

POLICY – Examinations

Education Universal

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Monitoring and Review

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

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

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



Andrew Sutherland
Representative, Proprietor- Cambian Group
February 2026



Sean Di Sora
Headteacher
February 2026

Terminology

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

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

1. Local School Profile

Linton School is an independent special school who caters for children and young people with social, emotional and mental health needs.

We are located in Freckleton, near Preston, and therefore benefit from some amazing outdoor space where we develop an extensive outdoor curriculum which includes farming, equestrian, horticulture and small animal care. The school provides full time education for up to 12 male or female students aged between 8 - 18 years old. Linton School aims to nurture pupils by offering quality learning experiences so that they can be the best they can be. Pupils are given the opportunity to learn and develop in a supportive and creative environment, ensuring that they feel safe and happy to progress and achieve.

At Linton School we are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

We strive to create a culture based on our core values of respect, honesty and kindness. Students must feel safe and respected if they are to learn effectively. Since we are a school which sets high standards for our students it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind.

2. Purpose

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

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

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

3. Scope

This is an organisational policy. It applies across every England based site, service, and function involved in assessment: general qualifications, vocational and technical

awards, on-demand digital tests, practical, portfolios, controlled assessments and non-examined assessments. It covers assessments delivered on-site and those undertaken off-site where the site registers or supports learners.

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

4. Legal and Regulatory Context

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

5. Policy Statement & Principles

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

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

6. Roles & Responsibilities

Strong exams delivery relies on clear roles and dependable handovers.

- **The Headteacher/Principal** (Sean Di Sora) owns this policy, sets expectations, and ensures resources and training are in place.
- The **Exams Officer/Examinations Lead** (Steph White) plans and runs the operational cycle: entries, timetables, secure storage, materials, staffing, and liaison with awarding bodies.
- The **Access Arrangements Lead/Inclusion Lead** (Andy Cavill) coordinates identification, evidence, applications, and the delivery of agreed adjustments and assistive technology.

Teachers/tutors ensure learners are taught the assessment objectives, authenticate learner work and meet deadlines. Invigilators create and maintain the right conditions

in the room and follow scripts exactly, applying adjustments as approved. The DSL is available for advice and action where safeguarding issues arise around assessment. The wider multi-agency team—therapists, clinicians, social workers or advocates—contribute insight and evidence, and help us plan trauma-responsive approaches that genuinely work.

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

7. Qualifications & Assessments Covered

We run a range of general and vocational/technical qualifications. Some are exam-heavy; others rely on portfolios, practical's or synoptic tasks. We also deliver on-demand or adaptive digital tests where appropriate. This policy covers both externally assessed examinations and internal assessment components that contribute to external awards.

- AQA Entry level certificates in Maths and English.
- TQUK Functional Skills Level 1 and 2 in Maths and English.
- AQA GCSE in Maths and English.
- AQA Art
- AQA GCSE in other subjects if chosen and studied for by the young people.
- Arts Award Bronze, Silver, Gold
- AQA Unit Award certificates (Pre-Entry Level, Entry Level, Level 1, Level 2

8. Planning Cycle & Entries

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

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

9. Access Arrangements & Reasonable Adjustments

Our aim is simple: no unnecessary barriers. We identify needs early, build a balanced evidence picture (including normal way of working), and apply for approval where required. Once approved, we implement adjustments consistently—extra time, a reader or scribe, supervised rest breaks, assistive technology, specialist furniture, small rooms or sensory supports—always in ways that protect the validity of the assessment.

Because stress can affect performance, we embed trauma-responsive practice: pre-examination familiarisation, visual schedules, predictable routines, and the option to sit in a preferred location when feasible. Invigilators are briefed on individual

considerations and how to de-escalate while maintaining exam conditions. For under-18 learners, parents/carers are engaged. For 18+ learners, we plan in partnership with the learner and their chosen advocate if one is used.

