

Dover Grammar School for Girls

Public Examination Arrangements Policy



Including:

- Section 1 Access Arrangement Policy
- Section 2 Disabilities (exams) Policy
- Section 3 Word Processing Policy
- Section 4 Special Consideration Policy
- Section 5 Exams Contingency Plan

Signatures:

Headteacher: _____

Date: _____

Chair of Committee: _____

Date: _____

Chair of Governors: _____

Date: _____

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NB – In the absence of the Head Teacher the designated Deputy Head Teacher will assume their responsibilities as described in this policy

Section 1

Access Arrangements policy

This policy is reviewed annually to ensure compliance with current regulations

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Key staff involved in the access arrangements process

Role	Name(s)
SENCo	Ms Robyn Widdup
SENCo line manager (Senior Leader)	Ms Ann Griggs
Head of centre	Mr Robert Benson
Access arrangement facilitator(s)	Mrs Jean Haves Mrs Emma Friend

Key

AA Access Arrangements

GR General Regulations

JCQ Joint Council for Qualifications

AAO Access Arrangements On-line

ICE Instructions for Conducting Examinations

SC Special Consideration

What are access arrangements and reasonable adjustments?

Access arrangements

“Access arrangements are agreed before an assessment. They allow candidates with 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 particular 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’.”*

[AA Definitions, page 3]

Reasonable adjustments

“The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.”

[AA Definitions, page 3]

Purpose of the policy

The purpose of this policy is to confirm the ways in which Dover Grammar School for Girls complies with the Equalities Act 2010 in order to ensure that no students are disadvantaged in any way as a result of their Special Educational Need or Disability and complies with its “...*obligation to identify the need for, request and implement access arrangements...*”

[JCQ General Regulations for Approved Centres, 5.5]

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

The policy is annually reviewed to ensure that arrangements are carried out in accordance with the current edition of the JCQ publication *Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments*.

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

Disability policy (exams)

A large part of the access arrangements policy is covered in the Disability Policy (exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams. Further information can be found in section 2 of this pack.

The assessment process

Assessments are carried out by assessors appointed by the head of centre. The assessors are appropriately qualified as required by JCQ regulations in AA 7.3 (see below).

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

Dover Grammar School for Girls complies with JCQ regulations which state that centres are required to:

*“...have a **written** process in place to not only check the qualification(s) of their specialist assessor(s) but that the assessment process is administered correctly...”*

*...ensure that where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor **as appointed by the head of centre...**”* [GR 5.4]

“Evidence of the assessor’s qualification(s) must be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENCo.”

[AA 7.3]

Assessors commissioned by the school are subject to checks on their qualifications and copies of their certificates are held on record for reference by the SENCo and the Exams Office.

How the assessment process is administered

Assessment for access arrangements is undertaken in line with timetables in JCQ guidance.

Dover Grammar School for Girls uses qualified Specialist Teachers to undertake assessments for access arrangements. Upon identification of need, permission is sought from parents and students and an initial meeting is arranged with the assessors. Here the nature of need is discussed and the test series are agreed.

Assessments are undertaken in a quiet space with the assessor. Once results are returned, information is shared with students and parents and an application for access arrangements is made.

By detailing this, you should be confirming

“...that the assessment process is administered correctly...”

[GR 5.5]

In the case of private candidates, the centre ensures that it will:

“...undertake the necessary and appropriate steps to gather an appropriate picture of need and demonstrate normal way of working for a private candidate. This includes distance learners and home educated students. The centre, where required, must lead on the assessment process. The candidate must be assessed by the centre’s appointed assessor. In some instances, depending on his/her needs, the candidate may have to be assessed away from the centre, for example at home...”

[GR 5.4]

Recording evidence of need

Prior to the assessment, the SENCo will complete Section A of Form 8. [AA 7.3] Once completed, the assessor will record their findings on Section C of Form 8 and provide certification of qualifications.

Gathering evidence to demonstrate *normal way of working*

In addition to assessment by a qualified assessor where the nature of the assessments is agreed with the SENCo before assessment, the following evidence is gathered to establish a normal way of working:

- Evidence of working with additional equipment such as laptops, translator pens and overlays
- Evidence of additional time having been given in examinations and used to good effect

- Signatures from staff attesting to normal way of working for students
- Assessments which demonstrate need
- Medical evidence (where relevant) to establish additional requirements such as rest breaks
- Copies of Form 8 and approved arrangements
- Signed confirmation by the SENCo of the access arrangements in place

Processing access arrangements

Arrangements 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 listed on page 2 of AA. This tool also provides the facility to order modified papers for those qualifications listed on page 74 of the guidance.

AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

The SENCo is responsible for liaising with the Exams Office to ensure that all applications for access are submitted before the published deadline and that all supporting documentation is available for inspection if required.

Centre-delegated access arrangements

Dover Grammar School for Girls complies with JCQ guidance regarding additional accommodations. They might include:

- Small rooms for students with heightened anxiety
- Students with physical disabilities who require additional space/ support
- Students who require prompts and other examination support as identified in the JCQ guidelines

Where these access arrangements are required, it is the responsibility of the SENCo to ensure that a full assessment of need is undertaken.

Centre-specific criteria for particular access arrangements

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 this is the candidate's preferred way of working within the centre. For further information, please see the school's Word Processor Policy 2017/18 in Section 3 of this pack.

Separate invigilation within the centre

In certain circumstances an exam candidate may be approved separate invigilation within the centre. This decision will be made by the SENCo.

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.” [AA 5.16]

In this instance, medical evidence will be sought to support the arrangement of a separate invigilation.

Special Consideration

Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

For further information, please see the School's Special Consideration Policy in Section 4 of this pack.

Section 2

Disability Policy 2017/18

This policy is reviewed annually to ensure compliance with current regulations

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Purpose of the policy

This document is provided as an exams-specific supplement to the *centre-wide accessibility policy/plan* which details how the centre

“recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010†. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.

†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”

[Quote taken directly from chapter 5.4 of the current JCQ publication *General regulations for approved centres*]

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

This policy details how Dover Grammar School for Girls facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to:

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’)
- requesting access arrangements
- implementing access arrangements and the conduct of exams

The Equality Act 2010 definition of disability

A definition is provided on page 4 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* *Access Arrangements and Reasonable Adjustments* This publication is further referred to in this policy as AA.

Identifying the need for access arrangements

Roles and responsibilities

Head of centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA

Senior leaders

- Are familiar with the entire contents of the annually updated JCQ publications including GR and AA

Special Educational Needs Coordinator (SENCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented

- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
- Ensures the assessment process is administered in accordance with the regulations
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Leads on the access arrangements process to facilitate access for candidates
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access Arrangements Policy*)
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Works with teaching staff, relevant support staff and the Examinations Office to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Provide information to evidence the normal way of working of a candidate
- Arranges appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body with examinations office

Examinations Office

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA
- Support the SENCo in determining the need for, and implementing, access arrangements

Teaching staff

- Inform the SENCo of any support that might be needed by a candidate

Assessor of candidates with learning difficulties

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)

- Has detailed understanding of the current JCQ publication AA

Requesting access arrangements

Roles and responsibilities

Special Educational Needs Coordinator (SENCo)

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated
- Follows guidance in AA Chapter 8 to process approval applications for access arrangements for GCSE and GCE qualifications with Examinations Office

- Applies for approval where this is required, through *Access Arrangements Online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO with Examinations Office
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, where required, and a body of evidence to substantiate the candidate's normal way of working within the centre with Examinations Office
- Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s) with Examinations Office
- Ensures that where approval is required that this is applied for by the awarding body deadline with Examinations Office
- Maintains a file for each candidate that will include:
 - completed JCQ/awarding body application forms and evidence forms
 - appropriate evidence to support the need for the arrangement where required
 - appropriate evidence to support normal way of working within the centre
 - in addition, for GCSE and GCE qualifications (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files when requested by a JCQ Centre Inspector

Examinations office

- Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AA where this may be relevant to the EO role
- Follows guidance in AA Chapter 8 to process approval applications for access arrangements for GCSE and GCE qualifications
- Applies for approval where this is required, through *Access Arrangements Online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- Confirms by ticking the '*Confirmation*' box prior to submitting the application for approval that the '*malpractice consequence statement*' has been read and accepted (Examinations Office)
- Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is applied for by the awarding body deadline
- Maintains a file for each candidate that will include:
 - completed JCQ/awarding body application forms and evidence forms
 - appropriate evidence to support the need for the arrangement where required
 - appropriate evidence to support normal way of working within the centre
 - in addition, for GCSE and GCE qualifications (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files when requested by a JCQ Centre Inspector

- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Liaises with the SENCo to ensure AAO approval is in place for early opening of papers where this may be required where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process (AAO for GCE and GCSE; *JCQ Form 7* or *Form VQ/EA*), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

Implementing access arrangements and the conduct of exams

Roles and responsibilities

External assessments

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication *Instructions for conducting examinations (ICE)*.

