

POLICY – Examinations

Education Universal

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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.



Abigail Salisbury-Headteacher

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
‘Establishment’ or ‘Site’	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment’s location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local School/College Profile

Devon School is an independent specialist provision for students aged 7 to 18 with Social, Emotional and Mental Health (SEMH) needs. We provide a nurturing and supportive environment where students can access learning that is tailored to their individual needs. Our approach focuses not only on academic progress, but also on helping every student develop confidence, self-esteem, resilience and positive relationships. At Devon School, we believe that every young person deserves the opportunity to succeed and to discover their strengths in a safe and compassionate learning community.

At Devon School, our vision is to collaborate with students and families to create a respectful and compassionate school community. We aim to foster a lifelong love of learning, empowering everyone to become the best versions of themselves.

Our school community is guided by five core values that shape everything we do:

- Respect
- Honesty
- Responsibility
- Resilience
- Kindness

These values help us create a positive environment where students feel safe, valued and supported to grow.

2. Purpose

This policy sets out how **Devon School** plans, delivers, and quality-assures examinations and assessments so that every learner can show what they know and can do. It is for the staff team, senior leaders, learners, and—where relevant—visitors and contractors who support the running of assessments.

In practice, this means we organise examinations with integrity, put reasonable adjustments in place early, and communicate with clarity. For learners under 18, we involve parents and carers appropriately. For 18+ learners, we work directly with the learner and with consent parents and carers whilst offer advocacy where needed. In all cases, we protect dignity, privacy, and safety, and we run a consistent process that can be relied upon.

This policy also enables **Devon School** to meet its statutory duties, uphold safeguarding responsibilities, comply with data protection requirements, and maintain high-quality, trauma-responsive provision across all sites.

3. Scope

This is an organisational policy. It applies across every England based site, service, and function involved in assessment: general qualifications, vocational and technical awards, on-demand digital tests, practical, portfolios, controlled assessments and non-examined assessments. It covers assessments delivered on-site and those undertaken off-site where the site registers or supports learners.

Each site implements the universal standards set out here and aligns its local practice with the national frameworks referenced in **Appendix A**.

4. Local Adaptation Requirement (Adapt Locally)

Where the policy invites local adaptation, we are asking the site to set out operational specifics such as: named roles, secure storage locations, rooming plans, communication routes, deadlines, and local contact details. Local content should be succinct, current, and fully consistent with national requirements and the universal standards in this policy.

- Keep additions factual and necessary.
- Ensure they are reviewed annually alongside the policy.
- Where no local equivalent is required, the universal content stands.

5. Legal and Regulatory Context

Devon School operates within the statutory duties, safeguarding expectations, and inspection arrangements of the nation in which it is based. The universal standards in this policy are applied in line with the national frameworks listed in **Appendix A**.

6. Policy Statement & Principles

Our position is straightforward: assessment must be valid, reliable, and fair—and the learner experience must be safe, respectful and trauma-responsive. We plan carefully, communicate clearly, and act consistently.

- **Integrity & compliance:** We protect exam security, follow instructions precisely, and prevent malpractice or maladministration.
- **Fairness & inclusion:** We identify access needs early, evidence them appropriately, and implement approved adjustments faithfully, without undermining assessment validity.
- **Trauma-responsive practice:** We reduce uncertainty, offer familiarisation and choice where feasible, keep environments calm, and ensure all adults involved can recognise and respond to heightened stress.
- **Learner voice:** We involve learners in decisions about how support is delivered. For **under-18s**, parents/carers are engaged appropriately; for **18+ learners**, the learner leads, with advocacy if needed.
- **Privacy & dignity:** We handle personal information with care and keep sensitive processes discreet.

- **Transparency:** We publish what communities reasonably need to know and invite feedback to improve.

7. Roles & Responsibilities

Strong exams delivery relies on clear roles and dependable handovers.

