



# Trinity College London

Reasonable adjustments for Drama and Speech exams

Guidance for Trinity Representatives, Teachers, Candidates, Public and Private Centres

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# Introduction

All guidance in this document is produced in line with UK Law.

Trinity College London is committed to creating an inclusive environment where all candidates are able to demonstrate their skills and feel welcomed. We aim to make our examinations accessible to all. We treat each candidate individually when considering how we can achieve this aim, recognising that requirements vary.

The Equality Act 2010 defines disability as:

*A physical or mental impairment which has a substantial, long term, adverse effect on a person's ability to carry out normal day to day activities.*

Candidates may request reasonable adjustments to remove any barriers to them taking an exam.

Please note that the same standards of assessment apply to all candidates. Only in the conduct of the examination is allowance made, where appropriate, for a candidate's condition.

Please ensure that this guidance is passed to all individuals involved in the running of examinations at the centre including stewards and invigilators.

## Deadlines and Regulations

It is best to ensure that any provision is requested at the time of entry (6 weeks before the date of the exam) by filling out the necessary Request for Reasonable Adjustments Form (download here: [www.trinitycollege.com/radrama](http://www.trinitycollege.com/radrama)) and entering the details of the condition and the requests being made directly online via the Centre Portal, help guides covering this process are available once you have logged in. Trinity must receive all requests **at least 4 weeks** before the date of the exam apart from requests for **braille** materials which must be requested **at least 6 weeks** before the exam to ensure the correct provision can be made. If requests are made after this time, especially during busy periods, Trinity cannot guarantee that your request will be accepted.

All requests for reasonable adjustments must be entered directly into the candidate's record on Centre Portal and a copy of the form sent directly to the Reasonable Adjustments Coordinator for Drama & Speech: [drama-ra@trinitycollege.com](mailto:drama-ra@trinitycollege.com). Please also ensure that the details of the exam including candidate name, date of exam, grade and centre number are entered onto the form. For further details of the procedure please see the process chart on page 5.

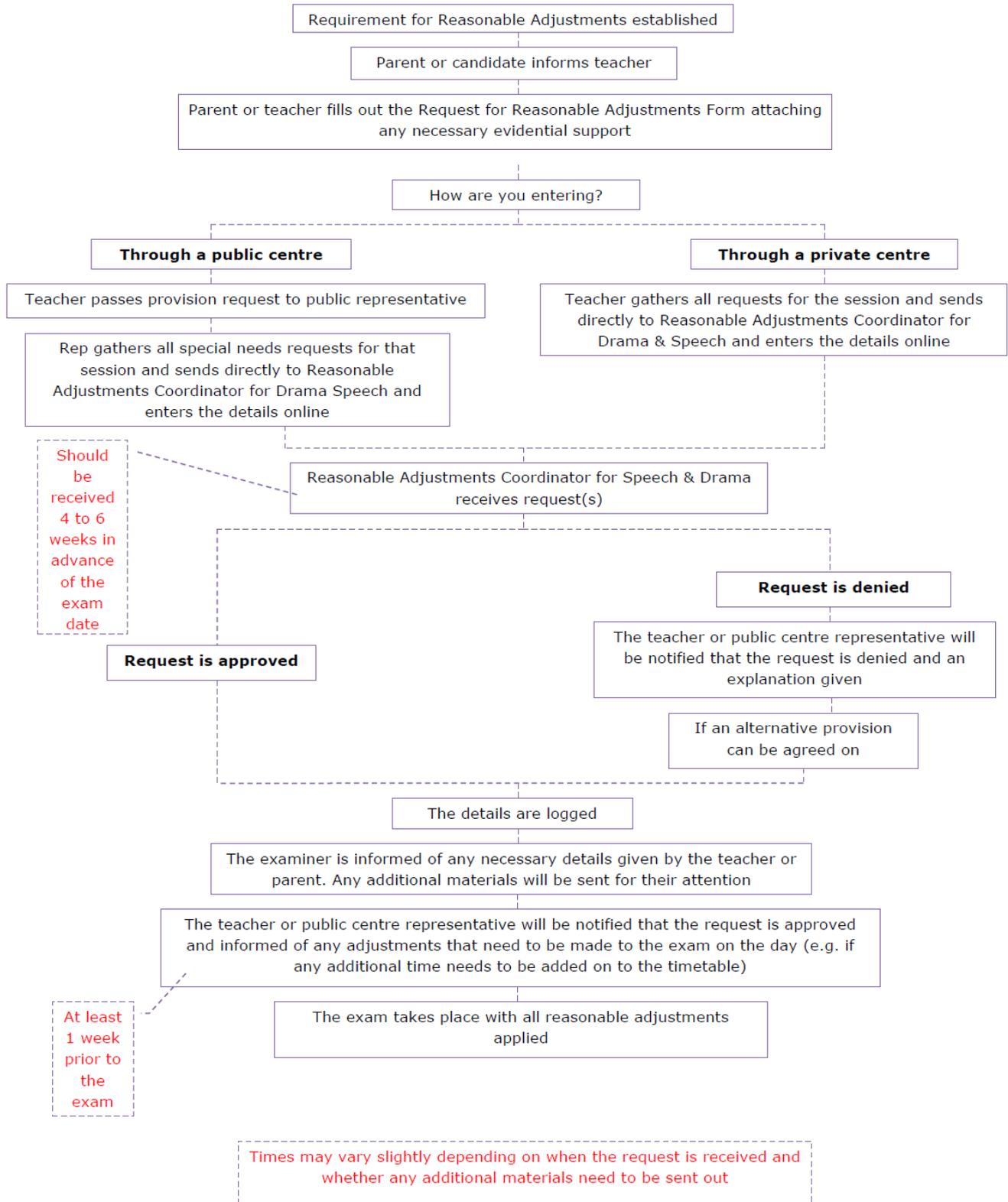
For data protection reasons the examiner is not required to know the specific details of a candidate's condition. Specific and extensive details need only be given in terms of the provision required. For example a candidate with autism may require slightly dimmed lighting due to light sensitivity; in this case the examiner will need to be informed of the need for dimmed lights but not the underlying condition.