Head of centre

- Supports the SENCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Special Educational Needs Coordinator (SENCo)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Liaises with the Examinations Office regarding facilitation and invigilation of access arrangement candidates in exams
- Liaises with the Examinations Office to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Liaises with the Examinations Office where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

Examinations office

- Is familiar with and follows the *Checklist for Heads of Centre and Examination Officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE (page 44)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it

- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Liaises with the SENCo to ensure exam information (JCQ information for candidates' documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENCo regarding rooming of access arrangement candidates
- Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and, where approved, opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- Ensures that the facilitator only has access to the papers one hour prior to the published start time of the exam
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
 - prints pre-populated cover sheets from AAO where this is required for GCSE and GCE qualifications
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation

- Liaises with the SENCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO
- Examinations Office to liaise with IT Department to ensure appropriate equipment is accessible for exams
- Examinations Office to liaise with site staff to set up exam rooms and non-specialist equipment

Other relevant centre staff

- Support the SENCo and the Examinations Office to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

IT Department

- Examinations Office to liaise with IT Department to ensure appropriate equipment is accessible for exams

Site Staff

- Examinations Office to liaise with site staff to set up exam rooms and non-specialist equipment

Senior Leadership Team

- Senior staff are responsible for Dover Grammar School for Girls' **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated

Internal assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally verified by the centre and moderated by the awarding body.

“Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”

[Quote taken from the JCQ publication *Instructions for conducting non-examination assessments – Foreword, page 3*]

Special educational needs coordinator (SENCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

Internal exams

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments. The Deputy Headteacher with responsibility for Internal Assessments will oversee all arrangements.

Special educational needs coordinator (SENCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

Examinations Office

- Provide exam materials that may need to be modified for a candidate
- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required

Facilitating access - examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Pastoral staff provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo; AAO approval for both arrangements not required</i></p> <p><i>Pastoral staff discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits appropriate 'Alternative site for the conduct of exams form'</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Pastoral staff confirms with candidate the information is understood</i></p> <p><i>Pastoral staff agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with pastoral staff if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>Pastoral staff informs candidate that special consideration has been requested</i></p>

<p>Persistent and significant difficulties in accessing written text</p>	<p>Reader/computer reader 25% Extra time Separate invigilation within the centre</p>	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><i>Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>Form 8, signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i></p>
<p>Significant difficulty in concentrating</p>	<p>Prompter Separate invigilation within the centre</p>	<p><i>Gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>Confirms with candidate how and when they will be prompted</i></p> <p><i>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</i></p>
<p>A wheelchair user</p>	<p>Desk Rooms Facilities Seating arrangements Practical assistant</p>	<p><i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</i></p> <p><i>Provides height adjustable desk in exam room</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>Spaces desks to allow wheelchair access</i></p> <p><i>Seats candidate near exam room door</i></p> <p><i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><i>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</i></p>
<p>Last minute medical issues, including panic attacks, sickness and injury</p>	<p>Rooms Facilities Seating arrangements Practical assistant</p>	<p><i>Various, depending on the level of need</i></p>

Section 3

Word processor policy (exams)

This policy is reviewed annually to ensure compliance with current regulations)

Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations.

References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments 2016/17* and ICE to JCQ *Instructions for conducting examinations 2016/17*.

Purpose of the policy

This policy details how the centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

Candidates who might benefit from using a word processor in examinations

Dover Grammar School for Girls complies with the Equalities Act 2010 which requires schools to meet the particular needs of an individual candidate without affecting the integrity of the assessment.

There are a number of candidates who would benefit from the use of a word processor. For example, a candidate with:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
- a medical condition;
- a physical disability;
- a sensory impairment;
- planning and organisational problems when writing by hand;
- poor handwriting.

Where candidates have an identified need, the use of a word processor will be established as part of a candidate's normal way of working in the classroom and in internal assessments such as school examinations.