10. Learner Preparation & Communication

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

11. Timetabling, Rooming & Resources

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

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

12. Secure Materials & Confidentiality

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

Checking and arranging question paper packets

When question paper packets are removed from the dispatch packaging they must be checked carefully and a log of the check kept. The question paper packets must be checked against the awarding body's dispatch note and the centre timetable or entries. Checking must take place as soon as possible on the day the question papers are received. If this is not possible, e.g. due to a late delivery or the unavailability of authorised members of staff, the material still in its dispatch packaging must be transferred immediately into the secure storage facility until it can be checked. The checking must take place no later than the next working day and must be undertaken in the secure room. Following the checking, question paper packets should be arranged in timetable order to reduce the possibility of opening a packet at the wrong time and must then be immediately locked in the secure storage facility. The awarding body must be informed immediately if there are any problems, e.g.

- a) it appears that the parcel or one of the packets has been opened during transit and therefore there may have been a breach of security;
- b) there are any differences between the material received and the dispatch/ delivery note;
- c) the material has been significantly damaged in transit or upon opening;
- d) the material appears not to meet the Linton School requirements;
- e) the material has been received in error.

The secure room and the secure storage facility

Question papers and pre-release materials issued by the awarding bodies must always be stored at the Linton School's registered address in a secure room with a secure storage facility – Safe. The secure room must only be used for the purpose of administering secure examination materials, with access restricted to two key holders only – **Steph White and Sean Di Sora**.

Packing scripts

Check that we have enough large plastic envelopes to dispatch all the scripts. Contact the relevant awarding body if more will be needed;

- b) use the plastic envelopes provided by the appropriate awarding body regardless of the number of scripts that need to be dispatched;
- c) ensure that every script or objective test sheet from the examination has been included. Scripts for each unit/component must be packed in a separate plastic envelope;
- d) ensure that all scripts/objective test sheets for a unit/component are collected together, including those for any candidates who have been accommodated separately;
- e) enclose the relevant attendance register(s) with the scripts or objective test sheets. Scripts and objective test sheets must be in the same order as candidates appear on the attendance register. The attendance register must still be completed and sent even when there are no scripts due to all candidates being absent or withdrawn;
- f) ensure cover sheets accompany scripts where appropriate, for example where a candidate has used a scribe. The cover sheet must be placed inside the script;
- g) use the pre-addressed labels provided by the awarding body. Ensure the correct label is used for each unit/component and that the most up-to-date label is always used – photocopied labels must not be used;
- h) always use only one label per package;
- i) always use the whole address label, stick it securely to the largest face of the package and ensure it is flat and crease free. The address label must be visible and legible;
- j) fasten envelopes securely, but do not use staples, string or tape.

Centres must not:

- a) include anything other than the examination scripts and the attendance register(s);
- b) identify the centre in any way to the examiner (for example, through compliment slips or franking machines), in order to ensure the marking process is anonymous;
- c) combine packages, even where scripts for more than one examination are going to the same address. If there are too many scripts from one examination to fit into one envelope, the awarding body will send extra address labels so that the scripts can be split into separate packages;

- d) overfill packages as they may split open during transit;
- e) write on labels or alter them in any way

Sending scripts

Linton School must:

- a) dispatch scripts and accompanying attendance registers to the address provided on the same day of the examination wherever possible;
- b) ensure that any scripts that cannot be dispatched on the scheduled day of the examination are dispatched no later than the next working day;
- c) retain scripts in the Linton's secure room if kept within the centre overnight. Linton should try to dispatch scripts from the morning and afternoon sessions of Friday 24 May 2025 that afternoon for example. If this is not possible, scripts must be retained in the secure room and be dispatched as early as possible on Tuesday 28 May 2025 for example. Where there is a window for delivering an examination, centres must make sure that all scripts are dispatched by the end of that period. Centres not involved in the secure dispatch of exam scripts service:
 - a) must obtain proof of postage/dispatch for each packet of scripts, which must be retained on the center's files until the results are published, in case of loss or damage. (Proof of postage will provide evidence that the candidates' scripts have left the centre. This will indicate that the scripts were written at the appointed time and that, should the scripts not be received by the awarding body/examiner, then special consideration may be possible.)
 - b) must use a method of dispatch which is reliable and ensures prompt delivery.

13. Invigilation & Conduct of Assessments

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

14. Coursework, NEA, Controlled Assessment & Portfolios

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

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

We teach learners what good academic practice looks like and we are explicit about risks—plagiarism, unauthorised collaboration, improper use of calculators or devices, and misuse of digital/AI tools. If concerns arise, we investigate promptly, fairly and confidentially. Learners can be supported by a trusted adult or advocate. We keep

clear records, notify awarding bodies where required, and communicate outcomes in writing with an explanation that learners can understand.

