

Wargrave House School

Remarkable

Autism. Redefining what's Possible

Exams & Accreditation

Including: Appeals against Internal
Assessments for External Qualifications
January 2026

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This policy should be read in conjunction with the following policies:

1	Curriculum
2	Assessment, Recording and Reporting
3	Teaching & Learning
4	GDPR
5	Whistleblowing
6	Data Protection

Change History Record

Current Version	Previous Version	Summary of changes made	Section Heading & Page Number
Jan 26	2024	Policy updated to reflect JCQ General Regulations 2025–26, Ofqual Conditions of Recognition, Keeping Children Safe in Education 2025, SEND Code of Practice updates, Equality Act clarification, and digital/online assessment guidance.	
Jan 26	2024	Added comments on JCQ	4
Jan 26	2024	Added comment and reference to GDPR	6
Jan 26	2024	Added comments about reasonable	9

		adjustments	
Jan 26	2024	Update to JCG, GDPR & Ofqual	21
Jan 26	2024	Updated policy references and updates	24,25

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Introduction

Wargrave House School is committed to ensuring that the exams and accreditation management and administration process is run effectively and efficiently. This policy is reviewed annually to ensure that exams and assessments are conducted to current Joint Council for Qualifications (JCQ) and Awarding Bodies regulations, instructions and guidance. It is the responsibility of all relevant staff to read and understand this policy.

Compliance is aligned with JCQ General Regulations for Approved Centres 2025–26, Instructions for Conducting Examinations (ICE), and updated guidance on non-exam assessment, access arrangements and centre inspections.

Policy

Purpose

This policy will ensure that:

- All aspects of the exam process conducted at Wargrave House School are documented, supporting the exams contingency plan, and other relevant exam-related policies, procedures and plans are signposted.
- The staff involved in qualifications are well informed and supported, with a clear understanding of their roles and responsibilities.
- All exams and assessments are conducted according to JCQ and Awarding Body regulations, guidance and instructions, thus maintaining the integrity and security of the exam/assessment system at all times remaining compliant.
- The planning and management of exams and modular work is conducted in the best interest of students undertaking an exam or accredited learning programme.

For accredited learning qualifications that are modular, this policy will ensure that:

- We ensure the sharing of learning goals/intentions with students.
- We ensure staff and students know and recognise the criteria for success.
- Staff provide feedback and marking that helps students to identify how to improve.
- Students learning self-assessment techniques help to discover areas to improve.
- There is use of effective questioning to assess progress.

- Both the teacher and students review and reflect on performance and progress and set targets for improvement.
- We recognise that both motivation and self-esteem are crucial for effective learning and progress and can be increased by effective assessment techniques.
- Feedback from staff is monitored as being effective.

Aims

To set up an efficient system with clear guidelines for all, that supports equal opportunities. The aim of this policy is to ensure:

- The planning and management of exams and accredited programmes are conducted in the best interest of candidates.
- Our system of administration is efficient and clear, and students understand what is required and expected of them, whilst having their autism and individual needs met.
- Our system of administration is efficient and clear, and relevant staff understand what is required and expected of them, having their training needs met.
- We comply with requirements and guidance set out by the Joint Council for Qualifications and Awarding Bodies.

Roles and Responsibilities

“The Head of Centre is the individual who is accountable to the awarding bodies for ensuring that the centre is compliant with the published JCQ regulations and awarding body requirements in order to ensure the security and integrity of the examinations/assessments at all times. The Examinations Officer is the person appointed by the Head of Centre to act on behalf of, and be the main point of contact for, the centre in matters relating to the general administration of awarding body examinations and assessments. The Head of Centre may not appoint themselves as the Examinations Officer. A Head of Centre and an Examinations Officer are two distinct and separate roles.”

(JCQ)

All Staff

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

Head of Centre (Head Teacher (HT))

The HT has overall responsibility for Wargrave House School as an exams centre and is supported by the Deputy Head Teacher (DHT). They are responsible for ensuring that all suspected or actual incidents of malpractice are reported, in line with the JCQ guidance on suspected malpractice in examinations and assessments. It is possible for the HT to delegate tasks related to the responsibilities above, providing the person or persons are qualified/skilled in the role being asked of them, but the HT cannot delegate the overall responsibility.

