



Accessibility Policy

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KEY FACTS:

- This plan enables Alderbrook School to ensure compliance with laws regarding opportunity for students/potential students.
- It is reviewed every two years.
- Alderbrook School will comply with statutory requirements and guidance.
- The spirit of the law is to make/consider reasonable adjustments.

Background

- 1.1. On 1 October 2012, The Equality Act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools. Alderbrook School's Plan will be reviewed every two years.
- 1.2. The Act makes it unlawful for Alderbrook School to discriminate against, harass, or victimise a student or potential student in relation to:
 - Admissions;
 - The way we provide education for students;
 - The way we provide students access to any benefit, facility or service;
- 1.3. The protected characteristics are:
 - sex;
 - race;
 - disability;
 - religion or belief;
 - sexual orientation;
 - gender reassignment;
 - pregnancy or maternity;
- 1.4. There is still a requirement to have an accessibility plan outlining how we intend to improve access for disabled students to the physical environment, the curriculum and written information.
- 1.5. The school's liability not to discriminate, harass or victimise does not end when a student has left the school, but relates also to events afterwards such as the provision of references, or former student networks.

Disability Discrimination Act

- 2.1. The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:
 - the definition of disability is less restrictive;

- direct discrimination can no longer be defended as justified;
- failure to make a reasonable adjustment can no longer be defended as justified;
- we are under a duty to make available auxiliary aids and services as reasonable adjustments, where these are not being supplied through a Statement of Special Educational Needs or (EHCP) or from other sources.

Definition of Disability

- 3.1. The Act defines disability as *when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.*
- 3.2. Some specific conditions such as multiple sclerosis, cancer or HIV are considered as disabilities regardless of their effect.
- 3.3. Long term is defined as lasting, or likely to last, for at least twelve months.

Reasonable Adjustments

- 4.1. Alderbrook School is committed to providing reasonable adjustments for vulnerable and disabled students.
- 4.2. When it is reasonable to do so, we provide auxiliary aids or services for a vulnerable or disabled student, when such an aid would alleviate any substantial disadvantage that the student faces compared to other vulnerable or non-disabled students.
- 4.3. We aim to ensure that nothing we do as a school places a vulnerable or disabled student at a disadvantage compared to other students. However, where we have to do so, we make sure that we take reasonable steps to try and avoid that disadvantage.
- 4.4. Reasonable adjustments for vulnerable and disabled students are made in relation to exams and assessments. Please refer to the "Exam Specific Appendix to the Accessibility Policy 2017/18"
- 4.5. In any dispute regarding what constitutes a reasonable adjustment, the Governing Body's decision is final. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.
- 4.6. Where an auxiliary aid is not provided under the SEN system (i.e. via a Statement/EHCP) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.
- 4.7. There is no legal definition of auxiliary aids. We interpret this to mean any or all of the following: hearing loops, adaptive keyboards, and special software. This list is not exhaustive.
- 4.8. Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision; e.g. hearing aids.
- 4.9. We consider that effective and practicable adjustments for vulnerable and disabled students will involve little or no cost or disruption, and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three-year accessibility plan, we reserve the right to deem these as unreasonable.
- 4.10. It is our aim to ensure that vulnerable and disabled students play as full a part as possible in school life and our Accessibility Plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other students, we would not consider it to be *reasonable*.

- 4.11 While our school makes reasonable adjustments in relation to the behaviour policy for vulnerable or disabled students, we expect them to adhere to the same rules and values as other students.

Our Vision

- 5.1. Our vision is to create a safe, happy and supportive environment in which each individual feels valued and respected, where true potential is recognised, high expectations are fulfilled, and personal achievements celebrated. For example, we believe that every child has the right to be happy, healthy, safe and successful, loved, valued and respected, and to have high aspirations for their future.
- 5.2. Inclusion is the process of taking the necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy school life.

Discrimination Claims

- 6.1. Claims for discrimination on the grounds of disability against our school must be heard by the First Tier Tribunal (SENDIST) in England.
- 6.2. Such claims of discrimination or harassment of a student against our school, would be brought to the Tribunal by the parent/carer. This must be brought within six months of the act to which the claim relates. Any remedy will not include compensation.

Monitoring & Evaluation

- 7.1. The named person in our school who is responsible for this plan is the SENCO.
- 7.2. The Headteacher is responsible for ensuring that this Plan is implemented and to ensure that it is fair and equal to all.
- 7.3. It is the responsibility of all staff to monitor the success of this Plan by ensuring that the priority areas are addressed by them in the classroom, particularly with regard to the provision of information and curriculum access.
- 7.4. Our Accessibility Plan and any updates will be shared with our Governing Body by the SENCO or Headteacher.

APPENDIX 1 - IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This list helps identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of Alderbrook School.

