable as this is essential for candidates who are deaf blind. | Lighting within the toilets/Changing rooms is sufficient to ensure students can get changed and use the facilities properly. If however, we have such students, we will look at making the required adjustments. |
| Mirrors should be used sparingly in an accessible toilet as they can add to the confusion of perceptual problems. | There are limited mirrors in the toilets. |
| Check that there is also a facility to open the door in an accessible toilet from the outside in an emergency. | All locks are openly accessibly from the outside in the event of needing to gain access in an emergency |
| Centre should ensure that both disabled candidates and staff are aware of the emergency evacuation procedures to ensure that disabled candidates can be safely evacuated from the building whatever their disability or impairment. | The evacuation procedures are provided to all students and staff before an examination series. It will be made clear that the disabled candidates will need to be given the required assistance in the event of an emergency. |

## SEATING

| Statement of need | Current provision |
|---|---|
| If you know that a candidate may become unwell during the examination because of the nature of their disability, try to ensure that you seat them close to the exits to make them feel more comfortable and to limit disruption for others. | Standard practice at the start of the examination series is to ensure that those candidates who may be unwell are seated next to the door such that they can exit the room with the least amount of disruption. |
| Make sure that there is sufficient space between desks and chairs to enable a candidate (or invigilator) who uses a wheelchair to enter and leave the area without difficulty. | Students who may require the use of a wheelchair will be allocated a seat near the main entrance to the room. There will always be a minimum of 1.25m between chairs and tables. If space permits, there will be more space given to those students in wheelchairs. |
| Make sure that there are chairs available outside examination rooms to enable those with mobility issues or those who may simply be experiencing particular stress to sit and rest before they enter the examination. | As students congregate in the Line-up area or the Canteen before the examination there is seating provided for students, both inside and out. It will be made available to any students who might have mobility issues before an examination. |
| Ensure that seating is appropriate and comfortable for those who may have a disability that affects seating and posture. | Where we admit students where seating and posture might be an issue, we will do all we can to ensure that there is seating available which meets their needs. |

## SIGNAGE

| Statement of need | Current provision |
|---|---|
| Make sure that all the signs for the examination and those provided by JCQ are suitably sized and adapted to meet the needs of candidates with a disability. | All signs are produced in both A4 and A3 format and displayed throughout the school to enable those students who might have visual impairments the opportunity to read and access the text. |
| Sign content should be simple, short and easily understood. | All signs produced are simple, short and easily understood. |
| Text and lettering should be in a clear, uncomplicated and reasonably sized font (12pt). Sans serif fonts such as Arial are recommended. | The school uses a minimum of Calibri, Size 12pt, for all their documentation and communications with parents and students. |
| The style, wording and design of signs should be consistent throughout the exam centre. This will help candidates to easily recognise signs as they move around the building. | All signs are, where possible, produced to the same standards and the same layout and design. |
| Signage should combine raised text, pictorial symbols, arrows and Braille. | This is an area we will be working on in the near future. |
| Braille signs should have a small tactile arrow on the left side. | This is an area we will be working on in the near future. |
| The colour of signs should contrast with the colour of the walls. | The walls of the school are all; blue. All examination signs are produced in white. They are a stark contrast to the colours of the walls and are easily identifiable. |
| Signage should be placed at consistent heights. | All signs are places at chest height in holders to ensure that all students have the best opportunity to view them. |
| Make sure that signs which identify examination rooms are situated on the wall in case the door is open when a candidate needs to see the sign. | All signs are placed beside doors in holders made specifically for the purpose. Signs are also placed on the doors but only when there are signs in close proximity on walls. |
| Floor plans should be placed at main entrances and at designated areas within buildings, such as outside lifts and close to stairways. These should have easily distinguishable symbols to locate areas and should include instructions for visually impaired candidates to enable them to locate lifts, staircases, accessible toilets and examination rooms. | Maps are already in place to show you where you are in the building. |

## EMERGENCY EVACUATION

| Statement of need | Current provision |
|---|---|
| Think about evacuation procedures and ensure that all staff, including invigilators, know what procedures are in place for those with a disability, in particular for those who may need assistance to leave a building. | Invigilators, at the time of an examination, will be aware of which students might need assistance with leaving the examinations room should there be an emergency. The school has specific exit strategies and all invigilators are aware of them and will put them into place. |
| Procedures should be in place so that staff and invigilators know who is responsible for responding to emergency calls. | All invigilators know that it is the responsibility of the Exams Officer to liaise with SLT to make the call in light of an emergency. All students will remain in the room until such a time as the Exams Officer advise them otherwise (either in person or via the communications systems in place). |
| Make sure that when evacuation and emergency procedures are being explained to candidates, attention is given to appropriate explanation for those with a disability whose arrangements may be different. | Students have the processes detailed in their examinations handbook (given at the start of each Examinations Year). This is also explained to them in assemblies before the Examinations Season starts. Those students who might have specific learning difficulties or disabilities which might require them to have instructions explained in a different format will be spoken individually. |
| Fire alarms which have both aural and visual alerts should be installed. Consider making arrangements for a flashing visual alarm and/or a handheld vibrating alarm. Visit the Deaf Alerter website at www.deaf-alerter.com/website.htm. | In the event of an alarm all students will be made aware of the fact an alarm is in progress using whichever many methods required to assist those with learning/auditory/visual disabilities. |
| Pictorial symbols should be included on all fire evacuation signs. This will help people with learning difficulties, people with dementia and people who have difficulty reading English. | The school use the current legally acceptable signage with regards to fire exit and evacuation. Students should be able to follow the signs, or the instructions of the members of staff/invigilators. |
| All fire exit signs should indicate which exits are suitable for wheelchair users. | School is fully accessible to wheelchairs. |
| Ensure that all ground floor exits are level and are accessible to wheelchair users. | Fully compliant. |
| Make sure that staff are aware of where any 'evacuation' chairs are and that the chairs are located at identifiable points. All staff should be trained in using them. | The school does not, at this time, have an evacuation chair. There will be measures put into place, and sufficient training, to ensure that any person who requires evacuation, will be able to do so without the use of |

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| | an evacuation chair. We will, however, look into the possibility of purchasing such things in the future. |

## RESOURCES

| Statement of need | Current provision |
|---|---|
| Where computers are being used for an examination, for example in the key stage 4 ICT test, ensure that hardware and software has been properly adapted and tested for those who may use them, such as people with a visual or aural impairment. | Computers at HA are used infrequently for examinations. We use all available tools to ensure fair and appropriate access to computer facilities for our students. |
| Ensure that there are backups and alternatives in case support equipment ceases to function. | We have currently back up all systems within the school. We have technical support available on a 'needs basis'. A system is soon to be installed to ensure that backups happen outside of school at regular intervals. |