

Document Control

Version Number:	1
Applicable To:	All Secondary Academies
Committee:	Achievement for All
Approved By Committee On:	November 2016
Review Cycle:	Bi-annually
Date of Next Review:	November 2018

Alternative Invigilation

This procedure is reviewed annually to ensure compliance with current regulations

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Purpose of the procedure

This document is provided as an exams-specific supplement to the *centre-wide accessibility procedure/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 procedure as [GR](#).

This procedure details how the centre facilitates separate invigilation and seating outside the main exam venue for 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
- The Equality Act 2010 definition of disability

A definition of 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 procedure as [AA](#)

Identifying the need for separate invigilation or seating outside the main exam venue

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, refers to and directs relevant centre staff to 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 a SEND procedure demonstrating the centre's compliance with relevant legislation is in place
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing separate invigilation are clearly defined and documented. *A copy of which is included in Appendices A at the end of this document.*
- Ensures that all arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures seating arrangements put in place for exams/assessments reflect a candidate's *normal way of working* in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs. *(The only exception to this would be the temporary illness, a temporary injury or other temporary indisposition which is clearly evidenced) Quote taken directly from chapter 5.16 AA)*
- Works with teaching staff, relevant support staff and the exams officer to ensure 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
- Provides appropriate evidence to confirm the need(s) of a candidate
- Ensures that arrangements are in place before a candidate takes his/her first exam internal or external assessment.
- Ensures parents/carers are made aware of the final outcome of any internal or external application for separate invigilation or seating away from the main examination venue

Teaching staff

- Inform the SENCo of any support that might be needed by the candidate by completing the appropriate SENCo referral form.
- Support the SENCo in determining the need for and implementing alternative invigilation or seating outside the main exam venue

Requesting alternative invigilation or seating outside the main exam venue

Roles and responsibilities

Special educational need 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
- Maintains a file for each candidate that will include:
 - appropriate evidence to support the need for the arrangement where required
 - appropriate evidence to support normal way of working within the centre
 - presents the files when requested by the JCQ Centre Inspector

Exams officer

- 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

Implementing alternative invigilation or seating outside the main exam venue

Head of centre

- Supports the SENCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements are in place to facilitate alternative invigilation or seating away from the main exam venue
- Is familiar with the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current [ICE](#) (page 44)

Special educational needs coordinator (SENCo)

- Ensures a candidate is involved in any decisions about seating arrangements, that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures that prior to any alternative seating arrangements being put in place checks are made and 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

Exams officer

- 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 appropriate seating arrangements are in place (unless a temporary emergency arrangement is required at the time of an exam)
- Allocates appropriate seating as advised by the SENCo using the centre’s MIS system.

Other relevant centre staff

- Support the SENCo and the exams officer to ensure appropriate seating is in place

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 are in place
- Is familiar with the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current [ICE \(page 44\)](#)

Special educational needs coordinator (SENCo)

- Ensures appropriate seating arrangements for candidates (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about seating arrangements that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures that prior to any arrangements being put in place are 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

Exams officer

- 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 \(page 44\)](#)
- Liaises with other relevant centre staff regarding the provision of appropriate rooming

Other relevant centre staff

- Support the SENCo and the exams officer to ensure appropriate seating arrangements are in place

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 seating arrangements for candidates
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures candidates are aware of the seating arrangements that are in place for their assessments

Teaching staff

- Support the SENCo in implementing appropriate seating arrangements for candidates
- Ensures cover sheets are completed as required by facilitators
- Provide the SENCo with assessment schedules to ensure arrangements are put in place when required

Internal exams

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments.

Special educational needs coordinator (SENCo)

- Liaises with teaching staff to advise on appropriate seating arrangements for candidates

Teaching staff

- Support the SENCo in implementing appropriate seating arrangements for candidates
- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required

Appendices A

The process of identifying, requesting and implementing separate invigilation or seating outside of the examination room.

Any concerns from parents, teaching staff or the candidate must in the first instance be referred to the candidate's Tutor, SSA or Senior Tutor with pastoral responsibilities. These concerns must be investigated and if not resolved at house level then a referral must be made by the Senior Tutor to the SENCo using the SENCo referral form.

A letter is available to respond to parents raising concerns about their child. (Appendices B)

The SENCo must make their decision based on:

whether the candidate has **a substantial and long term impairment** which has **an adverse effect; and is the candidate's normal way of working within the centre.**

Centres must note that candidates are only entitled to the above arrangements if they are disabled within the meaning of the Equality Act. The candidate is at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement. (The only exception to this would be a temporary illness, a temporary injury or other temporary indisposition which is clearly evidenced.)

For example, in the case of separate invigilation, the candidate's difficulties are established within the centre (see section 4.1.4, page 16) and known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities.

Separate invigilation reflects the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs.

The following are two examples where candidates would be eligible for separate invigilation:

1. A candidate with depression who has been under Child and Adolescent Mental Health Services (CAMHS)
2. A candidate with an established medical condition or formally recognised social, emotional and behavioural difficulties

Where a candidate simply panics on the day of an examination or becomes anxious, then he/she should indeed be seated more appropriately within the main examination hall.

Separate invigilation is no different to other access arrangements; such as prompters, supervised rest breaks etc. Heads of year and assistant headteachers with pastoral responsibilities will know precisely those students with established and long term health conditions and whether separate invigilation is warranted. Working with the SENCo and exams officer (EO), who may highlight issues such as room availability and the need for additional invigilation, a centre-based decision is made on the need for separate invigilation. This information would then be forwarded by the SENCo for reference by the Exams Officer when allocating seating in examinations.

Appendices B

Dear Parent/Carer

We are receiving an increasing number of requests from students asking to take examinations away from the main examination hall on the grounds that they feel too anxious.

For the most part candidates making the request do not have established difficulties, it is not their normal way of working and currently are not eligible for access arrangements. They are attending normal lessons in school and other occasions such as assemblies where large numbers of students are present. The only issue appears to be anxiety in exams. We understand that a degree of anxiety prior to an examination is normal and have taken the line of approach that a request for separate seating will only be granted if the candidate is able to produce specialist evidence regarding their anxiety issues, for example; a letter from CAMHS, an NHS Psychiatrist or a qualified counsellor and/or the candidate's difficulties are recognisable by the SENCo, a Form Tutor, a Head of Year or a senior member of staff with pastoral responsibilities. Separate invigilation cannot be granted on the basis of a letter from the candidate's GP or on account of sustained parental pressure. A GP's letter may be presented to support an application but separate invigilation will not be awarded based solely on this type of information due to the GP not having experience of the candidate's anxiety and his/her diagnosis being based solely on information provided by the parent/carer of the candidate.

Separate invigilation will only be awarded to a candidate with genuine difficulties which the centre recognises and the centre considers separate invigilation within the centre to be an appropriate and reasonable adjustment in light of those difficulties.

Further guidance can be found on page 24 section 8.6 of the Instruction for the Conduct of Examinations booklet and page 69 section 5.16 of the Access Arrangements and Reasonable Adjustments booklet which can be found on the Joint Council for Qualifications website:

www.jcq.org.uk

Should you wish to pursue an application for separate invigilation or seating outside the normal examination venue at ***** Academy please ensure your request is made in writing and forward with supporting evidence to ***** , SENCo at the above address.

Yours sincerely