- **The Headteacher** owns this policy, sets expectations, and ensures resources and training are in place. Abbi Salisbury is registered as the Head of Centre (HOC).
- The **Exams Officer/Examinations Lead** Samantha Carrington plans and runs the operational cycle: entries, timetables, secure storage, materials, staffing, and liaison with awarding bodies. Ms Carrington also coordinates Exam Invigilator training and CPD through the guidance of the HOC.
- The **Access Arrangements Lead/Inclusion Lead** Claire Benjafield, along side Ms Samantha Carrington coordinates identification, evidence, applications, and the delivery of agreed adjustments and assistive technology.

Teachers/tutors ensure learners are taught the assessment objectives, authenticate learner work and meet deadlines. Invigilators create and maintain the right conditions in the room and follow scripts exactly, applying adjustments as approved. The DSL is available for advice and action where safeguarding issues arise around assessment.

The wider multi-agency team—therapists, clinicians, social workers or advocates—contribute insight and evidence, and help us plan trauma-responsive approaches that genuinely work.

Learners commit to exam conduct, use agreed supports appropriately, and tell us promptly if they are unwell or worried. Parents/carers (for under-18s) and with consent over 18s, help ensure readiness and share information early.

Teachers and Teaching Assistants are all trained through the Exam Centre to carry out exams following JCQ guidelines. This is updated annually before exams take place.

Mr Michael Atkinson is appointed as Lead Internal Verifier. This role verifies the Entry Level functional skills assessments, Functional Skills level 1 & level 2 Speaking and Listening components, GCSE Speaking and Listening components and any qualifications that require NEAs. This role also overseas BTEC and Entry Level Certificates. At the end of each exam season, Mr Atkinson also produces documentation and works closely with the exam board for sampling and final grading with the External Standards Verifier.

There are 2 key holders to the secure unit and the safe, Abbi Salisbury and Samantha Carrington.

8. Qualifications & Assessments Covered

We run a range of general and vocational/technical qualifications. Some are exam-heavy; others rely on portfolios, practical's or synoptic tasks. We also deliver

on-demand or adaptive digital tests where appropriate. This policy covers both externally assessed examinations and internal assessment components that contribute to external awards.

- For BTEC awards Devon School uses Pearson
- For Entry Level Certificates Devon School uses Pearson
- For GCSE Maths, English Language and History Devon School uses Pearson
- For GCSE Science & Geography Devon School uses AQA
- For Functional Skills Devon School uses Pearson

All exams are sat in paper form.

GCSE exams are generally sat during the June session in the year the students is in Y11.

Devon school would typically have 2 exam windows for Functional Skills (Maths and English), one in Autumn and one in Spring. Mop up exams for those not passed would be resat early in the Summer term.

9. Planning Cycle & Entries

Good assessment is the result of steady, year-round planning. Each year we map the curriculum to assessment objectives and windows, and we hold termly readiness reviews that bring together mock data, professional judgement and learner wellbeing. We make entries by published deadlines and communicate them in writing. For under-18 learners, parents/carers are informed; for 18+ learners, communication is direct with the learner and with the learners consent the parents/carers.

Fees and re-sit arrangements are set out clearly so there are no surprises. Timetabling and rooming prioritise calm, accessibility and security, with contingency built in should things change at short notice.

For Functional Skills, students are typically registered in Autumn 1 of the academic year assessments will be sat.

For GCSEs exams are typically registered in Spring 1, with an internal deadline of 2 weeks before the Exam board Deadline (Usually 21st February). This gives time for both teacher and student checking of the Statement of Entry.

Once entries are finalised, a timetable will be passed to Students and a copy sent home to parents.

Fees are processed with Cambian.

10. Access Arrangements & Reasonable Adjustments

Our aim is simple: no unnecessary barriers. We identify needs early, build a balanced evidence picture (including normal way of working), and apply for approval where required. Once approved, we implement adjustments consistently—extra time, a

reader or scribe, supervised rest breaks, assistive technology, specialist furniture, small rooms or sensory supports—always in ways that protect the validity of the assessment.

Because stress can affect performance, we embed trauma-responsive practice: pre-examination familiarisation, visual schedules, predictable routines, and the option to sit in a preferred location when feasible. Invigilators are briefed on individual considerations and how to de-escalate while maintaining exam conditions. For under-18 learners, parents/carers are engaged. For 18+ learners, we plan in partnership with the learner and their chosen advocate if one is used.