The HT takes responsibility for responding to the National Centre Number Register annual update (administered on behalf of the JCQ member Awarding Bodies by OCR (ocr.org.uk/administration/stage-1-preparation/ncnannual-update/)) by the end of October each year confirming they are both aware of and adhering to the latest version of the JCQ regulations and signs and returns the Head of Centre's declaration which is then kept on file for inspection purposes.

The HT and DHT ensures irregularities are investigated and informs the Awarding Bodies of any cases of alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, are reported to the Awarding Body immediately.

The HT ensures the Centre has a child protection/safeguarding policy in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements and ensures the data protection policy is in place that complies with General Data Protection Regulation and Data Protection Act 2018 regulations. This includes continued compliance with UK GDPR including secure handling of exam data, online systems and digital assessment platforms.

Exams Officer

The Exams Officer is responsible for the administration of exams and will:

- Manage the administration of internal exams, moderation and accredited programmes.
- Advise the Senior Leadership Team (SLT), Departmental Managers, Class Teachers, and any other relevant support staff on annual exams timetables and procedures as set out by Awarding Bodies.

- Oversee the production and distribution of an annual calendar for all exams and accredited programmes in which named students will be involved and communicate regularly with staff about imminent deadlines and events.
- Ensure that students and their parents are informed of, and understand, aspects of the exams and accredited learning timetable that will affect them, information which may be communicated via the Class Teacher.
- Check with teaching staff that the necessary coursework and/or controlled assessments are completed in time and in accordance with JCQ guidelines or identified Awarding Bodies.
- Provide and confirm detailed data on estimated entries.
- Maintain systems and processes to support the timely entry of students for their exams and accreditation.
- 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 and Awarding Bodies guidance on the special consideration processes.
- Identify and manage exam timetable clashes.
- Account for income and expenditures relating to all exam/accredited learning costs/charges.
- Line manages the invigilator, or as EO conduct duties in organising the recruitment, training, and monitoring of exams invigilators responsible for the conduct of exams.
- 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 and accredited programme results and certificates to students, 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 or Awarding Bodies guidance on suspected malpractice in examinations and assessments.
- Advise on appeals and re-marks.

The Exams Officer will also:

- Book all necessary rooms (after liaising with other relevant users).
- Make question papers available for the invigilator.

- The invigilators and the Exams Officer will start and finish all exams in accordance with JCQ and Awarding Body guidelines.
- Any staff present must be in accordance with the rules defined by JCQ and Awarding Body concerning who is allowed in the exam room and what they can do.
- Exam papers must not be removed from the exam room before the end of a session. Papers will be distributed in accordance with JCQ's recommendations and Awarding Body.
- After an exam, the Exams Officer will arrange for the safe dispatch of completed exam scripts to awarding bodies, working in conjunction with administrative staff.

Our Exams Officer, the administration team and the SENCo will work in partnership to support the processes.

KS4 Phase Lead

Line Managers who oversee a department are responsible for:

- Advising the Exams Officer of any changes to the curriculum or assessment processes.
- Advising the Exams officer of entries.
- Guidance and pastoral care for students who have questions or anxieties.
- Accurately completing entry and mark sheets and adhering to deadlines as set by the Exams Officer (if the Class Teacher or Exams Officer is not suitable).
- Accurately completing coursework/controlled assessment mark sheets and declaration sheets (if the Class Teacher or Exams Officer is not suitable).
- Decisions on post-results procedures.

Teachers

Teachers are responsible for:

- Supplying information about entries, coursework and controlled assessments as required by the Head of Department and/or the Exams Officer.
- Advising the Exams Officer of any changes to the timetable.
- Advising the Exams Officer of entries.
- Guidance and pastoral care for students who have questions or anxieties.

- Accurately completing entry and mark sheets and adhering to deadlines as set by the Exams Officer (if appropriate).
- Identifying and testing students' 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/SENCo to provide the access arrangements required by candidates in exam rooms.
- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the Exams Officer.
- Keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications.
- Attend relevant awarding body training and update events.

