



Examination Access Arrangements Policy and Procedure

Myerscough College recognises its responsibilities in ensuring that reasonable adjustments are made to allow fair and equal access to examinations and assessments for students at Myerscough College.

The aim of this policy is to inform students, staff and other parties of the procedures in place to make appropriate additional assessment and examination arrangements for disabled students or those with specific learning difficulties across all Myerscough College Centres; for Further Education, Higher Education and Apprenticeships and Skills students.

The policy also aims to ensure that appropriate, effective and additional assessments and exam access arrangements are in place for disabled learners and those with specific learning difficulties and; that these arrangements are communicated to the student, Exams Team, Course Tutors, parents/guardians and employers, as appropriate.

Some adjustments may not be permitted by particular Awarding Bodies. In all cases, the Exams Team will request approval and confirmation from the relevant Awarding Bodies.

Examination Access Arrangements and Reasonable Adjustments at Myerscough College and University Centre

This document outlines the College's Policy on examination access arrangements. These are arrangements put in place to ensure all students have equal access to examinations. Students should not be put at a disadvantage by a learning, medical, physical, sensory or psychological difficulty they may experience. The policy is written in line with the Joint Council for Qualifications (JCQ) regulations document, which is updated annually, 'Adjustments for Candidates with Disabilities and Learning Difficulties: Access Arrangements and Reasonable Adjustments'.

Myerscough College will take every opportunity to identify students' needs from their first contact with the College and throughout their time at the College.

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 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage.

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

A candidate has a 'special educational need' as defined in the SEND code of practice: 0 to 25 years. "Children have special educational needs if they have a learning a learning difficulty or disability which calls for special educational provision to be made for them."

The Equality Act 2010 definition of disability includes "substantial and long-term sensory impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN."

A student with a disability or difficulty, which has a substantial and long-term effect on performance in examinations, may qualify for access arrangements.

Access Arrangements are agreed before an assessment or examination and before the published deadline dates. They allow a candidate with special educational needs, disabilities or temporary injuries to:

- Access the assessment - 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 can only be applied for if the candidate meets all of the following criteria:

- They must be disabled within the meaning of the Equality Act 2010*
- The Access Arrangement/s being applied must be their normal way of working
- Their disability is persistent and significant
- There must be evidence of the candidate's current difficulties and how they substantially impact on teaching and learning in the classroom

Teaching staff must provide evidence of the need and the provision of reasonable adjustments in the classroom to meet the candidate's needs due to their disability.

Written confirmation must be provided to say that without the Access Arrangement applied for, the candidate would continue to be at a substantial disadvantage.

Special Consideration

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, requiring authoritative support and at the discretion of the examining body.

Who is Eligible for Examination Access Arrangements?

Students who have been formally identified as having a condition, which adversely affects their ability to learn or take tests and examination, may be eligible for examination access arrangements. The criteria by which individuals are identified are set out clearly by the JCQ. The decision is based on whether the candidate has a substantial and long-term impairment, which affects their ability to display their knowledge within an assessment situation. Students may have a range of diagnosed conditions or disabilities requiring 'reasonable adjustments' to be made for them.

The following are two examples where a student would be granted a separate invigilation:

A student with depression who has been under Child and Adolescent Mental Health Services (CAMHS), and there is written evidence from the tutor and the Inclusive Learning Team as to how they differentiate the learning environment for this student.

A student with an established medical condition or formally recognised social, emotional and behavioural difficulties, and seeks support in College.

Where a student simply panics on the days running up to the examination or becomes anxious, then they would not be eligible for access arrangements but be seated more appropriately within the main examination hall.

Students with special educational needs are not automatically eligible for access arrangements. For example, a student with a slight hearing impairment, a previous diagnosis of 'mild dyslexia' or a physical disability that does not affect performance in an examination may not meet the criteria for access arrangements.

However, when concerns are raised about a particular student, information from all teaching and support staff is sought to see if similar concerns are confirmed by others, prior to the implementation of access arrangements.

Access Arrangements may vary due to the different demands in some subject areas. If this is the case, then access arrangements may be awarded only for those subjects, or adapted and changed for other subjects. All access arrangements decisions are based in line with the student's normal way of working.