Please note an adjustment may not be made where:

- Health and safety is at stake
- The standard of the exam would be compromised
- It changes the basic nature of the services offered

Please always ensure the provision form is signed by the appropriate person. The provision request acts as a release form to enable us to pass on sensitive information about candidates to our examiners who work on a freelance basis.

# Process Chart



# Evidence

Evidence is required only when the adjustment requested would put the candidate at an advantage compared to others if they did not actually require the adjustment. In this respect candidates, teachers or representatives will be required to provide evidence when:

- Extra time is requested
- An amanuensis/reader/learning support assistant/sign language interpreter is required to be present during the exam
- Additional equipment, such as word processors or laptops are required
- Other adjustments are requested that might provide an advantage.

Types of evidence that can be supplied are:

- A statement of special educational needs
- SENCO (Special Educational Needs Co-ordinator) report
- CAMH's (Child and Adolescent Mental Health) report
- An assessment by a Local Authority (for example an LDA or S139a assessment)
- Specialist assessor report
- Clinical or Educational Psychologist report
- Report from Psychiatrist, Paediatrician or other doctor
- Speech and Language Therapist Report
- Certificate of visual impairment
- PATOSS Registered Teacher's Report

Evidence supplied must be dated within the last **three** years. If you are applying for reasonable adjustments and you have already supplied evidence which is still in date you will not need to supply this again. If this is the case please make a note on your request form giving details of the date evidence was last supplied.

Supporting documentation that is not in English should always be accompanied by an English translation. This must always be signed by the translator.

Where the above adjustments are not requested there is no requirement for evidence to be submitted. If in doubt as to whether evidence must be provided please contact the Reasonable Adjustments Coordinator for Drama & Speech: [drama-ra@trinitycollege.com](mailto:drama-ra@trinitycollege.com)

Supporting documentation can be scanned in and uploaded to the candidate's record on Centre Portal where the Reasonable Adjustments Coordinator can access it. If you are unable to upload documents and save them online then please post to the Adjustments Coordinator along with your form.

# Reasonable Adjustments

Candidates are able to request certain reasonable adjustments based on their personal requirements. Below is a list of available provisions and some circumstances by which they can be granted. Please note the below list is not exhaustive, each request is looked at on a case by case basis, so if the nature of your condition or request is not represented below please contact the Reasonable Adjustment Coordinator for Drama & Speech: [drama-ra@trinitycollege.com](mailto:drama-ra@trinitycollege.com) to discuss in more detail.

## Access to buildings

Candidates who require any additional arrangements for access to the centre such as wheelchair ramps should notify the representative. Additional time may be scheduled into the timetable between exams to allow the candidate time to get to the exam room.

