St Michael’s Catholic Grammar School

A Voluntary Aided School in the Trusteeship of St. Michael’s Catholic School Trustee, a Member of the Loreto Education Trust

Founded by the Sisters of the Poor Child



**EQUALITY IN PUBLIC EXAMINATIONS (in accordance with Disability Act 2010**

This policy is reviewed annually to ensure compliance with current regulations

| Approved/reviewed by | |
| --- | --- |
| M Stimpson | |
| Date of next review | 31/03/2024 |

**Intro - The Equality Act 2010 - Examinations**

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful, meaning that schools cannot discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.

The Equality Act 2010 strengthens the duty to make reasonable adjustments, defines substantial disadvantage and places new duties on the qualifications regulator.

The awarding bodies have a duty not to discriminate against individuals in conferring qualifications in respect of all protected characteristics set out in the Equality Act 2010. They will take steps when developing specifications, identifying the assessment criteria and drafting question papers to ensure that the impact of each of these upon individuals with differing protected characteristics is minimized.

The Equality Act 2010 defines disability as a physical or mental impairment which has a substantial and long-term adverse effect on someone’s ability to carry our normal day-to-day activities.

St Michael’s is committed to ensuring the best possible progress and quality of life for all our students and staff. Any student who meets the School’s general Admissions criteria, and will benefit from the all-round education offered at St Michael’s, is welcomed.

**Policy Aim**

It is the School’s aim to ensure that no student, potential student, or member of staff is put at a substantial disadvantage compared to any other member of the school community. The School is committed to making reasonable adjustments to minimise any barriers to learning, participation, assessment and achievement.

This policy will outline the various measures that will be put into place to ensure a successful outcome of this aim.

**Before the examination**

The candidate’s needs for the examination should be assessed by the school as early as possible so as to provide the best support possible – this will normally take the form of an access arrangement (*see separate policy*).

The school should consult the examination board at the beginning of the course to ensure that the necessary access arrangements can be put into place before they undertake to enter the candidate for examinations which require skills to be demonstrated which are beyond the scope of the candidate.

The access arrangement deemed necessary for the particular candidate can be applied for in the following way: go to the relevant awarding body’s website and input the candidate's details and examinations to be taken. Choose the appropriate access arrangement(s) required for the candidate from the list shown. Answer all of the questions about the evidence you have on file to support the application. Make a record of the application outcome.

**During the examination itself**

The help offered will depend upon the individual needs of the candidate. It might be appropriate to offer one or more of the following:

* extra time;
* supervised rest breaks;
* scribes;
* word processors;
* transcripts;

**Organisation:** Where a student has mobility problems that preclude him/her reaching certain classrooms, the School will make every effort to arrange for accessible rooms to be available for examinations, including the provision of separate invigilation.

During the examination period the school will ensure that a school welfare officer will be normally available for support and consultation.