



ST. PATRICK'S COLLEGE

BROUGHSHANE ROAD

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Website: [www.stpatricksballymena.com](http://www.stpatricksballymena.com)

Principal: Dr M Knox B.A.(Hons) PGCE M.A. PhD PQH (N.I.)

## **St. Patrick's College Quality Assurance Procedure**

- St. Patrick's College is committed to Quality Assurance and believes it is an integral part of the centre's processes.
- The focus of St. Patrick's College is on candidates with the provision of relevant and flexible quality training programmes and assessment to suit their needs and lifestyles.
- The provision is regularly monitored and reviewed by Mr. Noel Canavan.
- An Internal Verification process is in place to ensure that consistent testing and assessment standards are maintained by cross-marking.
- Internal Verification is carried out on an on-going basis.
- All cases of borderline achievement are Internally Verified.
- At least 10% of other assessments are checked across all markers and modules.
- Where a new marker is testing, all work is double marked until the Test Centre Manager is satisfied with the standard.
- All new invigilators are observed conducting at least one ECOL test to ensure that test regulations are followed
- Existing invigilators should be observed conducting a test at least once a year



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- Internal Verification is recorded on candidate work and records and on central recording systems.
- Information from the awarding body is disseminated to all members of staff involved in testing.
- The St. Patrick's College policy for equal opportunities is followed and monitored.



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## **St. Patrick's College**

### **Candidate Appeals Procedure (for Manual Marking)**

- Candidates who are unhappy with any aspect of the assessment and award process should first discuss the problem with the Centre Representative or the Test Centre Manager within 5 days of receiving their result
- The reasons for dissatisfaction must be made clear by candidate at this time
- The St. Patrick's College will keep a record of such discussion together with date and outcome
- Where necessary the 1st marker will be instructed to re-mark, and the 2nd marker will also be instructed to mark or re-mark
- It should be noted that if the candidate was borderline double marking should already have been undertaken
- If this does not provide satisfaction the candidate may raise a formal appeal
- Appeals will only be accepted if made in writing (not e-mail) to the Centre manager within 10 days of receiving their result, outlining clearly the circumstance of the appeal
- The 1st and 2nd markers will re-mark again, or consider if there are any aspects that should be taken into account in the candidates performance



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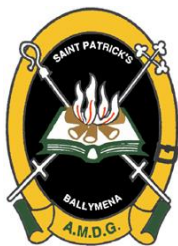
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- In some circumstances the candidate may be offered a free re-test (eg: hardware or software problems)
- If this is not the case and the result remains unchanged and the Centre Manager is unable to resolve the impasse then the candidate must write to Mr. Noel Canavan (within 5 days of receiving the 3rd result) who will act as an independent arbiter
- If the candidate is still unhappy then he/she has the right to appeal to the Awarding Body. This may be done via the Centre Manager or direct to the Quality Co-ordinator in writing. The address will be supplied on request
- The Representative will investigate the circumstances of the appeal and make a report to the appeals panel. In very exceptional cases, the appeals panel may request the Centre Manager possibly accompanied by the candidate, to attend a meeting of the panel to provide further explanation of the circumstances of the appeal
- Appeals panel decisions will be given in writing to the Centre Manager and the candidate and are final



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### **St. Patrick's College Equal Opportunities Policy**

- St. Patrick's College is committed to seeking equality of opportunity for all, irrespective of race, gender, religion, marital status, sexual orientation, age, class or disability.
- St. Patrick's College actively seeks to demonstrate this commitment by adopting policies, codes of practice and action plans to combat discrimination in any form.
- Staff and students are required to reflect their commitment to equality of opportunities and anti-discriminatory practices.
- St. Patrick's College will promote equality of opportunity for all students and staff by:
  - Demonstrating opposition to all forms of discrimination in every aspect of its operations
  - Identifying and removing practices and procedures which unfairly discriminate
  - Increasing awareness and positive attitudes at all levels in St. Patrick's College toward people experiencing discrimination
  - Creating a welcoming atmosphere for all students, staff and visitors
  - Monitoring all operations to ensure no form of discrimination or harassment is taking place



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- Provision will be made for candidates who require reasonable adjustments to be made by providing suitable assessment locations and technical aids where appropriate.
- This provision is regularly monitored and reviewed by Mr. Noel Canavan.



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## Health and Safety policy health

- The aim of this Policy is to ensure, so far as is reasonably practicable, that no person is placed in a position where injury or ill health is caused as a result of the school's undertaking. Where reasonably practicable, the school will pay particular attention to the provision and maintenance of:
  - A safe place of work, safe access to it and safe egress from it  
Plant & Equipment and systems of work that are safe  
Safe arrangements for the use, handling, storage and transport of articles and substances
  - Sufficient information, instruction, training and supervision to enable all employees to avoid hazards and contribute positively to their safety and health at work  
A healthy working environment  
Adequate welfare facilities  
A review of safety procedures at regular intervals
  - The School will so far as is reasonably practicable provide and maintain up to date information for all staff on the potential hazards of substances and equipment used at work. A copy of this statement will be issued to all employees. It will be reviewed, added to or modified from time to time and may be supplemented in appropriate cases by further statements relating to the work of particular groups of workers.
- This policy has been reviewed 2018  
The Health & Safety at Work (NI) Order 1978 states that a safety policy should be revised 'as



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often as appropriate'. The full policy, located in the school website will be reviewed regularly and revised as necessary.

### HEADS of DEPARTMENT

Heads of Departments are responsible for ensuring that the content of the School Safety Policy is followed in practical terms in areas under their control. In the discharge of this responsibility each Head of Department shall:

- Ensure that all teaching staff hold appropriate qualifications both to teach the subjects required of them and to use the necessary equipment and machinery;
- Ensure that both teaching and non-teaching staff are provided with regular training that will assist them to work safely;  
Ensure that all Safety Reports pertaining to their department are fully implemented;  
Ensure that all safety instructions and advice issued by the Boards or the Department of Education are acted upon;  
Ensure that all staff in the department are aware of any safety precautions to be taken when undertaking potentially hazardous procedures;  
Ensure that all toxic and flammable substances are correctly used, stored and labelled;  
Ensure that all staff include safe working methods in their instruction to students;  
Ensure that any equipment or machinery known to need repair is not used until the necessary work has been carried out;  
Report all accidents and potential hazards to the Principal;  
Ensure that all protective clothing and equipment as required are available in the department.





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- In the absence of the Head of Department, the Principal or a senior teacher nominated by the Principal will assume the responsibility.

## TEACHING STAFF

Each member of the teaching staff has a responsibility to exercise care and attention regarding the safety of themselves and students under their control. In the discharge of this responsibility each teacher shall:

- Ensure that they take reasonable care during their work activities to avoid accident or injury to themselves, other members of staff and students;
- Observe all safety instructions and advice issued by the Board or the Department of Education;
- Observe all safety rules relating to specific machinery or processes: Ensure that all protective clothing and equipment as required are both available and used by themselves and students;
- Report all potential hazards affecting health and safety to the Head of Department;  
Report all accidents to the Head of Department and ensure that Accident Forms are fully completed; Co-operate fully with the Head of Department and the Principal on all matters pertaining to Health and Safety; Exercise effective supervision of pupils and know emergency procedures in respect of Fire, First Aid etc.; Know the special safety measures to be adopted in their own teaching area and ensure they are applied; Give clear instruction and warnings as often as are necessary:



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- Follow safe working procedures personally;  
Make recommendations to their Head of Department on the provision of safety equipment and on improvements to plant, tools or equipment which is dangerous or potentially so.

## ALL EMPLOYEES

All employees have a responsibility to exercise personal care and attention for the safety of themselves and others and to co-operate with their employer in the execution of this policy. In the discharge of this responsibility employees shall:

- Perform their duties in a safe manner and pay particular attention to the Safety Procedures; Report all accidents and injuries to their supervisor as soon as possible; Obtain adequate treatment as soon as practicable if injured;
- Report all defects in equipment and protective clothing and potential hazards to their supervisor; Assist in the investigation of injuries and accidents; Observe all the safety rules.



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## **Reasonable Adjustments Policy**

### **Introduction**

St Patrick's College is committed to treating its pupils and applicants fairly. According to the Equality Act 2010, we must take reasonable steps to ensure that disabled pupils and applicants are not put at a substantial disadvantage by comparison with pupils and applicants who are not disabled.

The declared aim of St. Patrick's College is to meet the unique needs of every boy and girl. This policy does not seek to cater for every situation but is intended as a general statement of our policy which sets out the principles underlying our approach to making adjustments for disabled pupils and the factors the school will take into account when considering requests for adjustments.

Reference should be made to SENCO school policy documents which relate to reasonable adjustments: These contain specific examples of where adjustments can be made / have been made.

### **When does the duty arise?**

We have a duty to make reasonable adjustments for pupils and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities. A pupil or applicant is disabled if (s)he suffers from a physical or mental impairment that has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. In most cases, disabilities will have lasted or be likely to last for 12 months or more. Special consideration will be given to any pupil suffering from a temporary disability caused, for example, by an accident.



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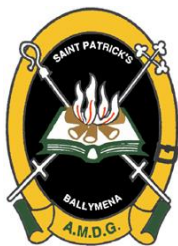
### **What is the scope of the duty?**

St. Patrick's College seeks to ensure that disabled pupils and applicants are not put at a substantial disadvantage by making reasonable adjustments:

1. To our policies, criteria and practices (ie the way we do things); and
2. By providing auxiliary aids and services (ie additional support or assistance).

There is no standard definition of an auxiliary aid or service. Examples include:

- pieces of equipment;
- extra staff assistance;



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## **St Patrick's College Examinations Contingency Policy Plan**

The purpose of the joint contingency plan is to ensure there is a consistent and effective response in the event of major disruption to the examination system.

The overall outcome of the plan is to ensure that the interests of candidates are safeguarded while maintaining the integrity of the examination system and qualification standards.

The qualifications covered by the plan are primarily externally assessed examinations delivered in schools. These include GCSEs.

The plan would be triggered in the event of a major disruption to the examination system affecting significant numbers of candidates across several awarding organizations.

This could include severe weather, widespread illness, travel disruption, fires, logistical problems or system failures.

Any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced, for example the police, Environment Agency or Health Protection Agency.  
Communication.

This includes communications between the organizations involved in the response, and communications to stakeholders such as centres candidates, parents or carers and the public.

Scenario 1 – Disruption of teaching time – a significant number of centres are closed for an extended period

Type of scenario

Disruption to candidates.

Impact on



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Teachers, candidates, parents and carers.

When to implement the plan

In the event that a significant number of centres are closed, and candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning.

Example of scenario

Severe flooding closes a significant number of centres in a region.

Recommended actions

Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students for examinations as usual using the "My school" app and posting relevant teaching materials on the school website. It is recommended that centres: - have contingency plans in place to facilitate alternative methods of learning, alternative venues or both. If necessary exam pupils may be taught in the Pastoral Centre. - prioritise candidates who will be facing examinations shortly - advise candidates, where appropriate, to sit examinations in the next available series

Specific communication

The centre will communicate with relevant exam boards, parents, carers and students about the potential for disruption to teaching time and plans to address this. Parents will be notified of alternative arrangements through school website, facebook and text message.

Success criteria

Students continue to be taught either through an alternative method of learning or at an alternative venue.



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### Further advice and information

Guidance on emergency planning, with advice on severe weather, is available from the Department for Education There is also statutory guidance on school closures Further advice from the Department of Education Northern Ireland can be found in the Useful Information section of this document.

Scenario 2 – Candidates unable to take examinations because of a crisis – centres remain open

#### Type of scenario

Disruption to candidates

Impact on

School and college staff, teachers, candidates, parents and carers

When to implement the plan

In the event that candidates are unable to attend examination centres to take examinations as normal.