Malpractice and Maladministration

- Where a candidate is being disruptive, the invigilator must warn the candidate that he/she may be removed from the examination room. The candidate must also be warned that the awarding body will be informed and may decide to penalise them, which could include disqualification.
- The invigilator must record what has happened.
- Wherever possible, the invigilator should remove and keep any unauthorised material that a candidate may have in the examination. If necessary, the invigilator should summon assistance.
- The head of centre must report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination.
- The head of centre has the authority to remove a candidate from the examination room but should only do so if the candidate would disrupt others by remaining in the room.
- The head of centre has a duty to monitor and report potential malpractice by invigilators and centre staff to the awarding body immediately.
- Where candidates commit malpractice, the awarding body may decide to penalise them, which could include disqualification.
- Candidates should be warned of the possible penalties an awarding body may apply.
- In cases of suspected malpractice, examination scripts must be packed as normal

Appeals

This policy explains the procedure regarding an appeal against the internal assessment of work for an external qualification:

- the Internal Appeals policy at Linton School will be supervised by the Exams Officer and overseen by the Head Teacher.
- Linton School ensures that all centre staff follow a robust Non-examination assessment policy (for the management of GCSE non-examination assessments). This policy details all procedures relating to non-examination assessments, including the marking and quality assurance processes which relevant teaching staff are required to follow.
- Candidates work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Linton School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.
- Linton School is committed to ensuring that whenever its' staff mark candidates work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.



- candidates will be allowed to be supported in the presentation of their case by a parent, guardian or friend
- all appeals will include a review of the procedure used at Linton School to award marks for internal assessments to ensure that this complies with the requirements of the awarding body
- a written record of all appeals will be held by the Examinations Officer. This will include a record of the outcome, including the reasons for that outcome. A copy will be sent to the candidate
- Linton School will inform the Examination Board of the outcome of any appeal which has implications on the conduct of examinations, or the issue of results. Full details of any appeal will be made available to the awarding body on request

Candidates wishing to appeal against the internal assessment of their work must:

1. Seek advice from the relevant subject staff, their tutor or the Examinations Officer
2. Complete the Internal Appeal Form and return it to the Examination Officer by the date stated in the letter (usually internally assessed marks will be issued on a Monday and the deadline for submission of the form is 3.10pm the Friday of the same week although external moderation can mean that these timescales need to be amended).

After work has been assessed internally, it is moderated by the awarding body to ensure consistency between centres. Exam Board moderation can change the marks awarded by the school for internally assessed work. This is outside the control of Linton School and is not covered by this procedure. Each awarding body publishes procedures for appeals against its decisions on final grades, and the Examinations Officer will be able to advise pupils and parents of these procedures.

Appeals against centre-assessed marks

Linton School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body. On being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of his/her work, or that the assessor has not properly applied the mark scheme to his/her marking, then he/she may make use of this appeals procedure to consider whether to request a review of the centre's marking.

Candidates may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre's marking of the assessment. This request must be made in writing.

If a pupil decides to proceed with a full Review of Marking they must complete an Internal Appeals form.

Students have 5 days in total from the date the Centre Assessed Marks are released within which to request either or both of these services, and should submit the forms to the Exams Officer within the 5th day deadline, together with payment. To ensure your request is dealt with promptly, we recommend that forms are emailed to the

Exams Officer (steph.white@lintonschool.co.uk). Results will be issued on the Monday and any appeals must be submitted by 3.10pm on the Friday of the same week. Please note that there may, due to external moderation, have to be amendments to these timescales.

Pupils who miss the 5-day deadline will be unable to submit a late request. Release dates for Centre Assessed Marks will differ from subject to subject.

School will allow 7 calendar days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.

The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Linton School and is not covered by this procedure.

Further guidance can be found at:

- General Regulations for Approved Centres
[General Regulations - JCQ Joint Council for Qualifications](#)
- Post-Results Services
[Post-Results Services - JCQ Joint Council for Qualifications](#)
- JCQ Appeals Booklet
[Appeals - JCQ Joint Council for Qualifications](#)
- Notice to Centres - Reviews of marking (centre assessed marks)
[Coursework - JCQ Joint Council for Qualifications](#)
[Non-Examination Assessments - JCQ Joint Council for Qualifications](#)

16. Conflicts of Interest

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

The Head Teacher has the ultimate responsibility for the Conflict of Interest policy, dissemination of the policy and management of potential and actual conflicts of interest rests with the Head Teacher.

