



ACCESSIBILITY AND DISABILITY POLICY (EXAMINATIONS)

Purpose of the policy

This policy is an examination specific supplement to the *centre-wide accessibility policy* which details how the centre

“recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010[†]. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates...

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

[Section 5.4 of the current JCQ^{CIC} publication *General regulations for approved centres*]

This publication is further referred to in this policy as GR.

This policy details how the centre complies with its obligations to facilitate access to examinations and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, 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 examinations;
- good practice in relation to the Equality Act 2010.

This policy is annually reviewed to ensure that arrangements are carried out in accordance with the current edition of the JCQ^{CIC} publication ‘*Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments*’. This publication is further referred to in this policy as AA

There are a number of other school policies that relate to accessibility, disability and equality and may provide useful information. These are:

- Accessibility Policy & Plan
- Equalities Policy
- Health & Safety
- Special Educational Needs
- Behaviour
- Child Protection & Safeguarding
- Children Looked After
- Medical

What are access arrangements and reasonable adjustments?

Access arrangements

*“Access arrangements are agreed before an assessment. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make ‘reasonable adjustments’.”*

[AA Definitions, page 7]

Reasonable adjustments

*“The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2021, would be at a **substantial disadvantage** in comparison to someone who is not disabled.*

A reasonable adjustment may be unique to that individual and may not be included in the list of available Access Arrangements.

*Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to: the needs of the disabled candidate; the effectiveness of the adjustment; the cost of the adjustment; **and** the likely impact of the adjustment on the candidate and other candidates.*

An adjustment will not be approved if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not ‘reasonable’.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.”

[AA Definitions, page 7]

Roles and responsibilities

The **Head of Centre** has:

- overall responsibility for the school as an examination centre;
- responsibility for appointing a specialist assessor based on the advice of the SENCo.

The **senior leader with responsibility for examinations** must:

- be familiar with all relevant JCQ^{CIC} publications;
- be responsible for briefing the Head of Centre on any significant changes;
- support the SENCo, the Examination Officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to examinations.

The **special educational needs coordinator (SENCo)** has a responsibility to:

- Ensure they are up to date with, and understand the contents of, the annually updated JCQ^{CIC} publication AA.
- Liaise with the relevant senior leader(s) to ensure the centre has all necessary policies, statements and processes in relation to access arrangements.
- Where necessary, has responsibility for recommending an appropriately qualified specialist assessor/psychologist to the Head of Centre. The SENCo is responsible for checking the qualifications of the assessor prior to recommending them; evidence of the assessor's qualifications will be held on file by the SENCo.
- Ensure that all assessments carried out and arrangements put in place comply with JCQ^{CIC} and awarding body regulations and guidance.
- Establish a defined and documented process for identifying, requesting and implementing access arrangements for candidates (including private candidates) that complies with JCQ^{CIC} and awarding body regulations and guidance. This process should be shared with all staff.
- Ensure 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.
- Liaise with the examination officer to ensure that arrangements have been approved (where required) before a candidate takes his/her first exam or assessment or the awarding body deadline, whichever is sooner.
- Ensure that all appropriate and required evidence is held on file and available for inspection purposes.
- Work with teaching staff, relevant support staff and the examination officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments.
- Appoint appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Language Modifier, reader, scribe or Sign Language Interpreter) and ensure they are appropriately trained and understand the rules of the particular access arrangement(s).
- Ensure invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates.
- Liaise with the examination officer where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of examination.

The **Examinations Officer** has a responsibility to:

- Ensure they are up to date with, and understand the contents of, the annually updated JCQ^{CIC} publication '*Instructions for Conducting Examination*' (ICE) document and are aware of information contained in AA where this may be relevant to the Examination Officer role.
- Liaise with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to examinations.
- When asked by the SENCo to apply for approval through *Access arrangements online* (AAO) and/or make an awarding body referral where qualifications sit outside the scope of AAO or where the initial application may not be approved by AAO.