Special Educational Needs Co-ordinator (SENCo)

The SENCo is supported by the therapy team and class teams to:

- Identify students' requirements for access arrangements and notifying the Exams Officer in good time so that they can put exam day arrangements in place.
- Working with the team to provide the access arrangements required by candidates in exam rooms.
- Employs good practice in relation to the Equality Act 2010.
- Clarifies reasonable adjustment duties in line with the SEND Code of Practice, current JCQ access arrangements guidance and neurodiversity-inclusive practice.

Lead Invigilator(s)

The Lead Invigilator(s) are responsible for:

- Assisting the Exams Officer to run exams efficiently, according to JCQ and Awarding Bodies.
- Collecting exam papers and other material from the Exams Officer before the start of the exam.
- Collecting all exam papers in the correct order at the end of the exam and ensuring that they are returned to a secure place.

Reception Staff (Administration Team)

The reception staff will support the Exams Officer in the receipt and dispatch of confidential exam materials and follow the requirements for maintaining the integrity and confidentiality of the exam materials.

Candidates (Students)

Our higher attaining students 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 and those of the Awarding Body.

Policy

The qualifications offered at Wargrave House School are decided by the HT, DHT and Departmental Managers. At Key Stage 4 the qualifications offered are, for example, NCFE Entry Level and Functional Skills, ASDAN and BTEC.

All eligible candidates will be entitled and enabled to achieve entry of qualifications from an external Awarding Body.

Any decision not to enter a candidate will be taken in consultation with the candidates' parents/carers, SENCo and appropriate school staff.

We can offer the following types of qualifications:

- Paper based tests
- Online tests
- Accredited learning (submitted by completion of modules).

Students can attain qualifications from Entry Level to Level 2 and can undertake Functional Skills qualifications over the period of time spent in Key Stage 4.

Procedure

Internal exams (mock or trial exams) and assessments are scheduled termly. Mock or trial exams are held under exam conditions, taking into account the needs of our students. The SLT or Head of Departments decide which exam series are used at Wargrave House School and we offer assessments on an on-demand basis. On-demand assessments can be scheduled only in

windows agreed between the Heads of Department and Teachers. Candidates or parents/carers can request subject entry, change of level or withdrawal.

We do not act as an exams centre for other organisations. Entry deadlines are circulated to Heads of Department via email and/or briefing meetings. The Assessment Lead & KS4 Phase Lead 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 authorization by the Exams Officer.

In an exam room, students must not have access to items other than those clearly allowed by the awarding body. This is particularly true of mobile phones and other electronic devices with text or digital facilities. Disruptive students are dealt with in accordance with awarding body guidelines and our in-house procedures. Students who leave an exam room must be accompanied by an appropriate member of staff.

We allow re-sits for all our types of qualifications in line with the awarding bodies guidelines. Re-sit decisions will be made by the Heads of Department, Class Teacher and Exams Officer. Based on a student's presentation and parental contribution, the withdrawal of a student will be considered if it is deemed in the best interests of the student.

Contingency planning for exams administration is the responsibility of the Exams Officer. Contingency plans are made available via email and briefing meetings and will be in line with the guidance provided by Ofqual, JCQ and Awarding bodies.

Assessment Lead, KS4 Lead and/or Class Teachers are responsible for submitting estimated grades to the Exams Officer.

Invigilators are recruited, timetabled, trained and briefed by the Exams Officer and the person acting in the role of lead invigilator.

The HT in consultation with the DHT and Exams Officer is responsible for ensuring that suspected malpractice is thoroughly investigated.

All staff must ensure that they meet the requirements of any equality legislation. We will comply with the legislations, including making reasonable

adjustments to the service that we provide to students in accordance with the requirements defined by the legislation, Awarding Bodies and JCQ. This is the responsibility of the Exams Officer, HT and the SENCo.