Evidence for access arrangements is gathered by Claire Benjafield and Supported by Samantha Carrington. All students are tested in Y9 or Y10 with an Educational Psychologist to gather a full report on the needs of each individual. This information is gathered by Claire Benjafield and processed through the JCQ AAO.

Deadlines are managed by Samantha Carrington and Claire Benjafield and followed by guidelines set out by the Exam board and JCQ.

Due to EHCPs and normal way of working all our students are allocated their own room during GCSE exams. Quiet Rooms and Generally located in The Coach House, specifically the 'Fusion' room and 'PHSE' room as they are isolated from the rest of the school.

All sensitive exam material is stored in accordance to JCQ guidelines. Devon School has a dedicated exam room and safe.

11. Learner Preparation & Communication

We make the process clear and confidence-building. Learners receive plain-language information about formats, timings, conduct, permitted materials and where to go. Mocks mirror live conditions and incorporate agreed adjustments so nothing is new on the day. We teach simple regulation strategies—breathing, grounding, movement breaks—and we publish clear contact points for questions or worries. For under-18 learners, we provide parent/carer briefings so adults at home can support preparation. We provide the same with over 18s who have given consent.

Due to the nature of many of our students, exam pencil cases and other exam related material is provided to ease stress on the exam day.

For Access Arrangement's and Reasonable Adjustments, students are spoken to individually. This is conducted by Claire Benjafield. This allows the student to know what they are entitled to and making sure they understand what help is available on the exam day. This is typically carried out once all exams are registered and a reminder is given closer to the start of the exam season. Parents are also notified the results of the Educational Psychologist report.

12. Timetabling, Rooming & Resources

We choose rooms that are quiet and predictable, with good signage, visible clocks and minimal visual clutter. Seating plans are designed discreetly so learners who need particular positions can have them without drawing attention. Where justified, we provide small group or individual sittings. Invigilation ratios are appropriate to the assessment, and supervision arrangements are respectful and safe.

For digital exams, we test the network and power, confirm device readiness, and plan failovers. We hold spares and have agreed steps for switching to contingency modes if systems fail.

Devon School typically has a very low cohort for Y11s – which is between 3 and 10 students. This allows Devon School to manage each student individually.

Devon School provides students with equipment need for each exam. This includes clear pencil cases, black pens and scientific exam calculators. This is arranged by the Exams Officer.

Allocated Exam Rooms are typically rooms in The Coach House.

Should an evacuation be needed, routes are located on the back of each room door.

Should the exam site be unavailable on Exams days, the contingency plan will be evoked. The alternative site is Devon School's Buckfastleigh campus.

Should exams require technology, this would be lead by Lloyd Haskins who would prepare equipment in accordance to JCQ guidelines and be on hand for on the day technical issues.

13. Secure Materials & Confidentiality

Security is non-negotiable. Confidential materials are stored in approved secure conditions with a clear chain of custody. We log receipt, opening, distribution and return; materials are never left unattended. Digital permissions are controlled, and audit logs are retained. Coursework and portfolios travel by secure methods, and we record every hand-off.

Devon School has a designated Exam Room, which is locked with three locks and is approved as with JCQ guidelines. The secure room also has a safe for storing live papers. This is located on the upper floor close to the SLT offices. The door is not named.

There are 2 Key Holders, The Head of Centre, Abbi Salisbury and the Examinations Officer, Samantha Carrington.

Collection of exam papers is by Parcelforce, which is booked in advance by the Exams Officer. Exams are prepared for dispatch and labelled according to the guidelines of the exam board. A dispatch log is signed by Parcelforce on collection and stored in the exam office.

14. Invigilation & Conduct of Assessments

Invigilators set the tone—calm, consistent and reassuring. They are trained and refreshed annually, and they follow scripts word-for-word. We check learner identity using approved documentation or a verified list. We display permitted materials and manage prohibited items discreetly. Any incident is recorded in real time and escalated promptly so decisions can be made with full information.

In order to keep track of invigilator training, for new staff and for ongoing CPD, Devon School uses The Exam Office invigilator training. This is closely monitored and followed up on by Abbi Salisbury and Samantha Carrington.