Section 1 : How Does Alderbrook School Deliver the Curriculum?		
Questions	Yes	No
Do you ensure that teachers & teaching assistants have the necessary training to teach and support vulnerable/disabled students?	X	
Are your classrooms optimally organized for vulnerable/disabled students?	X	
Do lessons provide opportunities for all students to achieve?	X	
Are lessons responsive to student diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups & the whole class?	X	
Are all students encouraged to take part in Music, Drama & physical activities?	X	
Do staff recognize and allow for the mental effort expended by some vulnerable/disabled students, for example using lip reading?	X	
Do staff recognize and allow for the additional time required by some vulnerable/disabled students to use equipment in practical work?	X	
Do staff provide alternative ways of giving access to experience or understanding for vulnerable/disabled students who cannot engage in particular activities, for example some forms of exercise in Physical Education?	X	
Do you provide access to computer technology appropriate for students with disabilities?	X	
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	X	
Are there high expectation of all students?	X	
Do staff seek to remove all barriers to learning and participation?	X	
Section 2 : Is Alderbrook School designed to meet the needs of all students?		
Questions	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms; the assembly hall; canteen; library; gymnasium and outdoor sporting facilities; playgrounds and common rooms – allow access for all students?	X	

Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	X	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X	
Are emergency and evacuation systems set up to inform ALL students, including those with SEN and disabilities; including alarms with both visual and auditory components?	X	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		X
Could any of the décor or signage be considered to be confusing or disorientating for vulnerable/disabled students with visual impairment, autism or epilepsy?	X	
Are areas to which students should have access well lit?	X	
Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment?	X	
Is furniture and equipment selected, adjusted & located appropriately?	X	
Section 3 : How does your School deliver materials in other formats?		
Questions	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	X	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	X	
Do you have the facilities such as ICT to produce written information in different formats?	X	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	X	

Accessibility Shortfall Plan For Future Use

The following points have been raised by our Accessibility Policy's checklist, which can be found at the end of the policy.

We do not currently have any wheelchair users in school, nor do we have any severely visually-impaired students. However, this plan is ready to be implemented for the start of the school year if and when this changes.

We are firmly committed to providing a fully accessible school to all our stakeholders. Please refer to the "Exam Specific Supplement to the Alderbrook School Accessibility Policy" for examples of

	Concern	Solution	Time	Cost
2018-2019	<p>Wheelchair users cannot fully access the school and will encounter barriers to access such as doorways, steps and stairs, toilet facilities and showers (Please note - we currently do not have any students with mobility issues). Wheelchair access is currently available into Malley Reception, the Sports Hall and the Edge which all have accessible toilets. Currently, the disabled toilet in Cartwright cannot be reached at all by wheelchair users, nor can the canteen.</p> <p>In Malley, no toilets can currently be accessed in the main school. The disabled toilet in Malley could be made accessible with ramps. If we have a member of the school community in a wheelchair, we could easily manage their needs with immediate measures, for example the Learning Resources Centre is easily accessible (a small step will need a wooden prism), with full access via Main Reception. The school is currently as best equipped as it can be to facilitate access for those with mobility issues and the facilities in the LRC support learning when necessary.</p>	<p>BUT is liaising with the relevant external agencies regarding ramps. Ramps can be provided for smaller flights of stairs, but will have to be built to a 1:12 ratio, meaning that their length will produce a trip hazard in already tight corridors. Wooden prisms to be used for stepped access into classrooms and can be produced or sources locally. Ramps will sometimes not be possible as they will obstruct access (e.g. at the back of Technology, a ramp would obstruct the boiler house door for Malley).</p>	<p>Should provision be needed for a student requiring a substantial period of time in a wheelchair, then the creation of ramps and wooden prisms to facilitate access will take one academic year to install at the most; there are lots of steps into classrooms for instance; Building Regulations state that where raised threshold sills are absolutely necessary they should not exceed 13mm. Some of the steps in Technology are 130mm.</p>	<p>Wooden prisms can be produced in-house. If ramps are necessary, they will be costly. The dimensions for the new ARC Building will need to comply with the regulations for wheelchair access as stated in Equality Regulations</p>
2019-2020	<p>Emergency and evacuation systems have been improved to assist those with SEN and disabilities. SSAs have new instructions to stay with the classes they teach to facilitate evacuation.</p>	<p>The new ASC ARC should be in place by Sept 2018, resulting in improved accessibility for those with SEN and other additional needs, with those needs built into the plans. There are further plans to expand the school by an increased one form entry in Sept 2019. As the feasibility for this expansion is developed, opportunities to improve accessibility will be built in where possible.</p>	<p>Provided that this building is in place, accessibility for SEN students will be further improved. Building Regulations and Equality Laws be followed and the external firm responsible will have ownership of this for project management.</p>	<p>Included in the feasibility study and the subsequent funding.</p>

**Exam Specific Supplement to
Alderbrook School
Accessibility Plan**

2017/18

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Purpose of the supplement

This document is provided as an exams-specific supplement to the *centre-wide accessibility plan* 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.