- At the request of the SENCo, order modified papers by the awarding body's deadline for the examination series.
- At the request of the SENCo, make arrangements for any centre permitted modifications to a timetabled written component examination paper (e.g. copy on coloured paper, enlarge to A3 or copy to single sided print).
- Liaise with the SENCo to ensure examination information (JCQ^{CIC} information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it.
- Liaise with the SENCo regarding the facilitation and invigilation of access arrangement candidates.
- Liaise with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to examinations.
- Liaise with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- Ensure invigilators are provided with information prior to each examination session of the arrangements in place for a disabled candidate in their examination room; this must include any emergency evacuation arrangements for a candidate with a disability.
- Ensure that the cover sheets required for particular access arrangements are available before the start of the examination and that these have been fully completed before candidates' scripts are dispatched to examiners/markers.
- Where required for emergency (temporary) access arrangements, apply for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO.
- Liaise with the SENCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of examinations.

Teaching and support staff have a responsibility to:

- Identify those students they teach that have agreed access arrangements.
- Support the SENCo and Examination Officer in implementing appropriate access arrangements for candidates.
- Have read the process for identifying access arrangements and understand their responsibilities in relation to this, namely:
 - the process for referring any student they believe should be considered for access arrangements;
 - providing feedback for any student being assessed for access arrangements;
 - providing feedback as requested for students they teach who have existing access arrangements (information about normal way of working).

Other relevant centre staff have a responsibility to:

- Support the SENCo and the Examination Officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.

Centre –delegated access arrangements

Some access arrangements are centre-delegated. This means that once the SENCo has sufficient evidence of need, the access arrangement can be agreed (ie arrangements do not need to be approved by the awarding bodies). The most common centre-delegated access arrangements are:

- o Use of a word processor for examinations and assessments;
- o Separate invigilation arrangements for examinations;
- o Supervised rest breaks during examinations or timed assessment.

The appendices detail the centre's criteria for awarding these access arrangements. All centre-delegated access arrangements are awarded at the discretion of the SENCo and only when there is sufficient evidence of need.

Appendix 1

The process for identifying, requesting and implementing access arrangements for candidates (including private candidates).

How are candidates identified?

As a student progresses through the school, their needs can change. For this reason, we annually review the access arrangements in place to ensure they remain appropriate to the student's needs.

At Key Stage 3:

- information passed on from primary school at transition will be reviewed;
- referrals from subject teachers and pastoral staff;
- through initial literacy screening on transition to Year 7;
- analysis of CATs data.

In Year 9 all identified students will be assessed for access arrangements as required by JCQ^{CIC} regulations. If this is not possible, students will be assessed as early as possible in Year 10.

At Key Stage 4:

- referrals by subject teacher and pastoral staff.

Referred students will require individual assessment and investigation. It is our experience that students with a SPLD may be identified at this stage as the demands of GCSE courses can stretch and render their coping strategies less effective and the student begins to struggle.

Key Stage 5:

- Parmiter's students who have transferred to the Sixth Form will have their access arrangements reviewed and where appropriate 'rolled-over' with supporting evidence from their A-level teachers;
- referrals from teachers and pastoral staff;
- students who are new to the Sixth Form will be required to provide a fully completed Form 8, together with evidence of the assessor's qualification (as detailed in AA p32) to provide evidence of previous access arrangements. These students may need to be re-assessed in our centre to confirm the ongoing need and this need will be evidenced by their A-level teachers.

What tests/assessments are conducted on identified students?

The first step in identifying the needs of a student is to:

- Talk to the student, discussing difficulties experienced in accessing learning and assessments.
- Collect information from the student's teachers to identify the student's needs as evidenced in the classroom environment.

A comprehensive initial investigation and, where relevant, assessment will then be conducted with students to establish that without additional support in place they would be at a substantial disadvantage. The following tests are examples of those used to assess the student's needs and confirm what

arrangements they may qualify for. Please note this list is not exhaustive and not all tests are relevant to all students.