## Extra time for practical and written exams

This may be required for candidates where the evidence supplied indicates that additional time in an exam situation would be beneficial.

There is no fixed extra time allowance in practical examinations, the standard is 25% and this will be applied where no specific time extension is requested. Extra time is allowed on an individual basis according to the nature of the disability.

Additional time can be requested for the sight reading element alone or the entire exam.

When arranging for extra time, be aware that evidence will be required for this and that once approved, and the time allowance agreed, the teacher or rep will need to timetable this in to the exams on the day. If this is for written exams the invigilator will need to be made aware of the additional time.

In relation to submitted materials which form part of some diploma assessments, requests for additional time will need to be granted as an extension by the Head of Drama & Performance: [drama-ra@trinitycollege.com](mailto:drama-ra@trinitycollege.com).

## Printed materials

Candidates can request printed materials to be altered depending on their requirements.

Sight reading materials can be:

- Printed on low contrast coloured paper - the colour should be specified at the time of entry – standard options are usually light pink or light blue paper
- Enlarged print (the standard is 16 point)

- Enlarged print on low contrast coloured paper (e.g. 16 point on light blue paper)

Written papers can be:

- Printed on low contrast coloured paper - the colour should be specified at the time of entry – standard options are usually light pink or light blue paper
- Enlarged print (the standard is 16 point)
- Enlarged print on low contrast coloured paper - (e.g. 16 point on light blue paper)
- Printed in braille (please allow additional time for printing)

Certificates can be:

- Printed in braille (please allow additional time for printing)

Requests such as these must be made at the time of entry to allow enough time to produce additional materials.

Braille certificates are available at no extra charge. Requests for braille certificates should also be made at the time of entry.

Evidence is not required where additional materials such as these are requested.

## Word Processors/Laptops

The use of a word processor or laptop for theory exams is permitted where the candidate has difficulty with handwriting. Evidential support must accompany the provision request when a word processor or laptop is required. In these circumstances the invigilator must ensure the following criteria are met:

- The equipment is not connected to the internet
- It must not contain files or notes that could be used to answer questions
- The candidate's desk must be situated so that the invigilator can see the screen at all times

Word processors or laptops must be provided by the candidate, teacher or centre. Use of an iPad or any other tablet computer is NOT permitted.

In the situation where a word processor or laptop is used, the candidate should type straight on to a blank word document and ensure that the questions they are answering are clearly marked on the page. Trinity College London will provide a memory stick and the candidate must save their answer sheet onto this, saving it under their name, qualification and date, i.e. **Jo Smith – Unit 1 LTCL Performing Musical Theatre – 08.11.2014**

## Amanuenses/Readers/Learning Support Assistants/Sign Language Interpreters

### Amanuenses –

An amanuensis can be requested for theory exams where the candidate requires someone to write down the answers as they dictate. A separate room and a separate invigilator must be provided so as not to disturb the other candidates. The invigilator must be satisfied that the amanuensis is not providing answers to the candidate.

### Readers –

A reader can be requested for theory exams where the candidate requires someone to read the questions to them. A separate room and a separate invigilator must be provided so as not to disturb the other candidates. The invigilator must be satisfied that the reader is not providing answers to the candidate.

### Learning support or other assistants –

A learning support assistant may be in attendance during a practical exam where the candidate has very specific requirements due to their condition which can only be tended to by an LSA or other trained assistant. Due to the specific nature of this requirement Trinity College London could not be expected to provide an LSA or other assistant to fill this role, in most situations it is anticipated that the candidate would already be working with an LSA who is familiar with their needs and who could accompany them in an exam situation.

### Sign language interpreters –

A sign language interpreter can be requested during practical examinations for candidates with hearing impairment.

## Examiner Briefing

Where no specific provision is required; candidates may request that the examiner is briefed on the type of condition and whether this may have any effect on the exam.

Candidates and teachers should be aware that this provision is in place to keep the examiner better informed so the exam can run as smoothly as possible. They will not, under any circumstances, take a candidate's condition into consideration when awarding marks.

# Access Requirements

## Information Specifically for Private and Public Centres

A service provider must take such steps as it is reasonable\* to take to avoid putting disabled people at a substantial disadvantage caused by a physical feature. The service provider may wish to audit the premises to consider whether the following may be barriers to access:

You should also be aware of the Disability Discrimination Act 1995, which required reasonable access and facilities to certain types of existing premises. The below checklist should provide you with details of physical features which may need to be considered when reviewing disabled access in your venue. Visit [DirectGov](#) or [NI Direct](#) for more details.