Internal Quality Assurance Process for Wargrave House School

First Term

- Establish numbers of students' cohort
- Establish levels that these candidates will work on
- Register candidates
- IQA to approve proposed monitoring cycle
- IQA to draw up sample plan allocating internal moderator to assessors across the identified departments.

End of Term 1

- First round of formative internal quality assurance to be conducted. One copy of feedback sheet to be given to the assessor, one to be stored centrally in the centre portfolio for auditable purposes

Term 2

- Second round of formative internal quality assurance to be conducted. Documentation to be copied as before and stored in the centre portfolio.
- Any action noted by the Internal Moderator (I'm) on first round to be checked and signed off
- Meeting held to discuss issues arising
- Internal Quality Assurance (IQA) to complete internal standardisation monitoring.

Term 3

- Arrangements to be made for External Internal Quality Assurance
- Third round of internal quality assurance to be conducted. Documentation to be copied as before and stored in the centre portfolio
- Any continuing issues to be addressed and signed off
- Meeting held to discuss issues and plan for external internal quality Assurance
- IQA to complete internal standardisation monitoring
- External/internal quality assurance takes place
- Meeting to be arranged to discuss feedback with external internal quality assurance and plan put in place to address any issues arising.

Students and their families 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. This is set out in the DfE's guidance on charging for school activities 'Prescribed public examinations.' (Prescribed Public Examinations, England, Regulations 2010).

If a student is unable to attend an exam because of illness, bereavement or other valid reason, or if a student becomes ill or otherwise disadvantaged during an exam, staff must remain vigilant and support within the agreed considerations.

It is the duty of the Assessment Lead, KS4 Lead and Class Teachers along with support staff to ensure that all internal assessment is ready for dispatch at the correct time. The Exams Officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent. The Exams Officer will inform staff of the deadline date for appeals against internal assessments. Any appeals will be dealt with in accordance with our internal appeals procedure. Students will receive their individual results as they are confirmed.

Policy on Appeals against Internal Assessment for External Qualifications

Wargrave House School is committed to assessing the work of the candidate in a professional way according to the exam board specification and in accordance with the Code of Practice for the conduct of external examinations produced by QCDA. Wargrave House School will ensure that:

- Internal assessments are conducted by staff who have appropriate knowledge, understanding and skills.
- Assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification.
- The consistency of the internal assessment is secured through internal standardisation as necessary.
- Staff responsible for internal standardisation attend any compulsory training sessions.

If at any time during your exam courses you have concerns about the procedure used in assessing your internally marked work for public exams

(e.g. coursework, portfolio, projects) then you **MUST** initially discuss this with the teacher.

If the matter is not resolved, then you should see the Exams Officer as soon as possible to discuss whether a formal appeal could be made. Any appeal is very much as a last resort and a request for an appeal will not be accepted unless these other avenues have first been explored. Candidates, their parents or carers may use the formal appeal procedure described below.

The Appeals Procedure

When a learner or parent is concerned with the exams process, they should:

Stage One: Discuss all your concerns with the teacher.

Stage One is very important, and you are asked to talk through any concerns with the teacher. Please also make sure at this stage you let the teacher know of any personal circumstances that need to be taken into account.

Stage Two: If you remain concerned after Stage One, write to the Exams Officer/DHT.

Stage Two requires that Parent/Carer to write to Wargrave House School's Examinations Officer within 7 days of discussion/review.

The letter should include:

- Information to help us identify the assessment decision you have concerns about e.g. course, unit, outcome, teacher.
- An outline of exactly what your concerns are.

Send your letter to C/o The Exams Officer Wargrave House School, 449 Wargrave Road, Newton-Le-Willows, Merseyside, WA12 8RS. The Examinations Officer will inform the HT and DHT.

Appeals should normally be made by 30 April for examinations in the summer series. This deadline may be extended in exceptional circumstances where the coursework marking, and internal quality assurance schedule extends beyond this time.

Stage Three: The HT will arrange a school review.

Stage Three is Wargrave House School's Appeal, and the HT will arrange within 10 days, to meet with the teacher to discuss your concerns and to review the assessment decision.

Stage Four: If you remain concerned after Stage Three you may write to the HT asking for an Academic Board Appeal.