Test	Aspect Being Tested	Reason for use
York Assessment of Reading for Comprehension (YARC) <i>For Key Stage 3 and 4</i>	Accuracy Reading Rate Reading Comprehension	This provides an overview of a student's ability to extract information from text - how quickly and accurately. This may indicate the need for a reader and a very weak comprehension standard score (69 or less), the need for an oral language modifier.
Gray Oral Reading Tests (GORT) <i>Standardised to cover Sixth Form Assessments</i>	Accuracy Reading Rate Reading Comprehension Reading Fluency	A comprehensive reading assessment which is suitable for older students and which provides information on reading skill as above.
Gray Silent Reading Test (GSRT)	Reading Comprehension	This assessment measures an individual's silent reading comprehension ability.
Test of Word Reading Efficiency (TOWRE 2) (as necessary)	Sight Word Efficiency Phonemic Decoding Efficiency Total Word Reading Efficiency	This additional test is useful when underlying difficulties in phonological processing are suspected. This will confirm the need for extra time or a reader as deemed appropriate because of a student's difficulties in extracting information from unfamiliar text.
Detailed Assessment of Speed of Handwriting (DASH)	Handwriting Speed including: <ul style="list-style-type: none"> ● Copy Best ● Copy Fast ● Alphabet Writing ● Free Writing Giving a free writing and an overall writing speed	This will indicate a student's ability to write legibly at speed to copy and to producing free-writing. The overall composite score provides a standard score for handwriting speed. This may indicate a student's need for extra time to formulate their written responses or that using a word processor would be beneficial and appropriate as the student's normal way of working.
10 Minutes Typing (as necessary)	Free writing speed in wpm	Provides a comparison with handwriting speed, spelling accuracy and the content of free writing when handwriting.
The Helen Arkell Spelling Test (HAST 2)	Spelling Accuracy	A weak spelling score may indicate the need for supportive technology dependent on the level of need: word process with spellchecker on or use of voice activated software.
The Comprehensive Test of Phonological Processing (CTTOP 2)	Rapid Digit Naming Rapid Letter Naming	These 2 subtests may indicate the need for extra time in identifying slow speeds of processing information.
Test of Memory and Learning (TOMAL2) (as necessary)	Working Memory Attention/Concentration Index Composite Score Including subtests: Digits Forward; Letters Forward; Manual Imitation Digits Backward; Letters Backward	Provides another opportunity to consider any working memory difficulties indicating the need for extra time and confirming slow speed of processing information.

The SENCo maintains a file for each candidate with an access arrangement which includes:

- Form 8/centre note to support the need for the arrangement;
- appropriate evidence to support normal way of working within the centre;
- completed JCQ^{CIC} awarding body application forms and evidence forms where required;
- in addition, for those qualifications listed on page 5 of AA (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).

As detailed in AA, *“A privately commissioned assessment carried out without prior consultation with the centre **cannot** be used to award access arrangements and **cannot** be used to process an application using Access arrangements online.”*

The centre will “always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate within the centre should be instigated”.

“Where a privately commissioned report, or a report from an external professional, is rejected by a centre, the senior leader with responsibility for exams and the SENCo will provide a written rationale supporting their decision to the parent/carer.”

[AA, page 83]

Collecting evidence to demonstrate normal way of working

The SENCo will ensure that evidence is collected on an ongoing basis to demonstrate a history of need and evidence that difficulties are persistent in impacting a student’s ability to access teaching and learning in the classroom. Such evidence may include:

- referrals from teaching and pastoral staff (ongoing);
- feedback from teachers on student need and adjustments required as the normal way of working in lessons (requested by SENCo at a fixed point for each year group from Year 9 upwards);
- feedback from subject teachers on the use of an access arrangement in internal examinations (this will be requested as part of the examination process by the SENCo);
- cover sheets from internal examinations (completed by invigilators and TAs and collected by the Examination Officer).

Where the feedback from subject teachers does not support the granting of an access arrangement suggested by individual assessments or medical evidence, the SENCo will, in the first instance, discuss the feedback and the student’s individual needs with the subject teacher. The student, and if appropriate the parents/carers, will then be invited to meet with the SENCo so that the assessment results / medical evidence can be discussed alongside teacher feedback. After the meeting, the SENCo will discuss the matter with Mrs Berks and a final decision made. This will be communicated to the student and then in writing to the parents/carers.