\*whether it is reasonable for a centre to make any particular adjustment to the premises will depend on cost and effectiveness.

### Checklist

#### **1. Car Parking**

- a) Where public parking is provided, the number of designated parking bays will depend upon the size of the car park and the volume of visitors. At least one bay or 5% of the total should be reserved and marked for people with blue badges.
- b) Bays should be wider than standard bays to allow room for wheelchair users to exit a vehicle.

#### **2. Routes**

- a) Routes from the car parking area and from the public highway to a building should be clear, uncluttered and clearly defined to assist people with visual impairments.
- b) All routes should be adequately lit without glare and pools of light and dark.

#### **3. Ramps**

- a) Ramps are essential to enable wheelchair users and people with pushchairs to overcome level changes and level landings should be provided in front of the entrance door.
- b) If the change of level is more than 2000mm, ramps should not be used as the required number of ramps would be too tiring for both independent and assisted wheelchair users. A lift should be used in these circumstances.

#### **4. Handrails**

- a) Handrails should always be used where ramps are steeper than 1:20. They should extend beyond the start and finish of the ramp by at least 300mm.

#### **5. Steps**

- a) Adequate lighting should be located either above or at the side of the flight.
- b) Straight flights are easier to negotiate than curved or dogleg flights.
- c) A flight of steps that consists of two or more risers should be provided with a continuous handrail on each side.
- d) On external steps, a corduroy tactile surface of raised ribs set parallel to the step nosing should be provided at the top and, if possible, at the bottom of each flight as a warning to people with visual impairments.
- e) Nosings should be integral and clearly distinguished.
- f) The rise and going of each step should be consistent throughout a flight.

#### **6. Entrances**

- a) Entryphone systems or bells must be positioned so that they are easily accessible to wheelchair users. People with hearing impairments are unable to use the standard entryphone, so a visual display should be incorporated into the design.
- b) Clear signs indicating the position of the entrance should be provided.
- c) Outward-opening doors should be avoided if possible, but if used should be protected or recessed.

#### **7. Entrance Doors**

- a) Doors should have vision panels. Substantially glazed doors should bear markings for safety and visibility.
- b) Automatic or powered doors are the preferred option.
- c) Handles should be easy to grip, such as a lever action, and smooth to the touch. Round or spherical designs are difficult for people with a weak grip and should be avoided.
- d) Lobbies must be designed to allow wheelchair users to clear the entrance door before negotiating the inner door.

#### **8. Internal Doors**

- a) A minimum 300mm must be provided between the leading edge of the door and a return wall, unless the door is opened by automatic control.
- b) Door handles should be lever type, which are easy to grip and turn.
- c) Doors should have vision panels which can be seen through by both seated and standing persons.

## **9. Reception areas including seating**

- a) Keep route to reception counter/area clear of obstacles and allow room for a wheelchair user to turn.
- b) Counters and desks should be at a suitable height for both seated and standing users, with high and low sections where possible.  
Recommended height for upper working surface is 950mm-1100mm and lower surface for a wheelchair user is 760mm with room underneath for the user's legs and sufficient depth to write or sign documents. This should be taken into account for exam desks used by candidates during theory exams.
- c) Exposed edges should be well rounded.
- d) People with hearing impairments need to be able to see the reception clearly without reflected light from glazing or windows.
- e) Induction loops should always be installed at counters, especially when a glass screen is used.
- f) Seating should be stable and be provided in a range of heights.
- g) Some chairs should have armrests.
- h) Space should be provided for a wheelchair user to wait – do not fill up all available wall space with chairs.

## **10. Corridors**

- a) Corridors should be unobstructed and between 1200mm-1800mm wide.
- b) Where possible, radiators and fire extinguishers should be recessed so as not to restrict the width. Where this is not possible, they should not be sited opposite doorways.
- c) Light should not create glare or silhouettes.

## **11. Surfaces**

- a) A hard surface could cause sound reverberation and increased background noise levels which can cause difficulties for people with hearing impairments.
- b) Too glossy a surface could cause reflection and glare and should be avoided.
- c) All floor surfaces should be slip resistant.
- d) To allow easy wheelchair passage, coir matting, deep pile or excessively grooved carpet should be avoided.
- e) Highly patterned carpet should be avoided as this could be visually confusing.