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

[JCQ publication [General Regulations for Approved Centres §5.4](#), referred to in this supplement as [GR](#)]

This supplement 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

The *Equality Act 2010* definition of disability

A definition is provided on page 4 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* [Access Arrangements and Reasonable Adjustments](#), referred to in this supplement 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 a policy demonstrating the centre's compliance with relevant legislation is in place
- Ensures an appropriately qualified assessor is appointed and that evidence of the qualification of the person appointed is held on file

Senior Leaders

- Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)

Special Educational Needs Coordinator (SENCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#)
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented
- Ensures the quality of the access arrangements process within the centre

Teaching staff

- Inform the SENCo of any support that might be needed by a candidate
- Provide information to evidence the normal way of working of a candidate

Specialist Assessor

- Has detailed understanding of the current JCQ publication [AA](#)
- Conducts appropriate assessments to identify the need(s) of a candidate
- Ensures the assessment process is administered in accordance with the regulations
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- 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
- 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
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification

SEN Administrator

- 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
- Leads on the access arrangements process to facilitate access for candidates

Requesting access arrangements

Roles and responsibilities

Specialist Assessor

- 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 GCSE and GCE qualifications
- 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 to substantiate the candidate's *normal way of working* within the centre
- 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)
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is applied for by the awarding body deadline
- Maintains a file for each candidate 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 GCSE and GCE qualifications (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)
- Presents the files when requested by a JCQ Centre Inspector
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Liaises with the SENCo to ensure AAO approval is in place for early opening of papers where this may be required 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(AAO for GCE and GCSE; *JCQ Form 7* or *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

Implementing access arrangements and the conduct of exams

Roles and responsibilities

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).

Head of Centre

- Supports the SENCo, the Exams Officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams for disabled candidates

Special Educational Needs Coordinator (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 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

Specialist Assessor

- 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 exam information (*JCQ Information for Candidates* documents, individual exam timetable etc.) is adapted so that a disabled candidate may be able to access it
- 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)
- 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 GCSE and GCE qualifications
- 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

SEN Administrator

- Deploys appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- 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 by facilitators as required

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 facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures that invigilators are made aware of the *Equality Act 2010* and are trained in disability issues
- Liaises with the SEN Administrator regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SEN Administrator regarding rooming of access arrangement candidates
- Ensures invigilators are briefed about the arrangements in place for a disabled candidate in their exam room prior to each exam session
- 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 SEN Administrator where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Makes modifications that are permitted by the centre 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, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- Ensures that the facilitator only has access to the papers one hour prior to the published start time of the exam

Pastoral Manager

- Liaises with the Exams Officer where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

Other relevant centre staff

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

Internal assessments

These are *Non-Examination Assessments* (NEA) which are normally set by a centre/awarding body, marked and internally verified by the centre and moderated by the awarding body.

Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'.

[JCQ publication [Instructions for conducting non-examination assessments – Foreword, page 3](#)]

Specialist Assessor

- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment

SEN Administrator

- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures cover sheets are completed as required by facilitators

Teaching staff

- Provide the SEN Administrator with assessment schedules to ensure arrangements are put in place when required
- Liaise with the SEN Administrator regarding assessment materials that may need to be modified for a candidate
- Support the SEN Administrator in implementing appropriate access arrangements for candidates

Internal examinations

These are exams or tests which are set and marked within the centre, normally a pre-cursor to external assessments.

Exams Officer

- Provides the SEN Administrator with the internal exam timetable to ensure arrangements are put in place when required

Special Educational Needs Coordinator (SENCo)

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

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

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 following 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><i>SENCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Pastoral Manager provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo; AAO approval for both arrangements not required</i></p> <p><i>Pastoral Manager discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits appropriate 'Alternative site for the conduct of exams' form</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Pastoral Manager confirms with candidate the information is understood</i></p> <p><i>Pastoral Manager agrees with candidate that prior to each exam 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 Manager 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>Pastoral Manager informs candidate that special consideration has been requested</i></p>

Example of candidate need(s)	Arrangements explored	Centre actions
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>Specialist Assessor confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><i>Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>Form 8, signed 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>Specialist Assessor 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>SEN Administrator 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>Specialist Assessor 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>Centre provides height adjustable desk in exam room</i></p> <p><i>EO allocates exam room on ground floor near adapted bathroom facilities eg MO1, Reception Meeting Room</i></p> <p><i>Site Staff space desks to allow wheelchair access</i></p> <p><i>EO seats candidate near exam room door</i></p> <p><i>EO confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><i>Specialist Assessor prints Practical Assistant cover sheet from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</i></p>