Stage Four is an Appeal to the Academic Board. The grounds for appeal are:

- Irregularities in Wargrave House School Appeal process.
- Irregularities in Wargrave House School procedures for assessing candidate evidence.
- The procedures for processing candidate results.

Please write to the HT within 10 days of receiving Wargrave House School Review decision. State clearly your concerns. The Appeals sub-group of the Academic Board will not include any members of staff involved in the earlier stages of the Appeal although these staff may attend the meeting. You can also attend and explain your concerns directly to the Appeals sub-group and/or you may submit additional information. The candidate can be accompanied to the meeting by an appropriate person, e.g. Parent/Carer.

Immediately after the meeting the Head of Education will write informing the Parent/Carer of the final decision.

Enquiries about results (Re-marks)

In cases of enquiries about results, where Wargrave House School does not uphold a request for such an enquiry, the candidate/parent/carer may normally pay to have an enquiry carried out. Where parents/carers wish to challenge the decision not to hold an enquiry or consequent an appeal. A similar procedure to that mentioned above will be carried out.

Malpractice Guidelines Post 14

Staff Malpractice

These guidelines set out to define the procedures to be followed in the event of any dispute or allegation regarding staff malpractice in the assessment of internally marked qualification and also regarding examinations invigilated by staff at Wargrave House School and marked externally.

Examples of Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by staff with regards to portfolio-based qualifications. This list is not exhaustive:

- Tampering with candidates work prior to external internal quality assurance/verification
- Assisting candidates with the production of work outside the awarding body guidance
- Fabricating assessment and/or internal verification records or authentication statements.

The following are examples of malpractice by staff with regard to examinations:

- Assisting candidates with exam questions outside of the awarding body guidance
- Allowing candidates to talk, use a mobile phone or go to the toilet unsupervised
- Tampering with scripts prior to external marking taking place.

Staff Malpractice Procedure

Investigations into allegations will be co-ordinated by the Exams Officer, who will ensure the initial investigation is carried out within ten working days. The person responsible for co-ordinating the investigation will depend on the qualification being investigated. The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. Where appropriate, the staff member concerned, and any potential witnesses will be interviewed and their version of events recorded on paper.

The member of staff will be:

- Informed in writing of the allegation made against him or her
- Informed what evidence there is to support the allegation

- Informed of the possible consequences, should malpractice be proven
- Given the opportunity to consider their response to the allegations
- Given the opportunity to submit a written statement
- Given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- Informed of the applicable appeals procedure, should a decision be made against him/her
- Informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies including the GTC.

If work is submitted for internal quality assurance/verification or for marking which is not candidate's own work, the awarding body may not be able to give that candidate a result.

Staff Malpractice Sanctions

Where a member of staff is found guilty of malpractice Wargrave House School may impose the following sanctions:

- Written warning: issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied.
- Training: require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training.
- Special conditions: impose special conditions on future involvement in assessments by the member of staff.
- Suspension: bar the member of staff in all involvement in the administration of assessment for a set period of time.
- Dismissal: should the degree of malpractice be deemed gross professional misconduct; the member of staff could face dismissal from his/her post.

Appeals

The member of staff may appeal against sanctions imposed on them. Appeals will be conducted in line with the organisations Appeals policy.

Responsibilities

The centre's responsibilities as outlined in awarding bodies Malpractice and Maladministration policy and procedures will be adhered to.

Malpractice Guidelines Post16

Candidate Malpractice

These guidelines set out to define the procedures to be followed in the event of any dispute or allegation regarding candidate malpractice in the assessment of internally marked qualifications and also regarding examinations marked externally.

Examples of Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by candidates with regards to portfolio-based qualifications. This list is not exhaustive:

- Plagiarism: the copying and passing off as the candidate's own work, the whole or part of another person's work.
- Collusion: working collaboratively with other learners to produce work that is submitted as the candidates only.
- Failing to abide by the instructions of an assessor: this may refer to the use of resources which the candidates have been specifically told not to use.
- The alteration of any results document.