Leaders in the school are responsible for communicating the Conflict of Interest Policy to all relevant individuals within their areas of responsibility annually.

Leaders are required to review their procedures annually to ensure that they anticipate and manage potential or actual conflicts of interest.

Leaders are responsible for ensuring that all new staff receive conflict of interest information.

Any potential or actual conflict of interest must be documented by the Exam Officer or member of the leadership team. The Head Teacher must either resolve the issue or, for issues that cannot be resolved at this level, report the issue to the Regional Lead.

The Exams Office will ensure that all JCQ requirements are adhered to and will maintain appropriate records accordingly. (See annex 1).

All staff

1. Individuals within Linton School have responsibility for ensuring that they are familiar with the Conflict of Interest Policy, any guidelines and complete and required conflict of interest training.
2. All individuals will be required annually to read and understand the Conflict of Interest Policy.
3. The most important feature of the policy is the requirement that an individual disclose any activity that might give rise to a potential conflict of interest. If there is any doubt whether or not it represents a conflict of interest it should be reported.
4. The individual and Exams Officer are equally responsible for ensuring that the issue is documented carefully.
5. An individual may wish to raise concerns relating to conflict of interest directly with the Head Teacher. This may be done in confidence and they are entitled to receive a response to their concerns.
6. Any staff member considering paid or unpaid work outside of Linton School should inform their manager if they think there is any potential for a conflict of interest. If the staff member is unsure whether a conflict of interest might arise, they should discuss this with Exams Officer first. The Exams Officer should contact the Head Teacher if they need advice on whether a situation presents a conflict and a record should be kept of the discussion. A staff member must not take on any such activities that could be deemed to compete or conflict with Linton School's activities.
7. Prior to each examination series all staff and other individuals, must inform the Head Teacher and the Exams Officer of any candidates being entered for its examinations at the school and also at any other examination centre who are family members, other relatives or friends by completing the form in annex 2.
8. The Head Teacher is responsible for escalating reports of actual or potential conflicts of interest to an appropriate level within the business and, when necessary, to the Regional Educational Lead.

9. The Head Teacher will begin an investigation of any issues identified within 48 hours. A preliminary report will be made available to the Regional Educational Lead within 5 working days.

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

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

18. Emergencies & Contingency (including digital delivery)

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

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

Linton School must have a written, up to date, examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan will reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency. All relevant Linton staff must be familiar with the examination contingency plan.

19. Results, Post-Results and Appeals

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

20. Appeals and Review

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

21. Certificates

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

22. Complaints

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

How to raise a concern or complain.

Any person, including pupils, staff or members of the general public, may raise a concern or make a complaint about any provision of facilities or services that a school provides, unless separate statutory procedures apply (such as exclusions or admissions). The School will not limit complaints to parents or carers of children that are registered at the school.

It is important in that pupils have a voice and are listened to as valued members of the school community and in line with our UNICEF Rights Respecting Schools commitment. Central to this concept is the idea that all pupils will be supported to raise any concerns they may have about the school, will be listened to, and can be assured that the staff team will act on these concerns to achieve resolution. Pupils placed in the school have a variety of options when wanting to raise a concern and these include the following:

- Group meetings
- Tutor time
- 1:1 with a member of school staff at any time
- School Council
- To a member of staff in their residential home, who can then bring the concern to the school
- To any other professional involved in the life of the child, and who can then advocate on their behalf

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf on a complainant, as long as they have appropriate consent to do so.

Concerns should be raised with the class teacher, a member of SLT or Headteacher. If the issue remains unresolved, the next step is to make a formal complaint.

Complainants should not approach individual governors to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 2 of the procedure.

Complaints against school staff (except the Head Teacher) should be made in the first instance to Sean Di Sora (Head Teacher) via telephone or email (please mark them as Private and Confidential). sean.disora@lintontonschool.co.uk

Complaints that involve, or are about the Head Teacher should be addressed to Richard George (Regional Lead), via email (please mark them as Private and Confidential). Richard.George@cambiangroup.com.