Principles for using a word processor

Dover Grammar School for Girls complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

(AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties

- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

(AA 4.2.2)

- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

(AA 4.2.3)

- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

(AA 4.2.4)

- The use of a word processor is considered and agreed where appropriate at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework
- Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework)

(AA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
 - in the classroom; or
 - working in small groups for reading and/or writing; or
 - literacy support lessons; or
 - literacy intervention strategies; and/or
 - in internal school tests and mock examinations

The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment.

The use of a word processor

Dover Grammar School for Girls complies with AA chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)

(The above also extends to the use of electronic brailers and tablets)

(AA 5.8.2)

- Provides access to word processors to candidates in non-examination assessments (including controlled assessments or coursework) components as standard practice unless prohibited by the specification

(AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen

(AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script
- Ensures in Functional Skills English (Reading and Writing components) the use of a word processor with the spell check facility switched on is permitted for all candidates
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home

Word processors and their programmes

Dover Grammar School for Girls complies with ICE 8.8 *Word processors* instructions by ensuring:

- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are inserted in any answer booklet which contains some of the answers
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication.

- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Laptops and tablets

Dover Grammar School for Girls further complies with ICE 8.8 instructions by ensuring:

- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- where it is possible 'autosave' is set up on each laptop/tablet
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

Section 4

Special consideration policy

This policy is reviewed annually to ensure compliance with current regulations

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What is special consideration?

“Special consideration is a post-examination adjustment to a candidate’s mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate’s control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardize the standard of the examination.”

[JCQ A guide to the special consideration process Chapter 1]

This document is further referred to in this policy as SC

Purpose of the policy

The purpose of this policy is to identify roles and responsibilities in the special consideration process and confirms that [insert centre name] agrees to *“submit any applications for special consideration where candidates meet the published criteria.”*

[JCQ General regulations for approved centres Chapter 5]

Eligibility for special consideration

Roles and responsibilities

Head of centre

- Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publication SC
- Ensures that, where relevant and in eligible situations, applications for special consideration are submitted to awarding bodies by the exams officer

Exams officer

- Understands the criteria as detailed in SC to determine where candidates will/will not be eligible for special consideration
- Ensures that, where relevant and in eligible situations, applications for special consideration are submitted to awarding bodies

Teaching staff and/or SENCo

- Provide any appropriate evidence or information that may be required to determine a candidate’s eligibility for special consideration.

Candidates (or parents/carers)

- Provide any medical or other evidence that may be required to determine eligibility for special consideration

Applying for special consideration

Where eligible, special consideration is applied for in a specific exam series where candidates *“have been fully prepared and have covered the whole course but performance in the examination, or in the production of controlled assessment, coursework or non-examination assessment, is materially*

affected by adverse circumstances beyond their control.”

[SC 2]

Situations where Special Consideration may be applied

Illness

Where a candidate may arrive for an exam and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:

- the candidate will be kept comfortable and under supervision from the required time while appropriate arrangements are put in place for him/her to take the exam in the best possible conditions
- a judgement will be made on how the candidate's situation or disposition affected performance in the exam
- where appropriate and where eligible, special consideration is applied for

Disturbance

Where candidates may be affected by a **major disturbance** in the exam room (emergency evacuation etc.), special consideration is applied for on behalf of all candidates.

Where a candidate may be affected by a **minor disturbance** in the exam room caused by another candidate (momentary bad behaviour, mobile phone ringing etc.), special consideration cannot be applied for.

Absence from exam

If a candidate is absent for acceptable reasons, and the centre can verify this, special consideration is applied for if the exam missed is in the terminal series and the *minimum requirements for enhanced grading in cases of acceptable absence* can be met. If there is an opportunity to re-enter the candidate in the next available exam series, the centre will make the entry and special consideration is not applied for

Examination burden

Where a candidate takes three or more timetabled exams on the same day and the total duration of all papers is more than 5 hours 30 minutes (GCSE) or more than 6 hours (GCE) including *any approved extra time but not any time taken for supervised rest breaks* special consideration for an allowance on last paper taken is applied for.

Other circumstance

Where other issues or problems affect a candidate or a group of candidates, special consideration is explored in SC 5 and applied for where eligible. This might include, for example:

- requesting an honorary certificate
- a short extension to controlled assessment/coursework/non-examination assessment deadlines
- submitting a reduced quantity of controlled assessment/coursework/non-examination assessment (shortfall in work)
- lost or damaged work

- candidates taking an incorrect or defective question paper
- candidates undertaking the wrong controlled assessment assignment

Processing applications for special consideration

Roles and responsibilities

Head of centre

- Ensures where a candidate may be a relative of the exams officer, the application is authorised by an alternative member of centre staff

Exams officer

- Ensures applications are processed as required by the awarding bodies
- Keeps evidence to support applications on file until after the publication of results
- Meets the required deadline(s) for submitting applications

Teaching staff and/or SENCo

- Provide any appropriate evidence or information that may be required to support a candidate's application for special consideration

Candidates (or parents/carers) will

- Provide any required medical or other evidence that may be required to support an application for special consideration

Submitting applications for special consideration

Where a candidate or group of candidates is/are eligible for special consideration applications are submitted to the relevant awarding body following the published processes in [SC](#).

Evidence to support applications is kept on file until after the publication of results.

Timetabled written exams

- For GCE and GCSE qualifications, applications for individual candidates are submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration
- The processes for submitting a single application to cover all exams *where a candidate is present but disadvantaged* and a separate application for each day *where a candidate is absent from an examination for an acceptable reason* detailed in [SC 6](#) are followed
- For other qualifications, applications are submitted online where the awarding body's secure system accepts these
- The paper [form 10](#) JCQ/SC *Application for special consideration* is only completed and submitted where the online system does not accept applications for a particular qualification
- For groups of candidates, applications are made online where the awarding body's secure system accepts group applications or form 10 will be completed
- The paper [form 14](#) JCQ/ME *Self certification for candidates who have missed an examination* is only completed by a candidate where circumstances warrant this and is not used where the centre knows the candidate was ill

Internally assessed work

- Where appropriate, applications are made online where the awarding body's secure system accepts them or form 10 is completed and submitted
- Where a short extension to a deadline is being requested an application is submitted online or by direct email, dependent on the awarding body
- Where an application relates to a shortfall in work, this is submitted online or by completing form 10, dependent on the awarding body
- Where an application relates to lost or damaged work, this is submitted online or by completing form 15 *JCQ/LCW Notification of lost centre assessed work*, dependent on the awarding body

Post assessment adjustments – vocational qualifications

- Where relevant and eligible, form VQ/SC *Application for special consideration Vocational qualifications* is completed and submitted to the awarding body

Dover Grammar School for Girls

Exams Contingency Plan

2018 / 2019



Signatures:

Headteacher _____ Date _____

Chair of Committee _____ Date _____

Chair of Governors _____ Date _____

This policy was adopted by the Governing Body on 25th June 2018

Reviewed: 2019

Next Review: February 2020

NB – In the absence of the Head Teacher the designated Deputy Head Teacher will assume their responsibilities as described in this policy

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Approved by:

Name: Mr Robert Benson

Title: Headteacher / Head of Centre

Date of next review: February 2020

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Dover Grammar School for Girls. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

This plan complies with JCQ general regulations (section 5) in that:

The centre agrees to *“have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;”*

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

- *Entries*
 - candidates not being entered with awarding bodies for external exams/assessment
 - awarding body entry deadlines missed or late or other penalty fees being incurred
- *Pre-exams*
 - internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators
- *Exam time*
 - exams/assessments not taken under the conditions prescribed by awarding bodies
 - required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
 - candidates' scripts not dispatched as required to awarding bodies
- *Results and post-results*
 - access to examination results affecting the distribution of results to candidates
 - the facilitation of the post-results services

Centre actions:

- *SLT to nominate a 'deputy' to cover a role/task – Full-time Examination Secretary (EF) in post to assist the Examination Officer (JH)*
- *Work shadowing; job rotation; staff development sessions; briefing sessions in place*
- *Support from a nominated member of the SLT (JS)*
- *Examination Officer (JH) to maintain close contact with all the relevant Examination Boards*

2. SENCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

- *Planning*
 - candidates not tested/assessed to identify potential access arrangement requirements
 - evidence of need and evidence to support normal way of working not collated
- *Pre-exams*
 - approval for access arrangements not applied for to the awarding body
 - modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
 - staff providing support to access arrangement candidates not allocated and trained
- *Exam time*
 - access arrangement candidate support not arranged for exam rooms