Private candidates

Access arrangements for private candidates are only possible where the student has a history of access arrangements in a recent prior examination series (within the last two years). In such a case, a history of need will already be evidenced. If the student's access arrangement approval has expired the student will be reassessed to confirm the ongoing need by the assessor specified by the Centre. The cost of this assessment must be covered by the candidate.

Processing Access Arrangements

- The Examination Officer and SENCo will work together to submit applications to JCQ^{CIC} based on assessments completed, medical evidence submitted and evidence collected.
- The SENCo will ensure that all data protection forms are signed by the student.
- The SENCo will ensure that accurate data is available on a completed Form 8 as part of the submission of an application.
- The Examination Officer will print off the Access Arrangements on-line documentation and the SENCo will keep a copy of this, along with the Data Protection document in the student's access arrangement personal file.
- Where an application needs to be made to individual examination boards (e.g. when requesting more than 25% extra time) the SENCo will prepare a supporting statement which the Examination Officer will submit to the individual boards for approval.

Centre-delegated access arrangements

When an arrangement which does not require application to JCQ^{CIC} is deemed appropriate the same process of investigation and appropriate assessment will be followed, as detailed previously. Similarly, the need for such arrangements will be evidenced, documented and filed as above by the SENCo.

Informing candidates of agreed access arrangements

Prior to each examination season, both public examinations and internal examinations, students with agreed access arrangements will be provided with a 'candidate notification form'. This details the agreed access arrangements, and provides brief details of how the access arrangements will be administered and/or key points candidates need to be aware of.

Appendix 2: Word processor policy (exams)

An examination candidate may be approved for the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre.

Principles for using a word processor

The centre complies with the following principles:

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevents them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.
- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis.
- The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate.
- The only exceptions to the above would be a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course.

When will the use of a word processor in examinations be granted:

It is essential that the use of a word processor is the student's 'normal way of working' for assessments. A word processor cannot simply be granted to a candidate because they want to type rather than write in examinations or can work faster on a keyboard, or because they use a Chromebook/laptop in lessons and/or at home.

This may be because:

- a student has an evidenced medical condition which impacts fine motor coordination making handwriting difficult;
- a student's handwriting is illegible as referred and evidenced by teachers;
- in some cases, usually where a student has an identified SPLD (dyslexia or dyspraxia), the student may experience such significant difficulties with the organisation of thoughts and the structure of written responses that using a word processor has become their normal way of working in supporting the writing process.

In each of the above cases the SENCo will collate appropriate evidence as confirmation of the ongoing need. A statement detailing the requirement of the use of a word processor will be completed and filed with accompanying evidence.

The use of a word processor in an examination

The centre complies with the requirements of JCQ^{CIC}. In particular, candidates should note that:

- For public examinations, the school will ensure that a desktop or laptop is available for all students who have an agreed access arrangement; these may not be located within an IT room.
- For public examinations, candidates will be issued with an examination login which must be used at all times during assessments.
- For internal examinations, candidates may be required to use their Chromebooks/laptops. Students will be given clear instructions as to which device and login they should use for the assessment.
- Spelling and grammar check facility/predictive text are not permitted – for public examinations students must use WordPad (not Microsoft Word).
- It is the candidate's responsibility to save their work. Each document must be given a sensible file name and documents must be saved regularly.
- Candidates may use a word processor in an examination to type certain answers, i.e. those requiring extended writing, and hand write shorter answers (AA 5.8.3). Candidates should be aware that for examinations which require more simplistic answers it is often easier to handwrite within the answer booklet; this avoids the difficulty of visually tracking between the question paper and screen.
- For public examinations, candidates are reminded that their centre number, candidate number, name and the unit/component code must appear on each page as a header or footer.
- For internal examinations, candidates are reminded that their name and the title of the examination must appear on each page as a header or footer.
- Candidates must include page numbers.
- Candidates are instructed to use a minimum 12pt font and double spacing.
- At the end of the examination, it is the candidate's responsibility to print their work and ensure all pages have printed. Printing may take place after the end time of the examination. Candidates may handwrite their centre number, candidate number, name and the unit/component code on the printed sheets at this time. (Candidates will be supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.)
- For public examinations, if the word processor is not connected to a printer, the candidate must save their work to a USB memory stick provided by the invigilator. The candidate will be escorted by an invigilator to the Exams Office where the work will be printed. It is the candidate's responsibility to ensure all work has been printed.
- For internal examinations, if the word processor is not connected to a printer it may be possible for a candidate to share their document electronically with the relevant member of staff. Candidates will be given clear instructions.
- If a candidate has any technical issues during the examination, it is their responsibility to alert the invigilator. The invigilator will note the time and call the Network Resources team for assistance.

