

## Access to Fair Assessment Policy

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In accordance with the Disability Discrimination Act (2005), the Special Educational Needs and Disability Act (2001), and subsequently the Equality Act 2010, Engaging Potential (EP) will not discriminate against a person on the grounds of a person's disability or special educational needs. EP operates an equal opportunities policy that all staff are expected to observe through their activities.

A Disability or Special Educational Need may include, but is not exclusive to:

- Permanent long-term disability, such as physical, visual, hearing or speech impairment;
- Special Educational needs, such as dyslexia;
- Long-term illness, such as cancer or diabetes;
- Short-term medical conditions, such as glandular fever;
- Short-term physical impairment, such as fractured limbs.

EP strives to ensure that all participants have access to fair assessment regardless of any protected characteristics under the Equality Act 2010. This is achieved through:

1. Initial assessment
2. Reasonable Adjustments
3. Guaranteed access to computers for assessment purposes
4. Appeals

### Initial Assessment

EP conducts initial assessments with all participants as part of their induction to the project. The Specialist Assessor carries out Standardised Assessments Baseline assessments will also be used to measure progress in Literacy and Numeracy. These will be conducted as appropriate by subject teachers.

At a later date, depending on what exams are being taken and if access arrangements are required, the Lead Teacher will arrange for additional tests. Tests used for obtaining access arrangements should be the most up to date ones.

This is an important process that ensures that the service provided by EP is tailored to a young person's individual needs.

Details of EP's Assessment procedures can be found in the document 'Permission for Assessments', found in the New Starter Pack/Parents folder on the shared drive.

### Applications for Reasonable Adjustments

A *reasonable adjustment* is defined as any action that helps to reduce the effect of a disability or difficulty that might place a participant at a substantial disadvantage when being assessed via external assessments

*Special consideration* is given following an examination to participants who are present for the examination but may have been disadvantaged by temporary illness, injury or adverse circumstances which arose at, or near, the time of examination.

All applications for reasonable adjustments are the responsibility of the Lead Teacher , and are accompanied by evidence relating to the disability or special educational need. The different types of provision available to a participant requiring Reasonable Adjustments are as follows:

1. Additional time and/or supervised breaks
2. Modified examinations
  - Modified question papers
  - Modified listening components
  - Modified speaking tests
3. Exemption Certificates / Special Endorsements
4. Reading of question papers (Reader)
5. Recording of answers (Scribe)
6. Transcript production

EP has produced two documents called 'Information on Access Arrangements', for teachers and for participants. These documents provide an explanation of Access Arrangements and lay out the processes and procedures for applications. These documents are kept on the shared drive and are included in the young person induction pack and the parent induction pack.

### **Guaranteed access to computers**

EP makes every effort to ensure that fully functioning computers are available to participants. In the event of a computer being broken, EP is able to log students on to other computers or laptops which are all networked to EP's server.

In line with EP's Disability Equality Scheme, EP will also ensure that wheelchair users are able to access computers through use of a suitable room on the ground level of the premises. Arrangements will be made to ensure that appropriate supervision is provided during any assessment taking place in this room.

### **Appeals**

Occasionally there will be a disagreement between participant and tutor over an assessment that has been made on a piece of work. This can usually be resolved with informal discussion but sometimes agreement cannot be reached. The following procedure will be instigated if parents/carers or participant insist on pursuing the matter. The procedure will be overseen by the Specialist Teacher unless the Specialist Teacher is directly involved, then the management will take charge.

*Stage 1:* Participant and tutor discuss the piece of work referring to the assessment criteria and justification for the mark given. If participant is satisfied the procedure terminates here.

*Stage 2:* Participant and parent/carer put their concern into writing and the piece of work is referred to a senior member of staff / or colleague for internal assessment to confirm or alter the marks awarded. The results of this stage will be communicated in writing to all parties concerned and if result is accepted by all the procedure terminates here.

*Stage 3:* If the result is further challenged then an appeals panel will be convened to assess the matter. The panel will consist of the lead tutor and the management.

The participant is given two weeks' notice of the hearing date; they will have sight of all relevant documents to the case in advance of the hearing. Where a participant is presenting their own case they are allowed to be accompanied by a single parent / carer / friend.

The tutor and participant will have the opportunity to hear each other's submission to the panel at the hearing. A written record of all the proceedings will be taken and must include the outcome and reasons for the outcome. This record will be forwarded to the participant within 10 days of the hearing. EP will inform the Awarding Organisation if there is any change to an internally assessed mark as a result of the appeal.

EP provides a copy of this appeals procedure to all participants and their parents / carers as part of their induction.