Centre actions:

- *Two members of the teaching staff are designated SENCos (RW and AG)*
- *Maintain regular communication between the Examination Officer (JH) and the two SENCos (RW and AG)*
- *Maintain detailed records and reports of all access arrangements. All records to be held by the SEN Department and Examination Department*
- *Support from a nominated member of the SLT (JS)*
- *Examination Officer (JH) to maintain close contact with all the relevant Examination Boards*

3. Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

- *Final entry information not provided to the exams officer on time, resulting in:*
 - *candidates not being entered for exams/assessments or being entered late*
 - *late or other penalty fees being charged by awarding bodies*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

Centre actions:

- *Maintain close contact with the relevant Subject Leader and member of the SLT responsible for staff absence and cover (AG). Early identification of issues and implementation of strategies accordingly*
- *Support from a nominated member of the SLT (JS)*
- *Examination Officer (JH) to maintain close contact with all the relevant Examination Boards*

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

- *Invigilator shortage on peak exam days*
- *Invigilator absence on the day of an exam*

Centre actions:

- *Examination Officer (JH) to maintain a list of reserve external invigilators*
- *Internal support staff to be used as invigilators in emergency situations*
- *Support from a nominated member of the SLT (JS)*

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

- *Main exam venues unavailable due to an unexpected incident at exam time*

Centre actions:

- *Examination Officer (JH) to plan all rooming in advance and to include contingency plans*
- *Examination Officer (JH) to devise a list of possible venues to contact (local schools, etc.) in an emergency situation*
- *Support from a nominated member of the SLT (JS)*
- *Examination Officer (JH) to maintain close contact with all the relevant Examination Boards*
- *Refer to the School Emergency Plan and look at relevant actions*

6. Failure of IT systems

Criteria for implementation of the plan

- *MIS system failure at final entry deadline*
- *MIS system failure during exams preparation*
- *MIS system failure at results release time*

Centre actions:

- *Examination Officer (JH) to plan all ICT requirements in advance and to include contingency plans*
- *Examination Officer (JH) to work closely with ICT Technicians (IC and MLS)*
- *Support from a nominated member of the SLT (JS)*
- *Examination Officer (JH) to maintain close contact with all the relevant Examination Boards*

7. Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

- *Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning*

Centre actions:

- *The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this*
- *Support from a nominated member of the SLT (JS)*
- *Examination Officer (JH) to maintain close contact with all the relevant Examination Boards*
- *Refer to the School Emergency Plan and look at relevant actions*

8. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

- *Candidates are unable to attend the examination centre to take examinations as normal*

Centre actions:

- *Examination Officer (JH) to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue*
- *Support from a nominated member of the SLT (JS)*
- *Refer to the School Emergency Plan and look at relevant actions*

9. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

Centre actions:

- Examination Officer (JH) to inform each awarding organisation with which examinations are due to be taken as soon as is possible
- Support from a nominated member of the SLT (JS)
- Examination Officer (JH) to maintain close contact with all the relevant Examination Boards
- Refer to the School Emergency Plan and look at relevant actions

10. Disruption in the distribution of examination papers

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations

Centre actions:

- Examination Officer (JH) to communicate with awarding organisations to organise alternative delivery of papers
- Support from a nominated member of the SLT (JS)

11. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

- Examination Officer (JH) to communicate with relevant awarding organisations at the outset to resolve the issue
- Support from a nominated member of the SLT (JS)

12. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

Centre actions:

- It is the responsibility of the Head of Centre (RCB) to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers
- Support from a nominated member of the SLT (JS)
- Examination Officer (JH) to maintain close contact with all the relevant Examination Boards

13. Centre unable to distribute results as normal

Criteria for implementation of the plan

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

Centre actions:

- Examination Officer (JH) to contact awarding organisations about alternative options
- Examination Officer (JH) to devise a list of possible venues to contact (local schools, etc.) in an emergency situation
- Support from a nominated member of the SLT (JS)
- Refer to the School Emergency Plan and look at relevant actions

Further guidance to inform and implement contingency planning

Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland>

JCQ

General regulations

<http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on alternative site arrangements

<https://www.jcq.org.uk/exams-office/online-forms>

Instructions for conducting examinations

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

A guide to the special consideration process

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

GOV.UK

Emergencies and severe weather: schools and early years settings

<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>