As all students hold an EHCP from the local authority, correct spelling of names, DOB and ID is verified. During exams a form of photo ID is placed on the desk by the Exams officer for invigilator checking. This ID lists the exams to be sat, candidate number, full name and DOB.

15. Coursework, NEA, Controlled Assessment & Portfolios

Internal assessment is handled with the same rigour as external exams. Learners and Teachers/Tutors/Teaching Assistants sign authentication statements, and we use both professional judgement and appropriate tools to guard against plagiarism or collusion. Supervision levels match task requirements, and we schedule checkpoints so problems surface early. Internal standardisation ensures marking is consistent before anything is submitted. Storage is secure, and digital backups are maintained. We meet moderation deadlines and respond to queries quickly.

Internal deadlines for internal assessments are agreed each autumn between the subject head, Lead IV and Exams officer. These are added to the school main calendar.

Live work is to be stored in the secure room and logged in and out with the Exams Officer.

Standardisation schedules are set for the summer of each academic year by the Lead IV. The Lead IV is also the main point for Plagiarism Tools. Devon School uses 'Turnitin'. Teachers are fully aware of how their students produce work and would identify if AI had been used.

Our [NEA Policy can be found here](#).

16. Plagiarism, Malpractice & Maladministration (including digital/AI misuse)

We teach learners what good academic practice looks like and we are explicit about risks—plagiarism, unauthorised collaboration, improper use of calculators or devices, and misuse of digital/AI tools. If concerns arise, we investigate promptly, fairly and confidentially. Learners can be supported by a trusted adult or advocate. We keep clear records, notify awarding bodies where required, and communicate outcomes in writing with an explanation that learners can understand.

Teachers, TA's and other support staff are all trained on misuse of plagiarism and understand what could possibly lead to Malpractice and /or Maladministration.

Coursework or other assessed work is processed through 'Turnitin' by Mike Atkinson to avoid any acts of plagiarism. All processes are followed in accordance with the guidance set by JCQ and the awarding bodies. Lines of reporting would first go to the Exams Officer. Next step decision making would be between the Exams officer and Head of Centre.

Information for Candidates on the [use of AI can be found on our website](#).

17. Conflicts of Interest

People matter, and relationships can be close in specialist settings. Staff declare any actual or potential conflict—such as assessing or invigilating a close relative. We record declarations and put mitigation in place, for example assigning a different assessor or adding an additional invigilator. The register is reviewed regularly.

The Head of Centre circulates forms via email, to be completed by staff to highlight any conflicts of interest. These are stored on the staff file. They are reviewed annually.

Our [Conflicts of Interest Policy can be found here](#).

18. Special Consideration (illness, bereavement, significant distress)

Life does not pause for exams. If a learner is unwell or experiences significant distress at or near the time of an assessment, we consider whether a special consideration application is appropriate. We gather evidence sensitively, involve the learner (and parents/carers where applicable), and explain the options clearly, including any limitations. Decisions are recorded and communicated promptly.

For Special Considerations contact the Exams Officer at samantha.carrington@cambiagroup.com.

Our [Special Consideration Policy can be found here](#).

19. Emergencies & Contingency (including digital delivery)

We plan for the unexpected: severe weather, transport disruption, power or network failure, staff absence, room issues, public health concerns, or cyber incidents. Our contingencies aim to keep assessments safe and fair—continuing where possible, postponing where necessary, and always protecting security.

At minimum, we identify alternative rooms and invigilators in advance, hold spare devices and charging, keep an offline plan for digital exams where permitted, and set out how scripts are secured in evacuations. Communication with learners, staff and families is prompt and clear.

The Devon School Buckfastleigh campus is named an alternative venue, should the Paignton site be unavailable.

Head of Centre Abbi Salisbury is the Contingency Lead. We would then proceed to follow our 'Snow Tree' procedures for communication.

Our [Contingency Plan can be found here](#).

20. Results, Post-Results and Appeals

Results days are planned to be supportive and well-organised. We publish how results will be issued and where to get advice. Post-results services—clerical checks, reviews, access to scripts—are explained in plain language with deadlines and costs made clear.