## **12. Means of escape**

- a) Where possible, all ground floor fire exits should be ramped.
- b) Coir matting or other obstructions should be avoided.

### **13.Fire Alarms**

- a) Fire alarms should have a visual as well as audible signal to assist people with hearing impairment

### **14.Lifts**

- a) A fully accessible lift should have minimum dimensions of 1100mm wide x 1400mm deep.
- b) Care should be taken with the location of the call buttons inside the car and on the wall.
- c) It is important to have a clear area in front of the lift door to allow the users of large wheelchairs or scooters to turn in and out.
- d) A mirror should be fitted to the back wall of the lift to assist wheelchair users when reversing out.

### **15.Internal Stairs**

- a) Internal stairs should always be built to the standard recommended for ambulant disabled people.
- b) Integral contrasting nosings should be provided.
- c) Handrails should be smooth to the touch and be of contrasting colour. They should extend 300mm beyond the top and bottom risers.
- d) Open risers should not be used.

### **16.Toilets**

- a) The cubicle dimension should be 1500 wide x 2200mm deep.
- b) The dimensions relating to the position of the w.c. basin and associated fittings and equipment, and to wheelchair manoeuvring space, are critical for independent use.
- c) A backrest is not normally required if the cistern is low-level.
- d) A lever-type flush is recommended. It should be easy to operate and mounted on the transfer side of the cistern.
- e) The placing of a mirror is important to allow people to adjust their clothing. Mirrors should be at least 1000mm high and have its bottom edge set at about 500mm above floor.
- f) Fixed floor mounted rails should not be used as these would not allow a side transfer.
- g) The easiest taps to operate have a single lever to operate both hot and cold, and this should be positioned on the toilet side of the wash basin.
- h) An emergency pull cord, which is easily identifiable, should be provided. The pull cord should have two red bangles one at 100mm, and the other at 800mm-1000mm above floor level. This must be connected to a source of assistance.

- i) Careful thought must be given to the siting of radiators and any floor mounted equipment. They must not impede wheelchair manoeuvring space.
- j) Where space permits a larger cubicle, a peninsular layout is preferred so as to allow transfer from either side. Drop-down rails should then be fitted to both sides.
- k) Doors should normally be outward opening. If an inward opening door has to be used, it should be openable from the outside in an emergency.
- l) In a large building, more than one accessible w.c. should be provided. In this case, they should be designed with alternate left and right hand transfer space. Cubicles for ambulant disabled people should also be provided in separate-sex toilet accommodation.
- m) Slip resistant flooring should be used and colour schemes should provide good tonal contrast, e.g. the handrails should contrast with the wall or tile colour.

## **17.Colour Schemes**

- a) For people with visual impairments, colour and tonal contrast plays an important role in finding the way around a building. Good tonal contrast should always be used between ceilings/door/walls/floors.
- b) There should be good lighting and the avoidance of glare.

## **18.Signs and information**

- a) Signs should be sited so that they are well lit, but avoid reflections.
- b) Smaller signs or printed information should be located at various heights to cater for both standing and seated people.
- c) Normal script (upper and lower case) should be used in preference to capital letters, as these are easier to read.
- d) There should be good strong colour contrast between the lettering and the background. Avoid pale lettering.
- e) Key directional signs should also be in tactile form, low enough to be touched. It is good practice to have Braille on these signs (the symbols for men and women commonly used on toilet doors should be embossed with the Braille beneath).
- f) Any in-house produced printed material should follow best practice and be produced in alternative formats such as large print, audio and Braille.

## Useful links:

Contact your Local Authority to find out about their local offer:

[www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)

Visual Impairment:

The RNIB [www.rnib.org.uk](http://www.rnib.org.uk)

Speech & Language Therapy:

Royal College of Speech & Language Therapists: [www.rcslt.org](http://www.rcslt.org)

Dyslexia:

Dyslexia Trust: [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)

Autism:

Autism Education Trust: [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

For Teachers:

Communication Trust: [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

The NASEN website offers opportunities for training, information on the latest DfE SEN Code of Practice and online CPD as well as lots of other invaluable advice for anyone working with special educational needs. National Association for Special Educational Needs (NASEN): [www.nasen.org.uk](http://www.nasen.org.uk)