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# Brockington College Exam Contingency Plan

## 1. Introduction

- 1.1 Brockington College, a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective, with a commitment to learning and maturing in the context of communal and individual development.
- 1.2 We lay particular stress on the Christian values of compassion, forgiveness, justice, koinonia, learning, perseverance, respect and wisdom for individuals and across the school community.

## 2. Purpose of the plan

- 2.1 This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Brockington College. 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.
- 2.2 Alongside internal processes, this plan is informed by the Ofqual (and Northern Ireland Council for the Curriculum, Examinations and Assessment) **Exam system contingency plan: England, Wales and Northern Ireland** which provides guidance in the publication *What schools and colleges and other centres should do if exams or other assessments are seriously disrupted* and the **JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland** and the **JCQ notice Preparing for disruption to examinations** (effective from 11 October 2021).
- 2.3 This plan also confirms Brockington College's compliance with **JCQ's General Regulations for Approved Centres** (section 5.3) that the centre has in place. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency.

## 3. Causes of potential disruption to the exam process

### 3.1 Escalation process

Should the head of centre and vice principal both be absent, two assistant principals are able to fulfil the duties together with the assistance of the exams officer.

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

#### 3.2.1 Criteria for implementation of the plan

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

#### 3.2.2 Planning

- annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- annual exams plan not produced identifying essential key tasks, key dates and deadlines
- sufficient invigilators not recruited and trained.

### 3.2.3 Entries

- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment
- awarding body entry deadlines missed or late or other penalty fees being incurred.

### 3.2.4 Pre-exams

- invigilators not trained or updated on changes to instructions for conducting exams
- exam timetabling, rooming allocation, and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- confidential exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators.

### 3.2.5 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 eg very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required to awarding bodies.

### 3.2.6 Results and post-results

- access to examination results affecting the distribution of results to candidates
- the facilitation of the post-results services.

### 3.2.7 Centre actions

- The vice principal is able to fulfil the duties of the exams officer with the assistance of other members of the senior leadership team and the administration team.
- Support will be sought from Bromcom if required.
- The vice principal will contact another exam centre locally for support should this be required.

## 3.3 SENCo extended absence at key points in the exam cycle

### 3.3.1 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:

### 3.3.2 Planning

- candidates not tested/assessed to identify potential access arrangement requirements
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- evidence of need and evidence to support normal way of working not collated.

### 3.3.3 Pre-exams

- approval for access arrangements not applied for to the awarding body
- centre-delegated arrangements not put in place
- 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.

### 3.3.4 Exam time

- access arrangement candidate support not arranged for exam rooms.

### 3.3.5 Centre actions

- The SEN HLTA and SEND teacher are able to fulfil the duties of the SENCo with the assistance of the specialist assessor and the exams officer.

- If the specialist assessor is absent, support will be sought from the specialist teaching service at the local authority.

### **3.4 Teaching staff extended absence at key points in the exam cycle**

#### 3.4.1 Criteria for implementation of the plan

Key tasks not undertaken including:

- early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- 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
- non-examination assessment tasks not set/issued/taken by candidates as scheduled
- candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- internal assessment marks and candidates' work not provided to meet submission deadlines.

#### 3.4.2 Centre actions

- The second in charge in each department are able to fulfil the duties of the head of department with the assistance of their senior leadership team link and the exams officer
- For teaching staff absences within a department, the head of department is able to fulfil their duties with regard to exam entries and controlled assessment.

### **3.5 Invigilators - lack of appropriately trained invigilators or invigilator absence**

#### 3.5.1 Criteria for implementation of the plan

- failure to recruit and train sufficient invigilators to conduct exams
- invigilator shortage on peak exam days
- invigilator absence on the day of an exam.

#### 3.5.2 Centre actions

- Invigilators will be recruited well in advance of an exam season to ensure the appropriate number are employed and to allow time for training to be given.
- Key internal school staff will be trained to cover any invigilator shortage on peak days or invigilator absence.

### **3.6 Exam rooms - lack of appropriate rooms or main venues unavailable at short notice**

#### 3.6.1 Criteria for implementation of the plan

- exams officer unable to identify sufficient/appropriate rooms during exams timetable planning
- insufficient rooms available on peak exam days
- main exam venues unavailable due to an unexpected incident at exam time.

