

## Disability Policy For Exam Candidates

This Green Room School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy has been written in accordance with the Equality Act 2010

Date Created	Date 1st Review Due	Date Reviewed	Version	Next Review Due
Sept 8th 2016	September 2017	January 2018	2	January 2019
		January 2019	3	January 2020

## Introduction

This policy sets out how The Green Room School complies with the Equality Act 2010 and fully supports disabled candidates particularly in respect of examinations and assessments.

## The Equality Act 2010 definition of disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

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.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

The clear starting point in the statutory guidance is that disability means 'limitations going beyond the normal differences in ability which may exist among people'.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months, or is likely to do so.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010.

(Study and education related activities are included in the meaning of 'day to day' activities.)

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where

this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;

- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions;
- physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.
- Factors that might reasonably be expected not to have a substantial adverse effect include:
  - minor problems with writing or spelling;
  - inability to read very small or indistinct print without the aid of a magnifying glass;
  - inability to converse orally in a language which is not the speaker's native spoken language.

The Green Room School assesses candidates for reading, writing and spelling ability, as well as taking into account diagnoses of dyslexia, dyspraxia, dyscalculia, all Autistic spectrum conditions and physical disabilities such as hearing, sight, and mobility problems. Prior to exams, a qualified assessor reviews each pupil for reading and scribing difficulties, after which The Green Room School applies to the examination boards for special access arrangements where necessary.

If applications are approved adjustments are made for pupils during exams and controlled assessments for example, extra time, rest breaks, computer reader, reader pen, scribe. The exam seating plan is also adjusted to reflect their needs (near a window/door, on the ground floor, separate room etc.).

All applications and adjustments comply with the current JCQ/CIE regulations to ensure fairness for any disabled candidate.

This policy is approved by The Head of The Green Room School

Date\_\_\_\_\_

Head of School \_\_\_\_\_