Exams: Assessment and Examination Contingency Plan

Henry David Learning

Woodland Rise School

Reviewed: August 2026
Review: August 2027
Proprietary Body Signed off
ZL & JH

August 2026

Purpose

This contingency plan sets out the actions that Woodland Rise School will take to minimise disruption to assessments, examinations and qualification delivery.
The plan aims to:

- protect the interests of learners;
- maintain the integrity of qualifications;
- ensure compliance with awarding organisation requirements;
- support continuity of assessment wherever possible;
- provide clear lines of responsibility during disruption.

This plan should be read in conjunction with:

- Exams and Invigilation Policy
- Reasonable Adjustments and Special Consideration Policy
- Complaints and Appeals Policy
- Malpractice and Maladministration Policy
- Business Continuity Plan
- Safeguarding Policy

Woodland Rise School Context

Woodland Rise School is a small independent special school delivering qualifications primarily through NOCN.
Most learners have identified SEND needs including:

- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Social, Emotional and Mental Health (SEMH) needs
- Cognition and Learning difficulties

Many learners require access arrangements including:

- readers
- scribes
- rest breaks
- separate rooms
- prompting
- additional processing time

The school typically enters small cohorts of learners for qualifications, enabling flexible contingency arrangements where required.

Key Personnel

Role	**Responsibility**
Heads of Centre	Overall responsibility
Exams Officer	Exam administration
SENDCo	Access arrangements
Internal Quality Assurance	Quality assurance
Teachers/Assessors	Assessment delivery

In the absence of any key member of staff, responsibilities may be delegated to an appropriately trained member of the Senior Leadership Team.

Scenario	Risk	Action
Exams Officer absent	Examination administration cannot be completed	Heads of Centre delegates responsibilities to a trained member of staff. Awarding organisation contacted if necessary.

SENDCo absent	Access arrangements cannot be coordinated	Existing evidence and approved arrangements used. Heads of Centre and Exams Officer oversee implementation
Learner absent	Assessment cannot be completed	Alternative assessment opportunity considered. Special consideration considered where appropriate.
School closure	Assessments disrupted	Awarding organisation informed. Assessments rescheduled. Parents and learners notified.
IT failure	Online assessment unavailable	Alternative devices used where available. Assessment rescheduled if necessary.
Examination room unavailable	Assessment cannot proceed in planned location	Alternative room identified that meets awarding organisation requirements.
Loss of learner evidence	Assessment records unavailable	Electronic backups accessed. IQA records reviewed. Evidence reconstructed where possible.
Centre unable to continue delivery	Learners unable to complete qualifications	NOCN informed. Learners identified. Transfer and certification arrangements considered

Monitoring and Review
The Heads of Centre, Exams Officer and Internal Quality Assurer will monitor the implementation of this policy to ensure assessment practices remain fair, consistent and compliant with awarding organisation requirements. This policy will be reviewed annually or sooner if awarding organisation requirements or legislation change. The date of the next review is August 2027.