21. Appeals and Review

Learners have the right to request a review or appeal relating to internal assessment decisions or the outcomes of externally assessed examinations. The universal expectation is that each site maintains clear, accessible procedures for internal assessment appeals and post-results services in line with awarding body requirements. These procedures must be published locally, explained to learners in advance, and be applied consistently, transparently and within published deadlines.

You may find a copy of our [Appeals and Reviews Policy](#) on our [school website](#).

Examboard Deadlines: [AQA](#) & [Pearson](#)

Devon School will send out information to candidates regarding Appeals and Reviews by the end of July each year.

22. Certificates

When certificates arrive, we check and log them, store them securely, and issue them promptly. Uncollected certificates are retained for a defined period, and we signpost learners to replacement routes if needed.

Students are to organise a time to come back into school to collect certificates.

Certificates will be kept onsite for 12 months, after which they will be destroyed.

23. Complaints

If something has not gone as it should, we want to know. Concerns about examination administration can be raised through the site complaints process. We handle complaints respectfully, quickly and with a focus on learning and improvement.

Complaints should be sent to the Exams Officer at samantha.carrington@cambiangroup.com

24. Data Protection & Confidentiality

We collect only what we need, keep it secure, and retain it for defined periods. We publish privacy information that explains how assessment data is used and shared with awarding bodies and regulators. Learners can request accessible versions of information and can ask questions about how their data is handled.

25. Quality Assurance, Training & Audit

Quality is built in, not inspected in. Each year we train invigilators, Teachers/Tutors/Teaching Assistants and the examinations/administration team, with refreshers ahead of every series. We carry out spot checks and observations of live exams and internal assessment processes, and we hold a post-series review to capture what worked and what needs to improve. Actions are tracked to completion and reported to leadership and governance.

26. Multi-site, Off-site & Third-Party Centres

Where learners sit assessments away from the home site, we check suitability, accessibility and security in advance, and we document who is responsible for what. For workplace assessments, we brief employers or placement providers and quality-assure evidence and assessor decisions so standards are consistent.

The Exams Officer will visit the site to verify the physical and digital security as well as suitability for the assessment, including any reasonable adjustments.

27. Publishing, Ownership & Review

We publish this policy on the [Devon School website](#) and provide it in accessible formats on request (for example, large print, easy-read or other languages). We also share learner-friendly information about exam conduct, prohibited items, access arrangements and key dates for results and appeals.

Ownership sits with the Head of Centre for examinations and access arrangements. We invite learner feedback (and, for under-18s, parent/carer input, over 18s parent/carer input with consent and we review the policy annually, informed by quality assurance activity, incident logs, learner voice and post-results analysis.

This information is reviewed annually and updated in October each year. This is approved by the Head of Centre.

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

Appendices

Appendix A – Legal and Regulatory Framework in England

Appendix B – Legal and Regulatory Framework in Wales

Appendix C – Legal and Regulatory Framework in Scotland

Appendix A – England

Legislation, guidance and regulatory frameworks underpinning Examinations in England.

The Education (Independent School Standards) Regulations 2014

- **Means:** Prescribes the Independent School Standards proprietors must meet (including assessment, welfare/health/safety, premises, information /complaints, leadership) for independent schools.
- **Requires:** Sites evidence compliant assessment and information practices, safe conditions for examinations, and leadership oversight that meets the standards inspectors test.
- **Our stance:** We map examinations policy and evidence directly to relevant ISS parts (assessment, welfare/health/safety, information/complaints, leadership).
- **Implementation example: ISS evidence map (exams)** showing where timetables, seating plans, access-arrangements files, secure-storage logs and complaints/appeals information meet the ISS parts.
- **Links:** <https://www.legislation.gov.uk/ukSI/2014/3283>

Ofsted Education Inspection Framework (EIF) + remit toolkits — for use from 10 Nov 2025

- **Means:** Sets how Ofsted inspects independent schools and FE & skills providers; inspections consider assessment integrity, inclusion and safeguarding with remit-specific toolkits/operating guides.
- **Requires:** Sites demonstrate well-led, secure, inclusive examinations (reasonable adjustments delivered), with clear impact; evidence aligns to the toolkit evaluation areas used in inspection.
- **Our stance:** We organise an inspection-ready exams bundle aligned to EIF and the relevant toolkit (independent schools or FE).
- **Implementation example: Bundle index** cross-referencing exam processes (security, invigilation, access arrangements, incidents, post-results) to EIF/toolkit headings.
- **Links:** <https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-use-from-november-2025>

JCQ — Instructions for Conducting Examinations (ICE), General Regulations for Approved Centres, and Access Arrangements & Reasonable Adjustments (AARA) — 2025–26

- **Means:** Establishes the definitive operational rulebook for exam delivery (**ICE**), the centre-level governance and compliance framework (**General Regulations**), and the national rules for access arrangements/reasonable adjustments/special consideration (AARA) for JCQ member awarding organisations' qualifications delivered in England.
- **Requires:** Centres follow ICE for secure storage, room set-up, invigilation, start/finish and incident handling; maintain annual policy reviews, cyber-security training certificates and CPD per General Regulations; and implement AARA



with evidence of need and normal way of working (incl. 2025–26 update: trial and exhaust supervised rest breaks before 25% extra time where the impairment is not a learning difficulty; candidates must be informed AAO will process their data).

- **Our stance:** We deliver to ICE on the day, prove centre-level compliance to General Regulations, and run AARA exactly as specified (evidence → approval → delivery → impact).
- **Implementation example:** Exam Delivery Pack (ICE quick-ref, JCQ posters/notices, room checklist, seating plan, two-person security log, late/very-late protocol, incident form) + Exams Governance folder (policy review log, cyber-training certs, CPD, contingency, inspection checklist) + AARA bundle (teacher evidence, mock trials incl. rest-breaks where applicable, AAO submissions log, delivery plan, post-series review).
- **Links:** <https://www.jcq.org.uk/knowledge-hub/instructions-for-conducting-examinations/>

Ofqual Handbook: General Conditions of Recognition — updated 4 Dec 2025

- **Means:** The regulatory conditions for awarding organisations (AOs) that drive centre requirements on setting/delivering assessments, confidentiality, reasonable adjustments, special consideration, malpractice, marking/results and appeals.
- **Requires:** Sites comply with AO rules derived from the Conditions (e.g., security, incident reporting, access arrangements delivery, post-results/appeals) and keep auditable records.
- **Our stance:** We maintain an annual exams compliance log showing how AO/centre agreements, training, security, incidents and post-results actions meet the Conditions.
- **Implementation example:** Signed centre-agreement register plus termly checks against Conditions G (assessments), H (marking/results), I (appeals/certificates).
- **Links:** <https://www.gov.uk/guidance/ofqual-handbook>

Equality Act 2010 (Reasonable Adjustments Duty) — in force from 1 Oct 2010

- **Means:** Imposes a duty to make reasonable adjustments so disabled learners are not substantially disadvantaged, including in examinations and assessment.
- **Requires:** Sites ensure adjustments are appropriate, evidence-based and do not compromise assessment validity; decisions are individual and proportionate.
- **Our stance:** We plan early, match adjustments to normal way of working, and test delivery (rooms, tech, staffing) before live exams.
- **Implementation example:** **Access-arrangements file:** needs/evidence, AO approvals, tech test logs, invigilator briefings and learner feedback notes.
- **Links:** <https://www.legislation.gov.uk/ukpga/2010/15/section/20>

SEND Code of Practice: 0–25 years (statutory guidance) — last updated 12 Sep 2024

- **Means:** Statutory guidance for schools and FE on identifying and meeting needs; integrates planning for access arrangements via normal way of working and multi-agency input.
- **Requires:** Sites evidence early identification, graduated response and the link from support in learning to support in assessment.
- **Our stance:** Exam access planning is embedded within SEND processes and reviewed after mocks before AO submissions.
- **Implementation example: Timeline** from SEND plan → mock adjustments → AO application → live delivery → impact review.
- **Links:** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Data Protection Act 2018 / UK GDPR — Royal Assent 23 May 2018; up to date

- **Means:** Sets lawful, fair and secure processing of examinations data (including special-category data and exam-related rights/exemptions).
- **Requires:** Sites publish privacy information, define lawful bases for sharing with AOs/Ofqual/Ofsted, secure transfers, operate retention schedules and handle SARs correctly.
- **Our stance:** We maintain a clear exams privacy notice, least-privilege access, secure transfer chains and a SARs/rights workflow.
- **Implementation example:** Exams data asset register covering datasets, lawful bases, sharing, retention, SAR timelines and breach response.
- **Links:** <https://www.legislation.gov.uk/ukpga/2018/12/contents>

Appendix B – Wales

Legislation, guidance and regulatory frameworks underpinning Examinations in Wales.

Estyn – What and how we inspect (Independent schools / FE & skills)

- **Means:** Sets how Estyn evaluates learning; teaching & assessment; care/support & guidance; leadership/management, and checks registration compliance for independent schools. Examinations must be secure, fair, inclusive and well led within these areas.
- **Requires:** Evidence of assessment planning and secure exam administration; access arrangements in practice; self-evaluation and improvement planning that cover exams.
- **Our stance:** We maintain a one-page Estyn crosswalk (exams) and an inspection-day folder showing how exam artefacts meet each inspection area.
- **Implementation example:** Crosswalk mapping seating plans, secure-storage logs, access-arrangements delivery, incident forms and post-results actions to Estyn's four areas and the registration section.
- **Links:** <https://estyn.gov.wales/app/uploads/2024/08/What-and-how-we-inspect-independent-schools.pdf>

Independent school standards / registration compliance (Wales)

- **Means:** During inspection, Estyn tests compliance with registration regulations (curriculum/teaching/assessment, welfare/health & safety, leadership/management); examinations evidence must sit within these headings.
- **Requires:** Mapped evidence for timetables, seating plans, secure storage, incident reporting, candidate information, and complaints/appeals against the registration headings.
- **Our stance:** We map examinations policy and evidence directly to each registration area so inspectors can locate artefacts instantly.
- **Implementation example:** Registration→Exams evidence matrix showing where seating plans, access-arrangements files, secure-storage logs, and complaints/appeals appear under each heading.
- **Links:** <https://www.gov.wales/independent-schools-registration-and-operational-guidance-html>

Reasonable Adjustments & ALN (Equality Act 2010; ALN Act 2018 & ALN Code 2021)

- **Means:** **Equality Act 2010** requires reasonable adjustments so disabled learners aren't disadvantaged; ALN Act & ALN Code require identification and IDPs, linking normal way of working to exam access.
- **Requires:** Evidence-based arrangements that do not alter assessment objectives; candidate privacy information and lawful bases for data processed via awarding-body systems.
- **Our stance:** We evidence need, trial, approval, delivery and impact for each candidate, referencing their IDP where applicable.



- **Implementation example:** AARA + ALN checklist per candidate: teacher evidence of normal way of working → (if present) IDP link → timed-mock trial → AAO submission + privacy notice → exam-day delivery plan → post-series review.
- **Links:** <https://www.gov.wales/reasonable-adjustments-general-qualifications-guidance>

JCQ (amalgamated) — ICE + General Regulations (centres) + AARA (2025–26)

- **Means:** ICE is the definitive exam-room rulebook (security, room set-up, invigilation, start/finish, incidents); General Regulations set centre-level governance (policies, contingency, annual cyber-training certificates, CPD; inspection readiness); AARA governs access arrangements/special consideration (2025–26 update: trial and exhaust supervised rest breaks before 25% extra time where the impairment is not a learning difficulty; candidates must be informed AAO processes their data).
- **Requires:** JCQ posters & candidate notices displayed; seating plans and attendance records; two-person question-paper security; incident logs; annual policy review and cyber-training records; AARA evidence of need & normal way of working, timely AAO submissions, and delivery plans.
- **Our stance:** We deliver to ICE on the day, prove centre-level compliance to GRAC, and run AARA exactly as specified.
- **Implementation example:** Exam Delivery Pack (ICE quick-ref, posters, room checklist, seating plan, two-person security log, late/very-late protocol, incident form) +
- **Exams Governance folder** (policy review log, cyber-training certs, CPD, contingency, inspection checklist) + AARA bundle (teacher evidence, rest-break trials where applicable, AAO log, delivery plan).
- **Links:** https://www.jcq.org.uk/wp-content/uploads/2025/08/JCQ-Instructions-for-conducting-examinations-2025_6_FINAL.pdf

Appendix C – Scotland

Education Scotland – What & How We Inspect (Independent Schools)

- **Means:** HM Inspectors apply *How Good Is Our School? (HGIOS?4)* QIs to independent schools, focusing on learning, teaching/assessment, wellbeing/equality/inclusion, attainment and leadership.
- **Requires:** Evidence of robust self-evaluation and improvement planning aligned to four core QIs (1.3, 2.3, 3.1, 3.2).
- **Our stance:** Hold a 1-page QI→Exams crosswalk and an inspection-day folder showing how exam artefacts map to the QIs.
- **Implementation example:** Map seating plans, secure storage logs, access-arrangements delivery and incidents to QIs 2.3 (assessment) + 3.1 (wellbeing/equality) + 3.2 (attainment).
- **Links:** <https://educationinspectorate.gov.scot/inspection-guidance/school-and-elc/independent-school-inspections/>

Independent School Registration (Scotland)

- **Means:** Scottish Ministers regulate registration; pre- and post-registration inspections confirm suitable education, welfare, proprietor fitness, teacher qualification and accommodation. Operating unregistered is unlawful.
- **Requires:** Mapped evidence for curriculum, staffing, welfare/health & safety, and suitability (including exam security, candidate information, complaints/appeals).
- **Our stance:** Exams governance evidence sits directly under registration headings for instant inspector access.
- **Implementation example:** Registration→Exams matrix (timetables, seating plans, secure storage, complaints/appeals).
- **Links:** Registration guidance (Scottish Government): <https://www.gov.scot/publications/registration-independent-schools-scotland-guidance-applicants-proprietors-parents/>

Reasonable Adjustments & ASN (Equality Act 2010; ASL Act 2004)

- **Means:** Section 96(7) of Equality Act lets SQA/Qualifications Scotland define where adjustments cannot be made (to protect assessment objectives). Assessment Arrangements provide individualised support (ICT, extra time, supervised breaks, readers/scribes).
- **Requires:** Evidence that arrangements reflect the learner's normal way of working and do not compromise assessment validity; centres must follow SQA's QA process for assessment arrangements.
- **Our stance:** Each candidate has documented **need** → **evidence** → **approval** → **delivery** → **review** aligned to SQA Assessment Arrangements.
- **Implementation example:** AA checklist (teacher evidence, QA sign-off, SQA system entry, exam-day plan, post-series evaluation).



- **Links:** SQA Section 96(7) (Reasonable adjustments limits): <https://www.sqa.org.uk/sqa/64698.html> Assessment Arrangements Explained: <https://blogs.glowscotland.org.uk/st/public/balfronhssupport/uploads/sites/3617/2020/04/01155616/AssessmentArrangementsExplained.pdf>

Qualifications Scotland / SQA – Exam Delivery & Post-Results

- **Means:** External assessments follow national invigilation, security and incident procedures; invigilator roles, secure storage, and chain-of-custody requirements are specified. □cite□turn3search65□turn3search74□
- **Requires:** Two-person security checks, locked storage, accurate attendance and incident logs; accurate delivery of approved Assessment Arrangements; free appeals service with marking review by a senior appointee. □cite□turn3search84□turn3search83□
- **Our stance:** We run a Scotland-specific Exam Delivery Pack (security log, room checklist, seating plan, incident forms) + Exams Governance folder (policy review, training, contingencies).
- **Implementation example:** Post-results workflow (appeals windows, escalation routes, learner communication crib).
- **Links:** Invigilator (Qualifications Scotland/SQA): <https://www.sqa.org.uk/sqa/35770.html>
- Appeals (Qualifications Scotland/SQA): <https://www.sqa.org.uk/sqa/79049.html>