For ease of use, a template complaint form is included at the end of this policy. If you require help in completing the form, please contact the school office via telephone. You can also ask third party organisations like the Citizens Advice to help you.

In accordance with equality law, we will consider making reasonable adjustments if required, to enable complainants to access and complete this complaints procedure. For instance, providing information in alternative formats, assisting complainants in raising a formal complaint or holding meetings in accessible locations.

The School will make every effort to resolve the concern in an informal and timely manner, and will always give the person raising the concern the opportunity to express how they would resolve the situation, or the outcomes they would require for resolution to be achieved.

Should such resolution not be achieved, or someone requests to make a formal complaint, then the formal complaints process will be initiated and adhered to, to conclusion.

23. Data Protection & Confidentiality

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

GDPR policy - <https://linton.school.lancs.sch.uk/download/23/policies/2242/gdpr-and-data-protection-policy-may-25.pdf>

24. Quality Assurance, Training & Audit

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

Linton School's internal quality assurance strategy has been developed to ensure that quality assurance is maintained not only in the standards of assessment but also the administration procedures and systems in place within the approved training centre.

The monitoring of all aspects of the assessment process through the strategy will allow the centre to be pro-active and progressive in continually improving standards.

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

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

26. Publishing, Ownership & Review

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

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

Equality Impact Statement

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

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

This policy will be reviewed by the Headteacher every year.

At every review, the policy will be approved by the Richard George, Regional Lead.

This policy will be due for renewal in April 2027.

Appendices

Appendix A – Legal and Regulatory Framework in England

Appendix B – Complaint form

Appendix A – England

Legislation, guidance and regulatory frameworks underpinning Examinations in England.

The Education (Independent School Standards) Regulations 2014

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

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

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

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

- **Means:** Establishes the definitive operational rulebook for exam delivery (**ICE**), the centre-level governance and compliance framework (**General Regulations**), and the national rules for access arrangements/reasonable

adjustments/special consideration (AARA) for JCQ member awarding organisations' qualifications delivered in England.

- **Requires:** Centres follow ICE for secure storage, room set-up, invigilation, start/finish and incident handling; maintain annual policy reviews, cyber-security training certificates and CPD per General Regulations; and implement AARA with evidence of need and normal way of working (incl. 2025–26 update: trial and exhaust supervised rest breaks before 25% extra time where the impairment is not a learning difficulty; candidates must be informed AAO will process their data).
- **Our stance:** We deliver to ICE on the day, prove centre-level compliance to General Regulations, and run AARA exactly as specified (evidence → approval → delivery → impact).
- **Implementation example:** Exam Delivery Pack (ICE quick-ref, JCQ posters/notices, room checklist, seating plan, two-person security log, late/very-late protocol, incident form) + Exams Governance folder (policy review log, cyber-training certs, CPD, contingency, inspection checklist) + AARA bundle (teacher evidence, mock trials incl. rest-breaks where applicable, AAO submissions log, delivery plan, post-series review).
- **Links:** <https://www.jcq.org.uk/knowledge-hub/instructions-for-conducting-examinations/>

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

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

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

- **Means:** Imposes a duty to make reasonable adjustments so disabled learners are not substantially disadvantaged, including in examinations and assessment.
- **Requires:** Sites ensure adjustments are appropriate, evidence-based and do not compromise assessment validity; decisions are individual and proportionate.



- **Our stance:** We plan early, match adjustments to normal way of working, and test delivery (rooms, tech, staffing) before live exams.
- **Implementation example: Access-arrangements file:** needs/evidence, AO approvals, tech test logs, invigilator briefings and learner feedback notes.
- **Links:** <https://www.legislation.gov.uk/ukpga/2010/15/section/20>

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

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

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

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



Appendix B – Complaint form

Your name:

Pupil's name (if relevant):

Your relationship to the pupil (if relevant):

Address:

Post code:

Day time telephone number:

Evening telephone number:

Please give details of your complaint, including whether you have spoken to anybody at the school about it.



What actions do you feel might resolve the problem at this stage?

Are you attaching any paperwork? If so, please give details.

Signature:

Date:

Official Use

Date acknowledgement sent:



By who:

Complaint referred to:

Date: