

Exams Policy



Centre No: 61364

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1. Introduction and aims

Our ISP School is committed to ensuring that exams are managed and administered effectively.

The aim of this policy is to ensure:

The planning and management of exams is conducted in the best interest of candidates

Our system of exams administration is efficient and clear, and staff and pupils understand what is required and expected of them

We comply with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies

2. Roles and responsibilities

2.1 Everyone

Everyone involved in our exam processes, including staff and pupils, must read, understand and implement this policy.

2.2 Head of centre

The head of centre:

Has overall responsibility for the ISP School as an exams centre.

- Is responsible for ensuring that all suspected or actual incidents of malpractice are reported, in line with the JCQ guidance *Suspected malpractice in examinations and assessments* at www.jcq.org.uk.

Our head of centre is Carole Cox.

2.3 Exams officer

The exams officer is responsible for the administration of exams.

They:

Manage the administration of internal and/or external exams.

Advise the senior leadership team (SLT), subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by awarding bodies

Oversee the production and distribution of an annual calendar for all exams in which candidates will be involved, and communicate regularly with staff about imminent deadlines and events. This calendar must be provided to all staff and candidates

Ensure that candidates and their parents are informed of, and understand, aspects of the exams timetable that will affect them

Check with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines

Provide and confirm detailed data on estimated entries

Maintain systems and processes to support the timely entry of candidates for their exams

Receive, check and securely store all exam papers and completed scripts, and ensure that scripts are dispatched as per the guidelines

Administer access arrangements and make applications for special consideration following the regulations in the JCQ [guidance on the special consideration process](#)

Identify and manage exam timetable clashes

Account for income and expenditures relating to all exam costs/charges

Ensure candidates' coursework/controlled assessment marks are submitted correctly and on schedule, along with any other material required by the awarding bodies

Track, dispatch and store returned coursework/controlled assessments

Arrange for dissemination of exam results and certificates to candidates, and forward, in consultation with the SLT, any post-results service requests

Report all suspected or actual incidents of malpractice, in line with the JCQ guidance on suspected malpractice in examinations and assessments

Advise on appeals and re-marks

Our exams officer is Nina Montgomery

2.4 Subject Co-Ordinators are responsible for:

Subject Co-Ordinators are responsible for:

Advising the exams officer of any changes to syllabus or assessment details for their subjects

Advising the exams officer of entries for their subjects

Guidance and pastoral care for candidates who are unsure about exams entries or amendments to entries

Accurately completing entry and mark sheets, and adhering to deadlines as set by the exams officer

Accurately completing coursework/controlled assessment mark sheets and declaration sheets

Decisions on post-results procedures

2.5 Teachers

Teachers are responsible for:

Supplying information about entries, coursework and controlled assessments as required by the exams officer or their Deputy.

2.6 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

Identifying and testing candidates' requirements for access arrangements and notifying the exams officer in good time so that they can put exam day arrangements in place

Processing any necessary applications in order to gain approval (if required)

Working with the exams officer to provide the access arrangements required by candidates in exam rooms

Our SENCO is Jemma Hault.

2.7 Deputy Exam Officer

The Deputy Exam Officer is responsible for:

Assisting the exams officer to run exams efficiently, according to JCQ regulations

Collecting exam papers and other material from the exams office before the start of the exam

Collecting all exam papers in the correct order at the end of the exam and ensuring they're returned to the exams office

Our Deputy Exam Officer is Franca Baker

2.8 Candidates

Candidates are responsible for:

Confirming and signing entries

Understanding coursework/controlled assessment regulations, and signing a declaration that confirms the coursework to be their own

Ensuring they conduct themselves in all exams according to the JCQ regulations

3. Qualifications offered / Learner recruitment

Carole Cox – Head Teacher, SLT, Exams Officer and in consultation with Subject Co-ordinator decides the qualifications we offer.

We offer the following types of qualifications:

ISP School is currently registered as an Exam Centre with AQA, ASDAN, WJEC, OCR. City & Guilds, NCFE, BTEC and London Institute of Finance Education, Functional Skills.

If there will be a change to a specification for the next year, the exams office must be informed by the end of the Spring Term of the proceeding academic year.

Informing the Exams Officer of changes to a specification is the responsibility of the Subject Co-ordinator.

Decisions on whether a candidate should be entered for a particular subject will be taken by Subject Co-Ordinator in consultation with SLT and SENCo. Throughout the planning process, acknowledgement of potential RPL should also be considered using relevant exam board guidance such as that provided by NCFE for relevant qualifications offered.

Consideration must be given to any potential conflict of interest before registration takes place.

The Exams Officer is then responsible for the appropriate registration of the candidates taking into account exam board requirements.

4. Exam series

Internal exams (mock or trial exams) and assessments are scheduled in the following exam series:

- External exams and assessments are scheduled in December, January, March and June.

External exams and assessments are scheduled in the following exam series:

- The Exams Officer/SLT/SEN Team in consultation with Subject Co-ordinators. decide which exam series are used in the centre.

The centre does offer some assessments on an on-demand basis. If offered, on-demand assessments can be scheduled only in windows agreed between the Examinations Officer/SLT/SEN Team in consultation with Subject Co-ordinators.

5. Exam timetables

Once confirmed, the exams officer will circulate the exam timetables for internal and/or external exams at a specified date before each series begins.

6. Entries including entry details and late entries

Candidates or parents/foster parents can request subject entry, change of level or withdrawal.

We accept entries from private candidates.

Entry deadlines are circulated to heads of Subject Co-Ordinator via email/briefing meetings.

Subject co-ordinators/Teachers will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline require authorisation, in writing, by Exams officer.

Where necessary, withdrawals will also be made by the Exams Officer after discussion with the learner, parents/foster parents, teaching staff, SENCO and SLT.

6.1 Re-sits

We allow re-sits for the following types of qualifications: AQA, ASDAN, WJEC, OCR, City & Guilds, NFEC, BTEC and London Institute of Finance Education, Functional Skills.

Re-sit decisions will be made by SLT, SENCO and Subject Co-ordinator in consultation with Exams officer.

7. Exam fees

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies.

The exams officer will publish the deadline for actions well in advance of each exams series.

Exams or re-sits the pupil has not been prepared for at school, even if they are on the list of prescribed public examinations

A pupil, if they fail, without good reason, to complete the requirements of a public exam where the school originally paid the entry fee

Candidates may be charged for the following:

QUALIFICATION TYPE	WHEN CANDIDATES WILL BE CHARGED	COSTS
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QUALIFICATION TYPE	WHEN CANDIDATES WILL BE CHARGED	COSTS
All qualifications	Re-sits at parents' request	Cost of the exam
	Missed exams (without medical or other extenuating circumstances)	Cost of the exam

We may waive these fees in certain circumstances. If you would like to discuss waiving relevant fees, please contact Exams officer.

All our staff must ensure that they meet the requirements of any equality legislation.

We will comply with the legislation, including making reasonable adjustments to the service that we provide to candidates in accordance with the requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of Head Teacher

8. Access Arrangements

The SENCO will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.

A candidate's access arrangements requirement is determined by the Jemma Hoult - SENCo

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of Jemma Hoult - SENCo

Room arrangements for candidates using access arrangements will be organised by .

Invigilation and support for candidates using access arrangements, as defined in the JCQ access arrangements regulations, will be organised by Exams officer and SENCo.

Further information detailed at Annex II.

9. Contingency planning

Refer to separate contingency policy.

10. Estimated grades

Subject Co-ordinators or teachers are responsible for submitting estimated grades to the exams officer when requested.

11. Managing invigilators

External staff will not be used to invigilate examinations.

Invigilators are School Staff and are trained, and briefed by the SENCo, Deputy Exams Officer in consultation with the Exams Officer.

12. Malpractice

The head of centre, in consultation with the Exams officer, is responsible for ensuring that suspected malpractice is thoroughly investigated.

13. Exam days

The exams officer will:

Book all exam rooms (after liaising with other relevant users)

Make question papers, exam stationary and materials available for the school staff.

Exams Officer is responsible for setting up the allocated rooms.

The school staff and the exams officer] will start and finish all exams in accordance with JCQ guidelines.

Subject staff may not be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Subject Co-ordinators in accordance with JCQ's recommendations and no later than 24 hours after candidates have completed them.

After an exam, the exams officer will arrange for the safe dispatch of completed exam scripts to awarding bodies, working in conjunction with deputy exams officer and administration team.

14. Candidates

The exams officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the Subject Co-ordinator.

Our published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and we accept no liability for their loss or damage.

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationary list, or the specification for that subject.

This is particularly true of mobile phones and other electronic devices with text or digital facilities.

Any precluded items must not be taken into the exam room.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the [role(s) – likely the exams officer].

Candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The Exams officer] is responsible for handling late or absent candidates on exam day.

14.1 Private candidates

The Exams officer is responsible for managing private candidates. This will include supervision and responsibility for candidates before and after exam times to ensure safety of school members during transitions.

15.2 Clash candidates

The Exams officer will be responsible for making arrangements for clash candidates, including, supervising escorts, identifying a secure venue and arranging overnight stays where necessary

15. Special consideration

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's or his/her parent/Foster parent's responsibility to alert the school to that effect.

The candidate must support any special consideration claim with appropriate evidence ASAP.

The Exams Officer will make a special consideration application to the relevant awarding body ASAP.

16. Internal assessment

It is the duty of Subject Co-ordinators to ensure that all internal assessments-controlled tests and non-examination components- are ready for dispatch at the correct time. In this Centre this applies to subject specifications for GCSE, FS L1 & 2 and ELC. The Exams Officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Marks for all internally assessed work are provided to the exams office by the Subject Co-ordinators. The Exams Officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure (IAP) document.

17. Results and certificates

Candidates will receive individual result slips by email on results days,

Potential arrangements for the centre to be open on results days are made by the Head Teacher and the Exams Officer

The provision of the necessary staff on results days is the responsibility of the Head Teacher and the Exams Officer.

18.1 Enquiries about results (EARs)

EARs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.

The cost of EARs will be paid by the candidate.

All decisions on whether to make an application for an EAR will be made by Exams Officer.

If a candidate's request for an EAR is not supported, the candidate may appeal and the centre will respond by following the process in its Internal Appeals Procedure (IAP) document.

All processing of EARs will be the responsibility of the Exams Officer following the JCQ guidance.

18.2 Access to scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written exam papers within 28 days of the receipt of results.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

Re-marks cannot be applied for once an original script has been returned.

The cost of EARs will be paid by the candidate.

Processing of requests for ATS will be the responsibility of the Exams Officer.

19. Monitoring and review

The head of centre is responsible for ensuring that this policy is reviewed every year.

Issue Number	Date issued / Reviewed
1	September 2020
2	Reviewed July 2021
3	Reviewed July 2022

Internal Quality Assurance Policy

Scope of the Policy

Aims: To ensure that:

- Assessment is accurate, consistent, current, timely, valid, authentic and to Awarding Body standards.
- Assessment instruments are fit for purpose.
- To ensure that internal verification is valid, reliable and covers all assessors and programme activity.
- Assessment is part of an audit trail of learner achievement records.
- To ensure that there is accurate and detailed recording of internal verification decisions.
- Feedback is provided to inform centre quality improvement.
- To ensure that the internal verification procedure is open, fair and free from bias.

Definitions/Terminology

Internal Verification: A centre devised quality assurance process which assures the assessment against the accrediting body unit grading criteria and that assignments are fit for purpose.

External Verification: A regular process operated by the awarding body and used to check centre assignments and assessment against accrediting body standards. Internal verification processes and centre resources are reviewed and reported upon.

Sample of Learner Work: External verification is based upon the scrutiny of assessed learner work. The volumes of samples required is prescribed by the external verifier and varies according to numbers of learners and sector programmes a centre operates.

Responsibilities

Quality Nominee (QN): Ensures that centre internal verification and standardisation processes operate, and acts as the centre coordinator for external verification between the awarding body and course teams. The QN ensures External Verifier reports are monitored and any remedial work carried out.

Internal Verifier (IV): A Lecturer/assessor able to verify assessor decisions and validate assignments. The internal verification records findings, gives assessor feedback, and oversees remedial action.

External Verifier (EV): The EV verifies the quality of the centre's assessment and internal verification.

Tutor Briefing: All assessors and IV's require periodic briefing on accrediting body processes.

Verification schedules: Annually agreed to cover all assessors. Assessment schedules should be drawn up and monitored through the year.

Internal verification of assignments: Carried out before use to ensure that they are fit for purpose, and that any recommended action is taken.

Internal verification of learner work: Should verify sufficient to ensure the security of the standard. Assessors do not internally verify their own work. Assessor feedback and support should be given. The process does not involve the learner.

IV records: Are correctly maintained in a secure place after certification. Centres should use standard forms for the process: see awarding body web sites.

Links: Internal verification processes need to articulate with appeals processes, and authenticity of learner work requirements.

External Verification: Centres need to have in place monitoring and review procedures for external verification outcomes. Procedures are required to deal with actions required by the EV.

Procedures

ISP School has procedures in place to:

- Ensure that all centre assessment instruments are verified as fit for purpose.
- An appropriately structured sample of assessor work from all programmes, sites and teams are verified, to ensure centre programmes conform to the awarding body standards and external verification requirements.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity
- Brief and train staff of the requirements for current internal verification procedures.
- Promote internal verification as a developmental process between staff.
- Provide standardised internal verification documentation
- Use the outcome of internal verification to enhance future assessment practice.

Details of all the internal verification processes and procedures linked to internal and external verification can be found in the NCFE Quality Documents on its website – There is additional guidance provided by NCFE under the IQA strategy, which is followed for all NCFE qualification.

<https://portal.ncfe.org.uk/Login.aspx?ReturnUrl=%2f>

Details of all the internal verification processes and procedures linked to internal and external verification can be found in the Pearson Quality Documents on its website –

<https://qualifications.pearson.com/en/support/supporttopics/assessment-and-verification/btec-assessment-and-verification-tools.html>

Access Arrangement Policy

What are access arrangements and reasonable adjustments?

Access arrangements

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'.

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. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'. The centre must ensure that approved adjustments can be delivered to candidates.

*References to legislation are to the Equality Act 2010.

Purpose of the policy

The purpose of this policy is to confirm that our School has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its obligation to identify the need for, request and implement access arrangements. (JCQ's General Regulations for Approved Centres, section 5.4)

This publication is further referred to in this policy as GR.

This policy is maintained and held by SENDCo alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations. Where the SENDCo is storing documentation electronically they will create an e-folder for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection.

The policy is annually reviewed to ensure that processes are carried out in accordance with the current JCQ document 'Adjustments for candidates with disabilities and learning difficulties - Access Arrangements and Reasonable Adjustments'.

General principles

The headteacher/senior leadership team will appoint a SENDCo, or an equivalent member of staff, who will coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language, as well as those with a temporary illness or temporary injury. (GR 5.4)

The principles for the centre to consider

These include: The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. The SENDCo, or an equivalent member of staff, must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate. A centre must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice,

they cannot make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENDCo to make appropriate and informed decisions based on the JCQ regulations.

Access arrangements/reasonable adjustments should be processed at the start of the course. Arrangements must always be approved before an examination or assessment. The arrangement(s) put in place must reflect the support given to the candidate in the centre. The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination.

Equalities Policy (Exams)

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

A copy of the Equality Policy (exams) is held by the Exams Officer and a further copy is held in the admin office.

In addition, electronic copies of all exam related policies appear on the school website and on the staff drive on the school network so that all teaching staff can access them. This policy further covers the assessment process and related issues in more detail.

Types of access arrangements

Access arrangements may include:

1. Supervised rest breaks
2. Extra time of up to 25%
3. Extra time of up to 50%
4. Extra time of over 50%
5. Reader/Computer reader
6. Read aloud
7. Scribe/Voice to text software
8. Word processor 4
9. Braille transcript
10. Prompter
11. Oral Language Modifier
12. Live speaker for pre-recorded examinations components
13. Sign Language Interpreter
14. Practical Assistant
15. Alternative accommodation away from the centre
16. Other arrangements for candidates with disabilities In line with JCQ regulations,

Our School will make all decisions with regard to access arrangements based upon whether the candidate has a substantial and long-term impairment which has an adverse effect, in conjunction with the access arrangement being the candidate's normal way of working at our School – demonstrating the involvement of the teaching staff in determining the need for the access arrangement. Appropriate evidence of need will be available for inspection.

The assessment process

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations.

The qualification(s) of the current assessor(s)

The school will use appropriately qualified professionals to undertake the assessments, evidence of the assessor's qualification is obtained and checked against the current requirements. This process is carried out prior to the assessor undertaking any assessment of a candidate.

Checking the qualification(s) of the assessor(s)

- The assessor must hold a post-graduate qualification in individual specialist assessment at or equivalent to Level 7 which must include training in all of the following:
 - o The theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals
 - o The appropriate use of nationally standardised tests for the age group being tested

Reporting the appointment of the assessor(s)

The SENDCo/exams officer holds a file evidencing that all assessors are suitably qualified. The names of all external assessors are entered in Access Arrangements Online to confirm their status, as required by JCQ regulations.

4 Process for the assessment of a candidate's learning difficulties by an assessor

- All previous relevant assessment records, diagnosis' reports and documentation pertaining to a student's needs will be requested upon joining our School and held on record in the pupil file; this will assist the SENDCo/exams officer in determining any potential entitlement to access arrangements.
- Baseline assessments are conducted of all students on admission to our School. This will be a full cognitive assessment in all cases. In addition, a speech language and communication assessment and/or an occupational therapy assessment will be conducted if appropriate. Assessments are updated yearly. This provides recommendations to teaching staff on how to support the student in class and will provide further information to 'paint a picture of need' and identify potential candidates who qualify for access arrangements.
- Students and parents are informed, in advance, about the assessment process, and the reasons for students being tested.
- Students and the assessor are provided with a quiet space for the assessment to be conducted.
- A copy of the assessment scores and outcomes is kept in the students access arrangement file.
- All teaching staff are given a list detailing the access arrangement entitlement of all students, and this list is updated as necessary.
- Parents can contact the school to ask for advice about further testing if they have concerns with the progress and learning of their child. Once contact has been made with the parent, the SEND CO/exams officer will investigate their concerns by speaking to the student's subject teachers.

Following this, a decision will be made as to whether it is appropriate to test a student further.

- Any staff member can contact the SENDCo and Exams Officer directly at any time to raise any concerns about a candidates' learning or ability to access to the curriculum.
- Access arrangements will be applied for using Access Arrangements On-line before the annual JCQ deadline. The exception to this is where an emergency arrangement has been put in place as a consequence of a temporary injury or impairment.
- All of our students will have either special educational learning needs or social, emotional and mental health issues. Due to the nature of our students' difficulties, we do not permit private candidates to take exams at this centre, other than for former pupils within a year of leaving.

All have an EHCP and therefore do not require a form

8. Where a candidate has a current Education, Health and Care Plan, the SENDCo must substantiate the documentation with a picture of need. This must be completed using Form 6 9.

For any pupils without an EHCP (highly unusual for our school)

Recording evidence of need

- The SENCo has a separate file for each student with relevant information pertaining to any formal diagnosis', background information, relevant assessment reports, evidence of need/normal way of working, as well as details of both individual and group interventions and performance monitoring data.
- Regular monitoring is conducted for all students to monitor their reading comprehension, spelling ability and maths ability.

Standardised scores are produced and the results are disseminated to all relevant subject teachers and SLT members to

a) inform their future teaching practices and

b) monitor the success of interventions & plan future interventions.

Any low scores also provide continuing 'evidence of need'.

- Access arrangement testing is routinely done on all students starting examination courses during the Autumn Term to provide up to date scores and continuing 'evidence of need'.
- The tests used to determine entitlement to access arrangement are designed to examine the following:
 - o Reading speed
 - o Reading comprehension
 - o Spelling ability
 - o Writing speed/legibility
 - o Processing speed
 - o Working memory

For that purpose,

- All tests used are on the SASC approved list of tests for access arrangements.
- At the time of applying for access arrangements, a form 8 will be completed by the appropriate persons.
- **Where a candidate has a current Education, Health and Care Plan, the SENCo must substantiate the documentation with a picture of need. This must be completed using Form 9.**
- This 'picture of need' will be updated accordingly and used to apply for access arrangements at the appropriate times.

Additional supporting evidence will be required to process applications in this way.

- When tests, formal assessments and mock exams are conducted, a note is made where the expected test time has elapsed by marking a line on the test/assessment paper. The student is then allowed the appropriate amount of extra time as designated. This enables the subject teacher to ascertain the effectiveness of the extra time awarded.
- The exam officer will monitor the effectiveness of any alternative ways of working and access arrangements to ensure that they are still required and continue to be of benefit to the student. If an arrangement is not used or is found to no longer be of benefit to the student, it will be removed in accordance with JCQ guidance.
- A data protection notice will be signed by the candidates.

Picture of need/normal way of working

- Subject teachers complete a checklist detailing a student's 'normal way of working' for every student. This details comprehensively all additional/alternative arrangements that are used in class to support the student with the teaching and learning. This is repeated every two years to ensure that there is 'continuing evidence of need'.

Teachers will complete a checklist for new students once they are familiar enough with the student to identify their needs.

- As subjects vary, leading to different demands of the candidate, support may be needed in just one or two subjects; another candidate may need support in all their subjects. The key principle is that the specialist assessor can show a history of support and provision.
- All teaching staff are reminded on a regular basis by the SENCO/exams officer to ensure that students are working with their correct access arrangement entitlement and that the students' workbooks are annotated to reflect their designated 'normal way of working'. The SENCO/exams officer will do periodic spot checks of the student's work books to ensure that the correct way of working is being observed. The SENCO/exams officer may also talk directly to the students to enquire how well their designated arrangement is working
- At the assessment stage, or anytime thereafter, if a need is identified, any relevant assistive technology that is arranged for the student will become their 'normal way of working'.
- Being a special provision school, the timetable is already modified at source to take account of our student's slower pace of learning and working, and this arrangement is therefore their 'normal way of working'
- The delivery of the teaching and the language used is adapted at source to take account of our student's learning difficulties and this arrangement is therefore their 'normal way of working'.
- Resources are adapted at source to take account of our student's learning difficulties. This arrangement is therefore their 'normal way of working'
- Before the candidate's assessment, the SENCo must provide the assessor with background information, i.e a picture of need that has been painted as per Part 1 of Form 8. The SENCo and the assessor must work together to ensure a joined-up and consistent process.
- The independent assessor will contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This information must be provided to the assessor before the candidate is assessed.
- All candidates must be assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.
- The independent assessor will discuss access arrangements with the SENCo. The responsibility to request access arrangements specifically lies with the SENCo.
- In addition, peer reading will be used and teaching staff may assist with reading. The student's workbooks will be annotated accordingly to reflect 'evidence of need'.
- Students who are unable to write by hand will record their work using a word processor.

Therefore, the student's 'evidence of learning' will have typed work in them which will reflect their alternative and 'normal way of working'

- Where a student is not able to use either a word processor or voice to text technology because of their learning needs, the teacher or LSA will scribe where appropriate.

Processing access arrangements and adjustments Arrangements/adjustments requiring awarding body approval Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. AARA, chapter 8 (Processing applications for access arrangements and adjustments) and chapter 6 (Modified papers). AAO is accessed within the JCQ Centre Admin Portal (CAP) using any of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used. Online applications must only be processed where they are supported by the centre and the candidate meets the published criteria for the arrangement(s) with the full supporting evidence in place. (AARA 8 Summary)

- Formal access arrangement testing is carried out by the assessor at the beginning of the Autumn term.
- Arrangements must be processed and approved before an examination or controlled assessment/coursework as per the deadlines set out by the awarding bodies.

- A signed copy of the assessors report will be held on file, along with a data protection form signed by the student – consent form must be retained for 26 months from the date of the online application being approved.
- Once the tests have been conducted and there is a recommendation for access arrangements, the SENCo/Exams Officer then applies to the exam boards via AAO; the decision is instant and a printed copy of the confirmation is held in the students file.
- As per JCQ regulations certain applications for students with an EHCP will need to be supported with additional evidence of need; for example:
 - o A letter/report from CAMHS or a clinical psychologist or psychiatrist or
 - o A letter/report from a hospital consultant or
 - o A letter/report from the Local Authority Educational Psychology Service or
 - o A letter/report from the Local Authority Sensory Impairment Service or
 - o A letter/report from a Speech and Language Therapist (SALT) or
 - o A letter report from an occupational therapist
- At this point the access arrangement is added to the list of students and circulated to relevant staff.
- Parents/students are informed of the access arrangement by letter.
- All information is held on file by the SENCo and will be available for inspection. If an application is not approved, additional paperwork/evidence may be required to justify the request being made. In this situation the SENCo/specialist assessor will work together with the Exams Officer to ensure that the correct evidence is submitted to the relevant awarding body or bodies. The Exams Officer will be notified by the awarding body once an outcome has been decided. A printed copy of any such outcome is to be kept on file.

Centre-delegated arrangements/adjustments

Some access arrangements can be “Centre-delegated” which means that an online application to JCQ is not required. Examples of such arrangements include supervised rest/movement breaks, candidates who read aloud, use of a word processor, use of a prompter, coloured overlays and alternative rooming within the centre. Where appropriate, the relevant examinations cover sheet will be completed and/or (if applicable), details noted of supervised rest/movement breaks on the exam incident log.

The SENCo/Exams officer must be satisfied that there is a genuine need for the arrangement to be put in place and have supporting evidence on file.

Centre-specific criteria for particular arrangements/adjustments Word Processor Policy (Exams) An exam candidate may be approved the use of a word processor where this is appropriate to the candidate’s needs and not simply because the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate’s normal way of working within the centre.

School has a written Word Processor Policy (Exams) which details the criteria the centre uses to award and allocate word processors for exams. A copy of this policy is held in the admin office along with all centre devised policies. This policy is located in the Exam Officer’s Office, on the school website (exam policies page) and on the staff drive.

Policies are also available on request from the school office either in paper form or electronically.

Alternative Rooming Arrangements Policy A decision where an exam candidate may be approved alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs will be made by SENCo (or equivalent role). The decision will be based on:

- whether the candidate has a substantial and long term impairment which has an adverse effect and
- the candidate’s normal way of working within the centre (AARA 5.16) School for SEND. As such, some of our students have difficulty with self-regulation as a consequence of a long-term medical condition or long term social, mental or emotional needs. This means that some candidates routinely work with alternative rooming arrangements, so that they can be better regulated in order to access the teaching and learning. It also prevents them from disrupting the learning of others in the same room. For this reason, some candidates

may therefore require alternative rooming arrangements and it will reflect the candidate's normal way of working in the classroom and in internal school tests, assessments and mock examinations. The only exception to this would be a temporary illness or other temporary impairment which will be clearly evidenced.