#### Example of scenario

A sickness bug means that a number of candidates are not able to attend a centre to take an examination.

#### Recommended actions

It is recommended that centres: - liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations. Possibly the library in school (depending on the number of pupils) or the Pastoral Centre. - offer candidates an opportunity to sit any examinations missed at the next available series. - apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Please note: candidates are only eligible for



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special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons they should be aware that special consideration rules will not apply.

### Specific communication

The centre will liaise with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue. Correspondence via school website, facebook and text message.

### Success criteria

Candidates are able to sit examinations with minimum disruption or additional stress to them.

### Further advice and information

JCQ's guidance on special consideration and alternative site arrangements can be accessed through the JCQ website.

### Scenario 3 – Disruption in the distribution of examination papers

#### Type of scenario

#### Transport or delivery

#### Impact on

Awarding organisation staff, teachers, candidates

#### When to implement the plan

In the event that there is a disruption to the distribution of examination papers to centres in advance of examinations.

### Example of scenario

A courier delivers a wrong set of examination papers to a centre.

### Recommended actions

It is recommended that awarding organisations: - source alternative couriers for delivery of hard copies. - provide centres with electronic





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access to examination papers via a secure external network. - fax examination papers to centres if electronic transfer is not possible. Please note that the examinations officer would need to ensure that copies are received, made and stored under secure conditions.

### Specific communication

The centre will communicate with specific awarding organisations to organise alternative delivery of papers.

### Success criteria

Students are able to proceed with taking examinations without having to reschedule examinations.

Further advice and information  
not applicable

Scenario 4 – Disruption to the transportation of completed examination scripts

### Type of scenario

Transport or delivery

Impact on

Courier staff, centre staff, awarding organisation staff.

### When to implement the plan

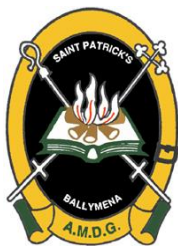
In the event that there is a delay in normal collection arrangements for completed examination scripts

### Example of scenario

A courier contacts a centre to report a problem about picking up scripts on time.

### Recommended actions

It is recommended that centres: - in the first instance, seek advice from the specific awarding organisations and their normal collection agency regarding collection. Ensure secure storage of completed examination



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scripts in the school safe until collection of papers. - do not make their own arrangements for transportation without approval from awarding organisations.

### Specific communication

The centre to communicate with relevant awarding organisations at the outset to resolve the issue.

### Success criteria

Scripts are stored 'securely' in line with JCQ guidance in the school safe. Scripts are collected

and delivered to awarding organisations with the minimum of delay.

### Further advice and information

JCQ guidance regarding the 'secure storage of scripts' is available on the JCQ website under Instructions for Conducting Examinations

Guidance on the 'Life of a script' is also available on the JCQ website

Scenario 5 – Centres are unable to open as normal during the examination period

### Type of scenario

Disruption to centre

Impact on

Candidates, teachers, centre staff, parents, carers and awarding organisation staff

When to implement the plan

In the event that centres are unable to open as normal for scheduled examinations.

### Example of scenario

A fire at the centre means that it is closed when examinations are due to take place.



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### Recommended actions

It is recommended that centres: - open for examinations and examination candidates only, if possible. - use alternative venues in agreement with relevant awarding organisations e.g. examinations may be relocated to the Pastoral Centre and pupils continue with the exams as normal. - apply to awarding organisations for special consideration for candidates where they have met the minimum requirements (see Scenario 3) - offer candidates an opportunity to sit any examinations missed at the next available series, if possible.

### Specific communication

A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible.

### Success criteria

Students are able to take examinations in alternative venues.

### Further advice and information

Centres should cover the impact on examinations as part of their general planning for emergencies. The responsibility for deciding whether it is safe for a centre to open lies with the head of centre. The head is responsible for taking advice, or following instructions, from relevant local or national agencies in deciding whether they are able to open. DfE guidance on school closures is available on the GOV.UK website

Scenario 6 – Assessment evidence is not available to be marked

Type of scenario Marking Impact on

Candidates, teachers, school and college staff, parents, carers and awarding organisation staff.

When to implement the plan



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In the event of large scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked.

### Example of scenario

A fire at the centre destroys completed examination scripts.

### Recommended actions

It is recommended that: - awarding organisations generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement, as defined by the awarding organisations in consultation with the regulators. - Candidates retake the assessment that has been affected at a subsequent assessment window, if possible.

### Specific communication

It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers.

### Success criteria

Candidate marks are able to be generated (if possible) from existing assessment materials and predicted grades/mock examinations.

### Further advice and information

To be sought from the relevant awarding organisation.

Scenario 7 – Disruption to the scanning process – where completed examination scripts are being scanned in preparation for on-screen marking

### Type of scenario

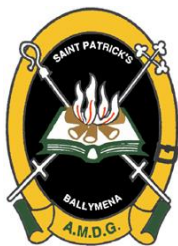
### Marking

### Impact on

Scanning centre staff, awarding organisation staff.

### When to implement the plan

In the event that there is disruption to the scanning process.



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### Example of scenario

A scanning centre reports technical problems with scanning machines leading to delays.

#### Recommended actions

It is recommended that awarding organisations: - awarding implement their existing contingency plans for disruption to on-screen marking process. - revert to traditional forms of marking, recruit, train or re-standardise qualified new markers.

#### Specific communication

None

#### Success criteria

Deadlines for marking schedules are met.

#### Further advice and information

To be sought from the relevant awarding organisation.

Scenario 8 – Markers unable to mark examination scripts according to marking schedules

#### Type of scenario

#### Marking

#### Impact on

#### Awarding organisation staff

#### When to implement the plan

In the event that a significant number of markers are unable to mark examination scripts, resulting in a risk to the delivery of results by scheduled dates.

### Example of scenario

Significant numbers of markers withdraw from a specific qualification at short notice.



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### Recommended actions

It is recommended that awarding organisations: - reallocate scripts to available markers. - recruit, train or re-standardise qualified new markers. - contact each other to 'share' markers for specific qualifications. - prioritise marking based on results dates, UCAS deadlines, qualifications that require further study (e.g. Maths and English).

### Specific communication

None

### Success criteria

Deadlines for marking schedules are met.

### Further advice and information

Not applicable

### Scenario 9 – Difficulty in meeting planned schedule or unable to issue results

#### Type of scenario

#### Issuing results

#### Impact on

Awarding organisation staff, candidates, parents and carers.

When to implement the plan. In the event that an awarding organisation (including the case of a single awarding organisation) is unable to meet a planned schedule for issuing results, due to a catastrophic process or systems failure.

### Example of scenario

A process failure delays both the preparation and issuing of results

#### Recommended

If awarding organisations face delays in meeting the

Actions planned schedule for issuing results, it is recommended that they: - implement existing contingency plans for disruption to the schedule for issuing results. - in consultation with regulators, assess the level of disruption and consider alternative options for issuing



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results, dependent upon the nature of the issue - in consultation with regulators, liaise with relevant organisations regarding candidate progression to further and higher education.

Specific communication

Awarding organisation(s) to brief schools and colleges about potential delays to issuing results.

Success criteria

Deadlines for issuing results to candidates are met.

Further advice and information

Not applicable

Scenario 10 – Awarding organisations unable to issue accurate results

Type of scenario

Issuing results

Impact on

Awarding organisation staff, school and college staff, candidates, parents and carers.

When to implement the plan

In the event that a catastrophic system error, failure or attack on systems means a significant number of results cannot be validated as accurate, or are issued and found to be inaccurate.

Example of scenario

An IT system failure impacts upon the accuracy of results.

Recommended

It is recommended that awarding organisations:  
actions

revalidate results - reissue results, via an alternative format if necessary

Specific communication

Awarding organisations to inform schools, colleges and candidates of any incorrect results.