Access Arrangements for Candidates with Disabilities and Learning Difficulties

Cognition and learning needs e.g., students with general or specific learning difficulties (Dyslexia and Dyscalculia)

Candidates with learning difficulties may require for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a word processor
- a scribe
- a prompter
- a practical assistant
- coloured overlays
- coloured/enlarged papers
- modified language papers

Please note: the candidate must have an impairment in their first language which has a substantial and long-term adverse effect. A candidate does not have a learning difficulty simply because their first language is not English.

Communication and Interaction Needs

E.g. Autistic Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN)

Candidates with communication and interaction difficulties may require for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- modified language papers
- a word processor
- a scribe

Sensory and Physical Needs

E.g., Hearing Impairment (HI), Multi- Sensory Impairment (MSI), Physical Disability (PD), Vision impairment (VI.)

Candidates with sensory and physical needs may require for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a word processor
- a scribe
- a live speaker
- a Sign Language Interpreter
- a practical assistant
- braille papers, modified enlarged and/or modified language papers

Social, Emotional and Mental Health Needs

E.g., Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) Mental Health Conditions.

Candidates with Social, Emotional and Mental Health needs may require for example:

- supervised rest breaks
- a prompter
- a known invigilator
- separate invigilation within the centre
- extra time
- a word processor
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe

English as an Additional Language

Up to 10% extra time may be awarded for students who have lived in the UK for less than three years, providing they arrived with prior knowledge of English. If English is not be spoken at home; they will be granted extra time for the use of a bilingual dictionary. Due to the nature of set assessment objectives, this provision will not be awarded in GCSE's where the student's level of English language is being tested.

Access Arrangements Procedures

Referral points:

Application – students are asked to provide details of any SEND or medical need on application forms; students will then be contacted by the Transition Team for further details. Contact may be made with previous school, college or agency to provide further information.

Interview – a member of the Inclusive Learning Team is available to meet and discuss support needs with individuals. Normal way of working and additional support needs/SEND would be recorded on the College MIS system and displayed on the student electronic learning plan.

Enrolment - a member of the Inclusive Learning Team is available to meet and discuss support needs with individuals. Normal way of working and additional support needs/SEND would be recorded on the College MIS system and displayed on the student electronic learning plan. Students are invited to sit the EAA assessments during enrolment if available.

Induction – students are again provided with the opportunity to declare an additional learning need through in class questionnaires, and EAA assessments are arranged with students who identify a need at this point.

On Course – students who present with SEND or medical needs can be referred to the EAA Team throughout the year, if it is felt Access Arrangements would benefit the student and these are related to their normal way of working. However, all referrals need to be made well before the examination board deadline dates.

Access Arrangements Process

If a student requires EAA, the Inclusive Learning Team will ensure that teaching staff and support staff are aware of support needs at the start of the course. This ensures that the student has access to support throughout the year and that any access arrangements assigned are the student's normal way of working.

If a tutor or other support staff identifies a student as requiring access arrangement needs, then the following procedures should be followed:

- Staff should complete a normal way of working form and email the EAA team requesting an EAA assessment, outlining the difficulties the student presents within the assessment and classroom setting.
- This applies in all circumstances, including students who have previously had access arrangements and ensures the EAA Team have up to date evidence of their needs.
- This applies to all examinations and assessment scenarios across College.
- When a referral is received, the student will be invited to meet a member of the EAA Team.

- Outcomes of the meeting will be recorded on the College MIS systems.
- When referring a student, staff should give as much detail as possible about the nature of a student's needs.
- During interviews, the EAA Team will check the student's eligibility and discuss the most appropriate course of action for them.
- The Exams Team will then submit a request with evidence to the Exam Board, who must approve the application before the arrangement can be put in place.
- Work-place learners are encouraged to disclose exam access arrangements needs on their application form and at interview. A member of the work-based Inclusive Learning Team will follow up any disclosure and arrange an access arrangements assessment, if required.
- Higher Education students are encouraged to disclose exam access arrangements needs on their application form. They will be contacted by the Inclusive Learning Team and will be offered guidance on applying for Disabled Students Allowance, if appropriate.
- Early referral is essential for any access arrangement, as it must be linked to the student's normal way of working. The student should have had this support throughout the year.