If a teacher suspects a candidate of malpractice, the candidate will be informed, and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate accepts that malpractice has occurred, he/she will be given the opportunity to repeat the assignment. If found guilty of malpractice following an investigation, the teacher may decide to re-mark previous assignments, and these could also be rejected if similar concerns are identified.

The following are examples of malpractice by candidates with regards to examinations. This list is not exhaustive:

- Talking during an examination
- Taking a mobile phone into an examination
- Taking any other item other than those accepted by the Awarding Body into the examination, such as a book or notes

- Leaving the examination room without permission
- Passing notes or papers to, or accepting notes or paper from another candidate

If a teacher suspects a candidate of malpractice during an examination, the candidate will be informed, and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate is found guilty of malpractice, the Awarding Body will be informed, and the candidate's examination paper will be withdrawn. It is unlikely that the candidate will have the opportunity to repeat the examination.

Appeals

In the event that a malpractice decision is made, which the candidate feels is unfair, the candidate has the right to appeal in line with the Appeals Policy.

Note

Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the Awarding Body must moderate the assessment and the final judgement on marks is that of the Awarding Body. Appeals against matters outside of Wargrave House School's control will not be considered in Wargrave House School's Appeals procedure.

Legal Context

The **Exams and Accreditation Policy** of Wargrave House School is informed by and compliant with current UK education legislation, statutory regulations, and guidance from relevant examination boards and authorities. The following legal frameworks provide the foundation for this policy:

1. The Education Act 1996

- This act establishes the legal obligations of schools to provide access to education, including assessments and examinations, and ensures equality of opportunity for all students.

2. The Equality Act 2010

- The school has a duty to ensure that all students, including those with disabilities or special educational needs (SEN), are not disadvantaged in examinations. Reasonable adjustments will be made to provide fair access to assessment in compliance with this law.

3. The Children and Families Act 2014

- Specifically, provisions related to SEN and disabilities must be adhered to, ensuring students who require additional support during exams, such as extra time or the use of assistive technology, are appropriately accommodated.
- **Data Protection Act 2018 and UK GDPR**
 - The school will ensure that all personal data related to students, including exam results and assessment records, are managed in compliance with data protection laws, ensuring confidentiality and secure handling.
 - The school will continue to comply with UK GDPR including secure handling of exam data, online systems and digital assessment platforms.
- **Regulations from Ofqual (Office of Qualifications and Examinations Regulation)**
 - As the independent regulator of qualifications and examinations in England, Ofqual sets the requirements that schools must follow to maintain the integrity of qualifications and examinations. The school will adhere to Ofqual's general conditions of recognition and other relevant regulatory requirements.
 - We will comply with Ofqual's ongoing Conditions of Recognition, qualification integrity requirements, and guidance following reforms to vocational and technical qualifications.
- **Joint Council for Qualifications (JCQ) Guidelines.**
 - The school will comply with JCQ's instructions for conducting examinations, including the administration of controlled assessments, non-exam assessments, and ensuring the security and integrity of exam papers and student work.
 - We will comply with JCQ General Regulations for Approved Centres 2025–26, Instructions for Conducting Examinations (ICE), and updated guidance on non-exam assessment, access arrangements and centre inspections.
- **School Exclusion Regulations (DfE)**
 - In cases where students face exclusion or other disciplinary measures, the school will ensure that such students are not unfairly disadvantaged in accessing examinations or accreditations during the period of exclusion.

Safeguarding Requirements (Keeping Children Safe in Education)

- The school ensures that all exam-related activities are conducted in a safe and secure environment, and that any safeguarding concerns raised in the context of examinations are appropriately addressed.

Policy Impact

We have a rolling programme for reviewing our Company policies. We regularly review the impact of our policies on the needs, entitlements and outcomes for students, service users, staff and parents.

References and Further Resources

- Joint Council for Qualifications (2025–26) – General Regulations for Approved Centres
- JCQ Instructions for Conducting Examinations (ICE)
- Ofqual – General Conditions of Recognition (current)
- Keeping Children Safe in Education (DfE, 2025)
- SEND Code of Practice (updated guidance)