Success criteria



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Results are revalidated or reissued in a timely way for candidates.  
Further advice and information  
Not applicable

Scenario 11 – Centres are unable to distribute results as normal

Type of scenario

Issuing results

Impact on

Awarding organisation staff, school and college staff, candidates,  
parents and carers.

When to implement the plan

In the event that schools or colleges are unable to access or manage  
the distribution of results to candidates.

Example of scenario

A school or college is closed and therefore candidates are not able to  
visit to find out their results.

Recommended actions

It is recommended that schools and colleges: - make arrangements to  
access results at an alternative site eg the Pastoral Centre. - share  
facilities with other schools and colleges if possible.

Specific communication

Centres to contact awarding organisations about alternative options.

Success criteria

Candidates receive results.

Further advice and information

Not applicable

Scenario 12 – Awarding organizations are unable to offer post results  
services

Type of scenario

Post results services

Impact on





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Awarding organisation staff, centre staff, candidates, parents and carers.

When to implement the plan

In the event that awarding organisations are not able to provide post results services, with centres and candidates unable to access services such as enquiries about results and appeals.

Example of scenario

A systems failure shuts down an awarding organisation's online post results service.

Recommended actions

It is recommended that awarding organisations: - make arrangements to provide post results services for centres and candidates through alternative methods (eg paper, Excel spread sheets, traditional re-marking).

Specific communication

Awarding organisations inform centres about the implications of not providing this service.

Success criteria

Candidates are offered a post results service using alternative methods.

Further advice and information

Not applicable

Summary of responsibilities in the event of disruption to examinations

Awarding organisations are responsible for:

Examination centres are responsible for:

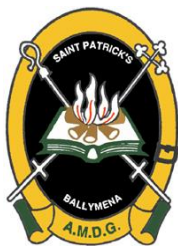
Offering advice regarding communication with candidates, parents and carers

Communicating with candidates, parents and carers.

Preparing plans for any disruption to exams as part of general emergency

Awarding organisations are responsible for:

Examination centres are responsible for:



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### Planning.

Ensuring centres receive examination materials for scheduled examinations

Preparing candidates for examinations.

Ensuring examinations and assessments are taken under the conditions prescribed by awarding bodies. organisations

Ensuring, where relevant, that assessment materials and candidate work are stored under secure conditions.

Deciding whether the centre can open for examinations as scheduled and informing relevant awarding organisations if the centre is unable to open.

Advising centres on possible alternative examination arrangements and declining or approving proposals for alternative examination arrangements

Exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding organisations.

Evaluating and declining or approving requests for special consideration

Judging whether candidates meet the requirements for special consideration as a result of any disruption and submitting these requests to the relevant awarding organisations.

Assessing and liaising with awarding organisations in the event of disruption to the transportation of

Awarding organisations are responsible for:

Examination centres are responsible for:  
papers.

Marking, moderating and grading candidate work

Issuing results to centres on scheduled dates

The distribution of examination results to candidates.

Advising UCAS and CAO about any delays that may impact on their deadlines

Making a post results service available

Offering a post results service



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## Examinations Registration and Certification Policy

### Aims:

1. To register individual learners to the correct programme within agreed timescales.
2. To claim valid learner certificates within agreed timescales.
3. To construct a secure, accurate and accessible audit trail to ensure that individual

learner registration and certification claims can be tracked to the certificate which is issued to each learner.

### In order to do this, we will:

1. Register each learner within the awarding body requirements.
2. Provide a mechanism for programme teams to check the accuracy of learner registrations.
3. Make each learner aware of their registration status.
4. Inform the awarding body of withdrawals, transfers or changes to learner details.
5. Ensure that certificate claims are timely and based solely on internally verified assessment records.
6. Audit certificate claims made to the awarding body.
7. Audit the certificates received from the awarding body to ensure accuracy and completeness.
8. Keep all records safely and securely for three years post certification.