Evidence needed to apply for Examination Access Arrangements

There are a number of pieces of evidence that can be used to apply for EAA to JCQ:

- Form 8 reports completed by specialist tutors
- Data Protection notice signed by the student
- Subject teachers – examples of work appropriate and support given in class or evidence from test or mock exams
- Results from baseline tests such reading and writing tests
- Medical reports outlining significant medical needs and disability
- An educational psychologist report which explicitly identifies a learning difficulty
- A speech therapy report with a diagnoses of a severe language impairment

Evidence to support an application for Examination Access Arrangements

All examination arrangements awarded have to be supported by documentary evidence kept on file.

JCQ inspections take place annually and must have the requested evidence available; failure to comply with the regulations can result in institutional malpractice, which may affect the candidate's result(s).

The College will hold evidence in its files that can be inspected at short notice . This can include:

- Supporting statements from teaching staff and the Inclusive learning team, if applicable, identifying the student's current difficulties in classroom and examinations, and the adjustments that are in place in the classroom and exams
- Educational Psychologist reports
- Speech Therapist reports
- Occupation Therapist reports
- Letters from hospital consultants and other medical practitioners in support of e.g. epilepsy, asthma, diabetes, Carpal Tunnel Syndrome.
- Reports from Hearing Impairment (HI) and Visual Impairment (VI) advisory teachers
- Copies of Statements of Educational Needs, or Education, Health Care Plan (EHCP)
- Permission from the exam board for the arrangement
- A signed copy of the Form 8 or Form 1 by College's designated assessor
- Letters from outside agencies such as CAHMS (Children and Adolescent Mental Health Services) and other mental health professionals

In cases where a GP has provided medical letters for anxiety or depression, then the normal way of working evidence must show that the College has been working with this student to ensure that they are not at a disadvantage. If the teaching staff are unable to provide this information, then the access arrangement cannot be awarded.

Data Protection

Students will have to sign a Data Protection Notice giving the College permission to make an application online to JCQ. Failure to do so will mean that an application cannot be made and examination arrangements cannot be granted.

Parent/Carer Concerns

It is important if you think your son or daughter may have special educational needs or disability and would benefit from Exam Access Arrangements, that you talk to their teaching team or Inclusive Learning as early as possible to ensure Examination Board's deadline dates are met.

Parents and carers may be required to obtain letters from other professionals to support an application when a student requires arrangements due to psychological, behavioural, sensory or communication difficulties. Parents and carers should be aware that the regulations state that access arrangements cannot be put in place purely on the evidence of a medical professional. A medical letter will trigger an internal investigation, but there needs to be internal evidence found to support such an application.

Withdrawal of Access Arrangements

If a student chooses continually not to use the agreed access arrangements either because their needs change or they do not feel it aids their learning or achievement, then access arrangements can be removed.

If the Specialist Assessor considers that access arrangements cease to be the students' 'normal way of working', they reserve the right to withdraw the permission, providing written confirmation to parents/carers.

Vocational Qualifications

Students entered for an examination set by an awarding body that is not regulated by Jcq, may find that the rules regarding access arrangements are different. The awarding bodies set their own rules regarding access arrangements and their use in specific subjects, e.g. reader not being permitted in qualifications awarded by the 'Royal College of Veterinary Surgeons.'

Access Arrangements Responsibilities

A student's access arrangements requirement is determined by the Exam Access Arrangements Team. Ensuring there is appropriate evidence for a student is the responsibility of all: student, tutors, parents and Inclusive Learning team.

Completing access arrangement applications online to awarding bodies is the responsibility of the EAA Team.

Rooming for access arrangements is the responsibility of the Exams Team.

Invigilation, rooms and support for access arrangements candidates, as defined in the Jcq access arrangements regulations, will be organised by the Exams Team with the support of the EAA Team.

The Exam Team ensures that approved access arrangements are applied for and securely stores all access arrangements documentation and evidence.