Appendix 3: Separate invigilation within the centre

Regulations state that separate invigilation can be applied when a candidate has a substantial long term impairment which has an adverse effect and it is the candidate's normal way of working.

'A candidate may only take their examination under separate invigilation within the centre where they have an established difficulty.'

[ICE, page 31]

The decision as to whether an exam candidate is granted separate invigilation within the centre will be made by the SENCo in liaison with the senior member of staff responsible for exams and the relevant pastoral leader. The decision will be based on the following criteria:

- whether the candidate has a substantial and long-term impairment which has an adverse effect;
- whether the candidate's difficulties are established within the centre and are known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities;
- whether separate invigilation reflects the candidate's normal way of working in internal examinations.

The following are two examples where candidates would be eligible for separate invigilation:

- A candidate with depression who has been under Child and Adolescent Mental Health Services (CAMHS) and has a history of being unable to enter a main examination room.
- A candidate with an established medical condition or formally recognised social, emotional and behavioural difficulties that impact on their ability to sit examinations in the main examination room.

Where a candidate is suffering from examination related anxiety they would not qualify for separate invigilation. However, it may be possible that the candidate can be seated more appropriately within the main examination hall. A request should be submitted a minimum of 4 school weeks prior to a candidate's first examination within a season should they wish to request alternative seating within an examination room. Medical evidence may be required to support such requests and students should see the SENCo or the Examinations Officer in the first instance.

Appendix 4: Supervised rest breaks

“For GCSE and GCE qualifications the SENCo must produce a short concise file note on centre headed paper, signed and dated, confirming the need for supervised rest breaks to a JCQ^{CIC} Centre Inspector upon request. This must confirm the nature of the candidate’s impairment and that supervised rest breaks reflect his/her normal way of working within the centre.” [AA p29]

The SENCo is allowed to provide a supervised rest break to a candidate where it is his/her normal way of working within the centre and they are satisfied that:

- the candidate has an impairment which has a substantial and long term adverse effect, giving rise to persistent and significant difficulties; and (The candidate is disabled within the meaning of the Equality Act.)
- there is a genuine need for the arrangement. [AA p29]

Appendix 5: 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>SENCo gathers evidence to support the need for the candidate to take exams at home</p> <p>Pastoral head provides written statement for file to confirm need</p> <p>Approval confirmed by SENCo; AAO approval for both arrangements not required</p> <p>Pastoral head discussion with candidate to confirm the arrangements should be put in place</p> <p>EO submits appropriate ‘Alternative site for the conduct of exams form’</p> <p>EO provides candidate with exam timetable and JCQ^{CIC} information for candidates</p> <p>Pastoral head confirms with candidate the information is understood</p>

		<p><i>Pastoral head agrees with candidate that prior to each exam the school 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 rest breaks (time and duration) on incident log and confirms set 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</i></p> <p><i>Candidate is informed 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>Separate invigilation within the centre</p>	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010. Appropriate testing undertaken and feedback from teachers requested</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>Original Form 8, signed by hand and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i></p>
Significant difficulty in concentrating	<p>Prompter</p> <p>Separate invigilation within the centre</p>	<p><i>Gathers evidence to support substantial and long term adverse impairment</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 separate 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>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>Discusses with candidate an appropriate room / desk for examinations. Proximity to adapted bathroom facilities to be considered</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>