#### 3.6.2 Centre actions

- The exams officer will prepare the exam timetable well in advance to identify rooms required.
- The senior leadership team will be informed immediately if insufficient appropriate rooms are available so that other rooms can be identified and made available.
- If the sports hall and gym are out of use at exam time, alternative rooms in school will be used or the local leisure centre will be contacted for use of their sports hall.

### **3.7 Failure of IT systems**

#### 3.7.1 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.

### 3.7.2 Centre actions

- The exams officer, where possible, will ensure all exam entries are made before the final entry deadline.
- If the MIS system fails at the entry deadline, and entries need to be made, the exams officer will contact the awarding bodies and make entries using their secure areas or by paper. The MIS will be updated when it becomes available.
- If the MIS system fails at results release time, the awarding bodies will be contacted and results obtained from their secure areas.
- Bromcom will be contacted for retrieval of data from the MIS system from the latest back up. Data will be loaded on to an alternative computer so that entries/results can be made/received.

## 3.8 Emergency evacuation of the exam room (or centre lock down)

### 3.8.1 Criteria for implementation of the plan

- whole centre evacuation (or lock down) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams.

### 3.8.2 Centre actions

- Invigilators will await instructions from the exams officer, site manager or senior leadership team whether the room should be evacuated.
- All students will be supervised and escorted in silence and assemble in the artificial pitch in seat row letter lines.
- Exams officer will produce a full report of the incident and action taken to be forwarded to the relevant awarding body.

## 3.9 Disruption of teaching time in the weeks before an exam – centre closed for an extended period

### 3.9.1 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.

### 3.9.2 Centre actions

- The school will communicate with parents, carers and students about the potential disruption to teaching time and the plans in place to address this.
- In the case of on demand tests, the school may advise candidates to sit exams at an alternative time.
- The school will prioritise those candidates who will be sitting exams shortly after the closure.
- The school will have contingency plans in place to facilitate alternative methods of learning, alternative venues or both.

## 3.10 Candidates at risk of being unable to take examinations – centre remains open

### 3.10.1 Criteria for implementation of the plan

- candidates at risk of being unable to attend the examination centre to take examinations as normal.

### 3.10.2 Centre actions

- The exams officer will communicate with the awarding bodies at the outset to make them aware of the issue.
- The school will communicate with parents, carers and students regarding solutions to the issue.
- The school will liaise with students to identify whether the exams can be sat at an alternative venue in agreement with the relevant awarding bodies.
- The school will offer students an opportunity to sit any exams missed at the next available series.
- The exams officer to apply to the awarding bodies for special consideration for students where they have met the minimum requirements if exams cannot be taken. Students are only eligible for special consideration if they have a medical certificate or have been advised by the school not to

attend for an exam. If a student chooses not to sit an exam they will be made aware that special consideration rules will not apply.

### **3.11 Centre at risk of being unable to open as normal during the exams period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)**

#### 3.11.1 Criteria for implementation of the plan

- centre at risk of being unable to open as normal for scheduled examinations.

#### 3.11.2 Centre actions

- The exams officer will inform each awarding body with which exams are due to be taken, as soon as possible, that the college is unable to open or scheduled exams.
- The school will open for exams and exam candidates only, if possible.
- The school will use alternative venues in agreement with the relevant awarding bodies, if possible.
- The school may offer students an opportunity to sit any exams missed at the next available exam series.
- The exams officer will apply to the relevant awarding bodies for special consideration for students where they have met the minimum requirements.

### **3.12 Disruption in the distribution of examination papers**

#### 3.12.1 Criteria for implementation of the plan

- disruption to the distribution of examination papers to the centre in advance of examinations.

#### 3.12.2 Centre actions

- The exams officer will communicate with awarding bodies to organise alternative delivery of papers.
- The awarding bodies will be requested to provide the school with electronic access to exam papers via a secure external network, if delivery will not be in time for the exam.
- Awarding bodies will be requested to fax exam papers if electronic transfer is not possible.
- The exams officer will ensure that any exam papers received are stored under secure conditions.

### **3.13 Disruption to transporting completed examination scripts**

#### 3.13.1 Criteria for implementation of the plan

- delay in normal collection arrangements for completed examination scripts/assessment evidence.

#### 3.13.2 Centre actions

- The exams officer will seek advice from the awarding bodies and Parcelforce to resolve the issue.
- The school will not make our own arrangements for transportation without approval from the awarding bodies.
- The exams officer will ensure secure storage of completed exam papers until collection.

### **3.14 Assessment evidence is not available to be marked**

#### 3.14.1 Criteria for implementation of the plan

- large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
- completed exam scripts / assessment evidence does not reach awarding organisations.

#### 3.14.2 Centre actions

- The exams officer will communicate the issue immediately to the relevant awarding bodies and subsequently to students and their parents or carers.
- The school will provide the awarding bodies with appropriate evidence of candidate achievement to enable them to generate student marks for affected assessments as defined by the awarding bodies in consultation with the regulators.
- Students to retake the affected assessment at the next assessment window, if possible.

### 3.15 Centre unable to distribute results as normal or facilitate post result services

#### 3.15.1 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.

#### 3.15.2 Centre actions

- The exams officer will contact the awarding bodies about alternative options.
- The exams officer will make arrangements to access results from an alternative site.
- The exams officer will make arrangements for the distribution of results from an alternative site, or make arrangements for electronic distribution of results, along with all the required information regarding post-results services.
- The exams officer will make arrangements to access awarding body post-results services from an alternative site.
- The school will communicate with parents, carers and students regarding solutions to the issue.

## 4. Further guidance to inform procedures and implement contingency planning

### 4.1 Ofqual

4.1.1 You should prepare for possible disruption to exams and other assessments and make sure staff are aware of these plans.

4.1.2 When drafting contingency plans, you should consider the following guidance.

#### 4.1.3 Covid specific guidance

- [Actions for schools during the coronavirus outbreak](#) from the Department for Education in England
- [Actions for FE colleges and providers during the coronavirus outbreak](#) from the Department for Education in England
- [Responsibility for exams](#) from the Department for Education in England
- [Vocational, technical and other general qualifications in 2022](#) from Ofqual (regulator)
- [GCSE, AS and A level qualifications in 2022](#) from Ofqual (regulator)

#### 4.1.4 General contingency guidance

- [Emergency planning and response](#) from the Department for Education in England
- [School organisation: local-authority-maintained schools](#) from the Department for Education in England
- [Opening schools in extremely bad weather](#) - guidance for schools from the Welsh Government

#### 4.1.5 Disruption to assessments or exams

- In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises.
- You should discuss alternative arrangements with your awarding organisation if:
  - the exam or assessment cannot take place
  - a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control.

#### 4.1.6 Steps you should take

- Exam planning
  - Review contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.
- In the event of disruption:
  - contact the relevant awarding organisation and follow its instructions
  - take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open

- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue
- where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- in the event of an evacuation during an examination please refer to JCQ's ['Centre emergency evacuation procedure'](#)
- communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue
- communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.
- After the exam
  - consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
  - advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
  - ensure that scripts are stored under secure conditions.
  - return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

#### 4.1.7 Steps the awarding organisation should take

- Exam planning
  - establish and maintain, and at all times comply with, an up-to-date, written contingency plan
  - ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.
- In the event of disruption
  - take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption
  - provide effective guidance to any of their centres delivering qualifications
  - ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions)
  - promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence
  - coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.
- After the exam
  - Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

#### 4.1.8 If any students miss an exam or are disadvantaged by the disruption

- If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.
- Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects.
- See also: [JCQ's guidance on special considerations](#)

#### 4.1.9 Wider communications

- The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA](#) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.
- The [Department for Education](#) in England, the [Department of Education](#) in Northern Ireland and the [Welsh Government](#) will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved.

- Awarding organisations will alert the [Universities and Colleges Admissions Service](#) (UCAS) and the [Central Applications Office](#) (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.
- Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

#### 4.1.10 Widespread national disruption to the taking of examinations or assessments

The governments' view across England, Wales and Northern Ireland is education should continue in 2021 to 2022 with schools remaining open and that examinations and assessments will go ahead in both autumn 2021 and summer 2022. As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for exam timetables.

## 4.2 JCQ contingency planning

- 4.2.1 The qualification regulators, awarding bodies and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.
- 4.2.2 Further information may be found at: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>
- 4.2.3 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.
- 4.2.4 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.
- 4.2.5 In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.
- 4.2.6 The awarding bodies will designate a 'contingency day' for examinations, summer 2022. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland - <https://www.gov.uk/government/publications/examsystem-contingency-plan-england-wales-and-northern-ireland>
- 4.2.7 In the event of national disruption to a day of examinations in summer 2022, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.



4.2.8 Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of this contingency arrangement so that they may take it into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

- [JCQ guidance above taken directly from JCQ *Instructions for conducting examinations 2021-2022* <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, contingency planning]

4.2.9 This notice is based on guidance provided within the JCQ Joint Contingency Plan, which is available from the JCQ website: [www.jcq.org.uk/exams-office/other-documents/jcq-joint-contingency-plan](http://www.jcq.org.uk/exams-office/other-documents/jcq-joint-contingency-plan) In the event of widespread disruption to the examination system, all centres **must** have contingency plans in place. There are three main categories of disruption, which are outlined below.

- **Candidates at risk of being unable to take examinations – centres remain open**

Centres' contingency plans should focus on options that enable candidates to take their examinations. As part of these preparations, centres should take into account the guidance provided in the JCQ publication *Instructions for conducting examinations*:

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

- consider moving the starting times of the examination for all candidates (see **section 6.2** of the JCQ publication *Instructions for conducting examinations*)
- being aware of the rules for very late arrivals (see **section 21** of the JCQ publication *Instructions for conducting examinations*).

Wherever possible, it is always in the best interest for candidates to sit the examination. However, if candidates who are unable to sit the examination meet the criteria, special consideration through absence for acceptable reasons is an option (see **Chapter 4** of the JCQ publication *A guide to the special consideration process*: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance> Please do not hesitate to call the relevant awarding body if you require additional support or guidance in the event of disruption to examinations.

- **Centres at risk of being unable to open as normal during the examination period**

As above, centres' contingency plans must focus on enabling candidates to take their examinations if the centre is at risk of being unable to open as normal. The responsibility for deciding whether it is safe for a centre to open lies with the head of centre who is responsible for taking advice or following instructions from relevant local or national agencies. Information on what centres should do if examinations or other assessments are seriously disrupted can be found in the three country regulators' exam system contingency plan: [www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted](http://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted) Special consideration through absence for acceptable reasons is also available as an option if all other avenues have been exhausted and candidates meet the relevant criteria. Please do not hesitate to call the relevant awarding body if you require additional support or guidance in the event of disruption to your examinations.

- **Disruption to transporting completed examination scripts**

If there is a delay in normal collection arrangements for completed examination scripts:

- where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, centres should **contact the relevant awarding bodies** for advice and instructions
- for examinations where centres make their own collection arrangements, they should **investigate alternative options** that comply with the JCQ publication *Instructions for conducting examinations*
- completed scripts **must** be stored securely until they are collected.

4.2.10 Summary of centre and awarding body responsibilities

Examination centres are responsible for:

- preparing plans for any disruption to examinations as part of centres' general emergency planning
- deciding whether the centre can open for examinations as scheduled and informing relevant awarding bodies if the centre is unable to open

- exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding bodies
  - judging whether candidates meet the requirements for special consideration because of any disruption and submitting these requests to the relevant awarding bodies
  - assessing their circumstances and liaising with awarding bodies in the event of disruption to the transportation of papers.
- Awarding bodies are responsible for:
- ensuring centres receive examination materials for scheduled examinations
  - advising centres on possible alternative examination arrangements and declining/approving proposals for alternative examination arrangements
  - evaluating and declining/approving requests for special consideration.

#### 4.2.11 Contacting the awarding bodies

In all cases, if there are any concerns, please contact the relevant awarding body for advice:

- **AQA**  
0800 197 7162  
[eos@qa.org.uk](mailto:eos@qa.org.uk)
- **OCR**  
01223 553998  
[support@ocr.org.uk](mailto:support@ocr.org.uk)
- **Pearson**  
0344 463 2535
- **WJEC**  
02920 265 077  
[exams@wjec.co.uk](mailto:exams@wjec.co.uk)

#### 4.3 Other sources of advice and guidance (JCQ)

- General regulations for approved centres  
<http://www.jcq.org.uk/exams-office/general-regulations>
- Guidance on alternative site arrangements  
<http://www.jcq.org.uk/exams-office/online-forms>
- Guidance on transferred candidate arrangements  
<http://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>

#### 4.4 Other sources of advice and guidance (GOV.UK)

- Emergency planning and response: Severe weather; exam disruption; Coronavirus (COVID-19)  
[www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings](http://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings)
- School organisation: local-authority-maintained schools  
[www.gov.uk/government/publications/school-organisation-maintained-schools](http://www.gov.uk/government/publications/school-organisation-maintained-schools)
- 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>
- National Counter Terrorism Security Office Guidance - Bomb Threats  
[www.gov.uk/government/publications/crowded-places-guidance/bomb-threats](http://www.gov.uk/government/publications/crowded-places-guidance/bomb-threats)

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