Access Arrangement Assessments are carried out by a team of Specialist Tutors who have successfully completed a 'post graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment and/or a specialist assessor with a current SpLD Assessment Practising Certificate, as awarded by PATOSS, Dyslexia Action or BDA and listed on the SASC website, who may conduct assessments to be recorded in section C of form 8 and where necessary undertake full diagnostic assessment.'

Exam Access Arrangements are overseen by the Exam Access Co-ordinator and Specialist Tutor.

Access Arrangements are processed and implemented by the Examination Team which is overseen by the Head of Exams.

Examples of Exam Access Arrangements

- A small shared room can be categorised as having 4, 10 or 20 people within it.
- Rest breaks are 10 minutes every hour, unless otherwise specified.
- Main examination hall/room (may be the sports hall seating or a large classroom)
- Word Processor or use of a PC (Small to medium sized room containing PC's and or laptops for those with permission to type examinations, some of whom may have extra time)
- Reader: this can be either a shared reader between a group of 5 students or on a 1:1 basis.

How do Staff and Parents know whether a Student has Access Arrangements

When a need for access arrangements has been identified, the relevant parties are informed:

Further Education students are sent letters home addressed to parent if under the age 18.

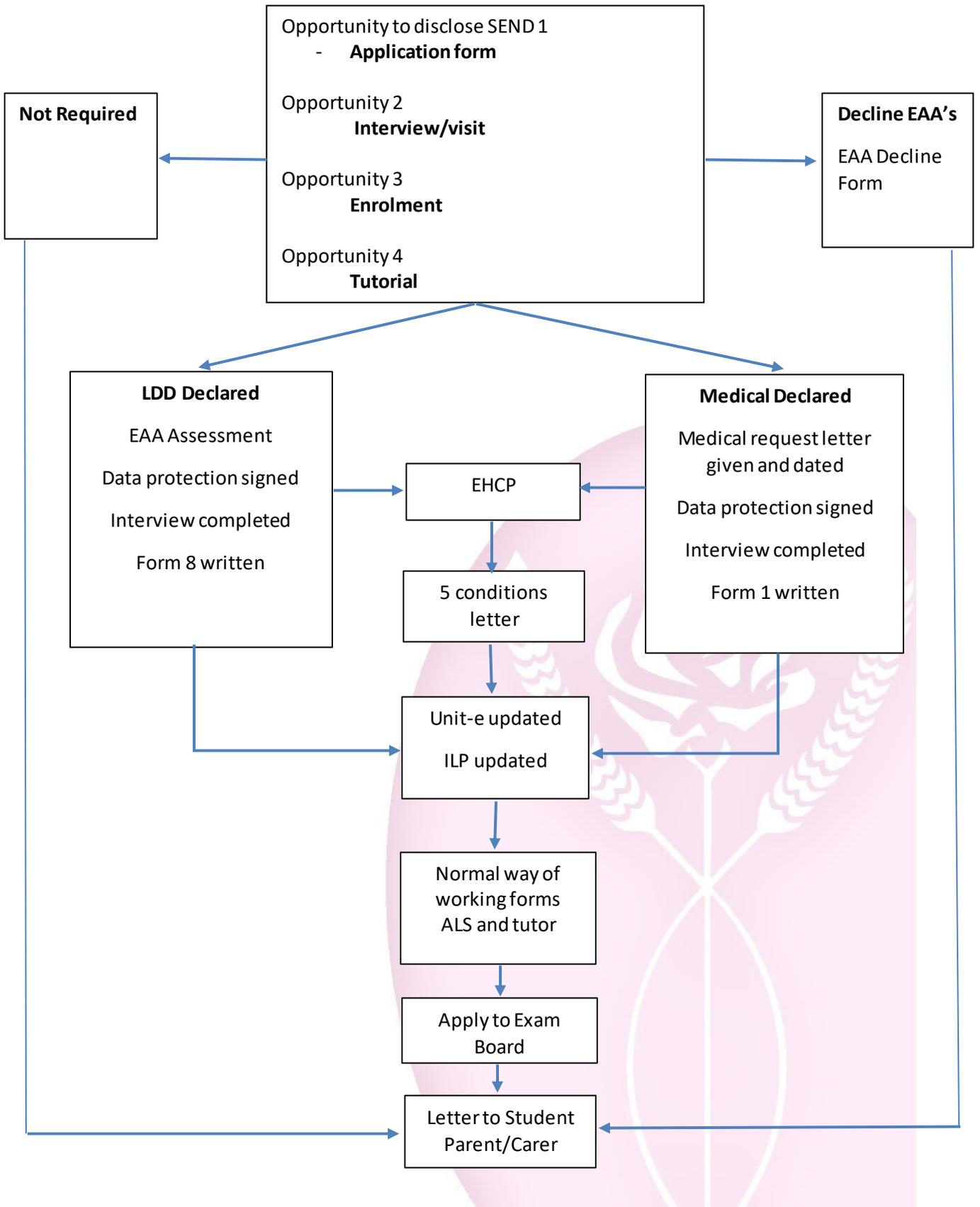
Higher Education students, tutors and the Exams Team are informed via their College email

