



EXAMINATIONS DISABILITY POLICY

Principles

The Equalities Act 2010 and the Disability Equality Scheme require schools and local authorities to actively promote the quality of opportunity for disabled people. The DDA requires schools:

- Not to treat disabled students less favourably
- To make reasonable adjustments to ensure that disabled students are not at a substantial disadvantage.
- To draw up a plan to show how, they will increase access to education for disabled students (School Accessibility Plan).

Type of Disability or Disadvantage	Centre Solution
Wheelchair user	The main exam rooms are on the ground floor, but should a candidate need access to upper floors we have a lift. Our small rooms are located on the ground floor and we have 'removable ramps' for full access.
Use of crutches for broken leg or other lower limb complaint	The main exam rooms are on the ground floor, but should a candidate need access to upper floors we have a lift. Our small rooms are located on the ground floor and we have 'removable ramps' for full access
Broken arm / collar bone / finger or other such complaint	The Centre will arrange for candidates to have a Scribe, laptop and/or extra time for the exam.
Generally feeling unwell	The Centre may be able to arrange for the candidate to sit the exam in a room on their own (invigilation staff permitting) and candidates will be allowed rest breaks. This will be given without penalty to the overall exam duration.
Visual disability	All exam rooms in the Centre are well lighted. Candidates are permitted the use of their coloured film overlays as required.
Hearing disability	Candidates may have the use of a live speaker for pre-recorded exam components, or a sign language interpreter. Candidates will be accommodated in a room on their own.
Long term illness or disability	Candidates with long term illness or a disability that makes travel to the Centre difficult may be allowed to sit their exams at home with permission from the individual Exam Boards.
Learning disabilities	Candidates within the Centre are assessed and permitted the use of a Scribe, Reader and/or Extra Time as recommended by the Centre's SENCo.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- Identifying a physical or mental impairment
- Looking into adverse effects and assessing which are substantial
- Considering if substantial adverse effects are long term
- Judging the impact of long term adverse effects on normal day to day activities.



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Hele's School will ensure there is an appropriate toilet close by to these areas. Our Emergency evacuation procedures are appropriate for all candidates.

Invigilators will be briefed of any exceptional issues concerning communication or other factors which may affect the candidate.

Recruitment of invigilators will follow normal school policy with regards to disabled applicants.

All invigilators will either receive group training including disability issues or will work alongside an experienced invigilator.

Hele's School Policy No:		Person Group Responsible:	SLT/Exam Officer
Review Period	Biannual	Last review Date:	October 2017
Related documentation			