Further Education staff are made aware via the College MIS system on the students ILP, exams tab.

A list of those who receive Access Arrangements is made available to all staff via the College MIS system on the students ILP, exams tab.



Exam Access Arrangements Flow Chart



Documents Associated with this Policy

- Joint Council of Qualifications (2020) Access Arrangements and Reasonable Adjustments. 2017-2018. Joint Council of qualifications. Available at: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/acce> [Accessed:11 June 2020]
- Legislation.gov.uk. (2010). Equality Act 2010. Available at: <http://www.legislation.gov.uk/ukpga/2010/15/contents> [Accessed 9 June 2020].
- Myerscough SEND Policy
- Myerscough Inclusive Learning Policy



Appendix 1

Access Arrangements	Why can apply for this	Evidence to include on the Normal Way of Working	Evidence required for the exam board
25% Extra Time	Learning difficulty, physical or physiological requirement or hearing/visual impairment, which has an adverse effect on the student's speed of processing.	Indicate the nature of the student's processing problem and how it is supported in the classroom. Include examples of unfinished timed assessment work where possible, e.g. in class test. Discuss with the student how extra time would be used and record the student's comments.	Normal Way of Working completed on ILP Examples of student's work where appropriate Inclusive Learning Normal Way of Working Form where appropriate. Statement of Special Educational Need or Form 8 identifying below average standardised scores on processing speed or reading and writing speed. Or A letter on headed paper written by a specialist tutor and supported with professional medical evidence.
A Reader/Computer Reader	Learning difficulty or visual impairment that leads to students performing significantly lower than their peers in either reading speed, accuracy or comprehension.	Outline the differences the student experiences in class, indicate that the student performs significantly below their peers in reading accuracy, comprehension or speed. Describe how this is supported in class and confirm that reading support is the student's normal way of working.	Normal Way of Working completed on ILP. Inclusive Learning Normal Way of Working Form where appropriate. Specialist Assessment Form 8, showing below average score in reading accuracy, comprehension or speed. Or A letter on headed paper written by a Specialist Tutor and supported with professional medical evidence.

Scribe	Physical disability, visual impairment, learning difficulty, or injury restricting writing. Student's writing cannot be read by others. Writes so slowly that even with the extra time the students would be unable to finish. In all cases, the student is unable to use a PC or braille as an alternative.	Describe the nature of the difficulty. Include examples of handwriting and scribed work, and comment on quality of language. Outline how needs are supported in class and confirm that using a scribe is the student's normal way of working.	Normal Way of Working completed on ILP Inclusive Learning Normal Way of Working form where appropriate examples of student's work Specialist assessment Form 8, indicating severe problems of legibility, incomprehensibility or processing speed. Or A letter on headed paper written by a Specialist Tutor and supported with professional medical evidence.
Supervised Rest Breaks	Social emotional and mental health condition, medical condition, or physical disability, which requires the students to need rest breaks to sustain performance in examinations.	Describe how the student is supported within the classroom and how rest breaks are used. Include medical evidence or other evidence where appropriate.	Normal way of working completed on the ILP Inclusive Learning Normal Way of Working where appropriate. A letter on headed paper written by a Specialist Tutor and supported with professional medical evidence.
Separate Room	Social emotional or mental health condition with a psychological need that will lead to poor performance within normal exam conditions. Medical condition which will cause a distraction to others students.	Describe the nature of the problem/need and how it is supported in the classroom. Include medical or other evidence where possible. Discuss the option of being in a small group and record the outcome of this discussion.	Normal Way of Working completed on the ILP Inclusive learning Normal way of Working Form where appropriate. A letter on headed paper written by a Specialist Tutor and supported with professional medical evidence

Small Shared Room (5 or 15)	Social, emotional or mental health difficulty, learning difficulty, learning difficulty or medical condition, which can lead to lack of focus or easily distracted, and can lead to exam performance being seriously impaired.	Describe the nature of the problem/need and how it is supported in the classroom. Include medical or other evidence where possible.	Normal Way of Working completed on the ILP Inclusive Learning Normal Way of Working where appropriate. A letter on headed paper written by a Specialist Tutor and supported with professional medical evidence
Prompt	Social, emotional or mental health difficulty, learning difficulty or medical condition, which can lead to lack of focus or easily distracted, and can lead to exam performance being seriously impaired.	Outline the difficulties the student experiences in class, and how the student is prompted and monitored. Request medical evidence where possible.	Normal Way of Working completed on the ILP Inclusive Learning Normal Way of working where appropriate. A letter on headed paper written by a Specialist Tutor and supported with professional medical evidence
Use of a Word Processor	Slow handwriting speed, illegible handwriting or hand writing that deteriorates under stress. Injury or physical disability where this is the normal way of working.	Describe the nature of the student's difficulties. Provide evidence of student's handwritten and typed scripts, and note differences in quality of language or rate of writing. Confirm that the use of a PC is normal way of working in class.	Normal Way of Working completed on the ILP Inclusive Learning Normal Way of Working Form where appropriate. Examples of types and hand-written scripts Specialist Assessment Form 8, showing below average score in writing speed and or legibility. Or A letter on headed paper written by a Specialist Tutor and supported with professional medical evidence.
Overlay	Learner experiences visual disturbance and uses an overly in class.	Evidence of need not necessary	No further evidence required. Student is responsible for bringing in their own overlay to the exam.

Access Arrangements Handout for Readers, Scribes and Prompters

Access Arrangements Available include:

- 25% extra time
- More than 25% extra time in exceptional circumstances
- Rest breaks
- Reader/Computer Reader
- Reading aloud (with a Reading pen)
- Scribe
- Use of a Word Processor
- Sign language Interpreter
- Oral language Modifier (changes in carrier language)
- Use of a Bilingual Dictionary
- Practical Assistant
- Prompter
- Photocopying onto coloured paper

Within the Exam setting, you undertake a new role:

Staff member acting as an invigilator:

‘I am a different person in exams’

- I can only help in certain ways
- I can't give you clues like I do in lessons
- I can't give you examples like I do in lessons
- I can't tell you if your answers are right or wrong
- I can't check your work to see if you have understood

Candidate's new role:

'Your behaviour in exams needs to be different'

- You can't walk round or go to the toilet
- You can't use the computer to check things
- You have to leave your bag in a designated area
- You can only take what you need for the exam (such as a pen and pencil)
- No books or mobile phones
- You must be quiet and put your hand up if you need help
- You might need to stay until everyone has finished their exam

Supervised Rest Breaks

For Candidates who have:

- Concentration problems
- Medical problems
- Psychological problems

Rest breaks take place:

- In the exams room
- Outside if supervised (do not discuss the content of the exam)
- Add time taken to the end of the exam

Readers/Computer Readers

In papers testing reading (e.g. English)

- Human reader can read instructions, not questions/text
- Computers readers can read instructions AND questions/text (as it gives the candidate independence)
- Not allowed in papers where proofreading is being assessed.

A Reader

- Responsible adult, not a friend relative or peer
- Capable of reading the material involved
- Can read single words, sentences or all parts of the paper as instructed by the students
- Re-read if candidate indicates specific need for help
- Read back the answer at candidate's request without emphasis on errors
- Can also be a scribe (if permission for both)
- Not the candidate's subject teacher
- Must not be overheard
- If working, 1:1 the reader can also act as an invigilator (roving invigilator required to check regularly)
- Not explain or clarify or advise on timing or order
- In multiple choice consider reading the stem again for each option
- When pointing take care not to indicate the answer
- May read numbers printed in figures as words (e.g., 356 would be read as three hundred and fifty-six, but when reading the number, it should also be pointed to on the question paper). An exception to this would be when the question is asking for a number to be written in words (e.g. in Maths, write the number 356 in words)
- Must not decode any symbols (e.g. mathematical or scientific) and unit abbreviations, e.g. 2^2 should not be read as two squared, but the function simply pointed to by the reader. Part of the assessment is recognising what 2^2 means. Similarly, if the symbol $>$ is printed, it should not be read as 'greater than' but simply pointed to by the reader.

Scribe/Speech Recognition Technology

For candidates who cannot communicate in writing by any other means due to:

- Illegible writing/spelling
- Incomprehensible grammar
- Very slow, extra time is not enough
- Cannot physically manipulate a pen

It must be:

- The student's normal way of working

The student may need to dictate:

- Punctuation in English/English Literature
- Spelling in Modern Foreign Languages

A Scribe:

- A responsible adult, not friend, relative or peer
- Can write or word process
- Can also be a Reader (if permission for both)
- Not the candidate's subject teacher
- On candidate's request, can read back parts of the script
- Must not be overheard
- If working 1:1, the scribe also acts as an invigilator (roving invigilator required to check regularly)
- Not give factual help or advise on timing or order
- Must complete and place form 2 (JCQ/scribe) inside the candidate's exam booklet

Prompter

For candidates who:

- Have little sense of time
- Lose concentration easily

A Prompter is to keep the candidate focused on the question and:

- May tap the desk or the candidate's arm
- Say the candidate's name
- Give specific prompts verbally or on cards
- Must not communicate in any other way
- Must not give factual help or offer suggestions
- Must not advise on question order or choice
- Could be the invigilator

Failure to comply ...

‘is defined as putting into place Access Arrangements not agreed by the awarding bodies or permitting Access Arrangements within the centre which are not supported by appropriate evidence’.

‘may constitute malpractice which may impact on the candidate’s result’.

‘failure of Reader/Scribe/prompt to abide by the regulations can lead to the disqualification of a candidate’.



Document History			
Author:	Exam Access Arrangements Co-ordinator and Specialist Tutor	Ref and Document Version:	Examination Access Arrangements Policy and Procedure –V1
Approval:	Senior Leadership Team	Approval Date:	December 2020
Review Date:	August 2023		
Publication:	Staff Intranet		
Quality Assurance			
This Policy and Procedure maps to the following external quality assurance frameworks			
Framework		Framework Section Reference(s)	
Education Inspection Framework			
MATRIX			
QAA		UK Quality Code for Higher Education	
QIA			
ESFA			
Key Changes to Document			
Page 5 - Social, Emotional and Mental Health Needs			
<ul style="list-style-type: none"> • ‘a known invigilator’ has been added 			

All Myerscough College Policies are subject to screening for Equality Impact Assessment

Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a negative impact on grounds of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage or civil partnership, sex or sexual orientation

Myerscough College not only fulfils its legal position in relation to current and future equality legislation, but additionally goes beyond compliance in providing and promoting “Opportunities for all to succeed”, free from any aspect of discrimination, harassment or victimisation.

All staff have a duty of care to look after the interests of and support their colleagues. *This policy takes account of our commitment to eliminating discrimination, identifying and removing barriers and providing equal opportunities for our learners, staff and visitors to ensure that no one feels excluded or disadvantaged.*

Safeguarding, Learner Protection and Prevent

All staff have a responsibility to support and promote the College’s commitment to providing a safe environment for students, staff and visitors. Additionally, all staff have a responsibility to report any safeguarding or Prevent issues to the Designated Senior Lead for Safeguarding and Prevent.