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## **Disability Policy**

A person has a disability if they have physical or mental impairment that has substantial or long term adverse effects on their ability to carry out every day activities. (Equality Act 2010).

At St. Patrick's College we are committed to the provision of equal opportunities for all students, staff and parents as outlined in the Equality Act 2010, so that we meet the Disability Equality Duty.

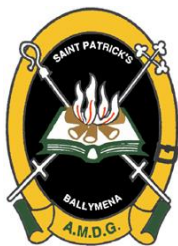
The Disability Policy will cover the following elements:

- The promotion of equal opportunities for all people with disabilities.
- The elimination of discrimination that is unlawful. Equality Act 2010.
- The elimination of harassment related to disability.
- The promotion of an ethos of positive attitudes.
- The encouragement of full participation for disabled students and adults in school.

To take steps to meet the needs of disabled people, even if this requires a measure of positive action.

Scrutiny of the methods of assessment undertaken and the impact on people with disability.

The steps required for the delivery and maintenance of this policy. A bi-annual review mechanism. Complaints procedures to address complaints and concerns. The Leadership Team will be responsible for the provision of advice and guidance to students, staff, job applicants and recruitment/interviewing panels on the implementation of this policy.



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### Procedural Policy overview Procedures

The key areas of the policy are:

- To endeavour to remove any physical access barriers to ensure our school is as accessible as possible for students, staff and visitors with disabilities.
- To foster positive attitudes amongst students and staff towards people with disabilities through education.
- Encourage the development and implementation of procedures to address the requirements of students and staff with disabilities across all departments of the school and to operate within the Disability Policy framework.
- Provide reasonable adjustments in the form of teaching strategies, alternative assessments, and support assistance for students with disabilities in all aspects of academic programmes.
- Advertise and promote the Disability Policy and procedures, and the provision of disability support within all areas of academic learning, and employment opportunities.
- Ensure monitoring and evaluation of this policy is a continuous process carried out by all members of staff. A formal evaluation will be carried out bi-annually.
- Should a student or adult disclose information about his/her disability, the colleague or the member of staff receiving the information will treat it with complete confidence and not impart it to anyone else.
- Where it is proposed that the information should be revealed to a third party, the reasons for this will be explained to the individual and the individual's permission obtained before proceeding. Even if the member of staff believes it would be in the individual's interest to reveal the information, it would be improper to do so if the



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person declines to give permission.

In rare circumstances, staff, following consultation with the Headteacher, reserve the right to relax confidentiality when there appears to be serious risk to the individual or someone else. In such circumstances, the individual's consent will be sought, if at all possible.

Students with Disabilities:

All students wishing to attend St. Patrick's College will be considered for a place regardless of disability.

The school will expect a member of the Leadership Team to act as Designated Disabilities Advisor to provide information and guidance to all students with disabilities.

The school will respond, wherever possible, with reasonable adjustments to meet special requirements for students with disabilities, the provision of appropriate materials, equipment and facilities. Our curriculum, tutor time, assemblies and work with the wider community, will be a means to encourage staff, students, parents and visitors to respond positively to the diversity and richness that persons with disabilities bring to our school community.

The school will use its best endeavours to ensure that the environment for work and study does not limit persons with disabilities from playing a full and meaningful part in every aspect of school life.

The school will hold an up to date register of any student who legitimately declares they have a disability so that effective monitoring of academic and social progress may be made. The school will inform staff of individual students with disabilities to facilitate academic and social monitoring. Any staff member requiring advice and support in relation to student disability, should seek



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assistance from the designated member of the Leadership Team who has responsibility as the Designated Disability Advisor or through Learning Support.

### Staff with Disabilities:

The school will review and develop its recruitment procedures to encourage applicants with disabilities and ensure that no unlawful discrimination takes place.

Candidates with disabilities will have any additional needs met wherever possible and practicable if called for interview.

All staff appointments will be made on the basis of qualifications, experience and skills of the applicant, regardless of disability.

Wherever possible, the school will make such reasonable adjustments as are required to enable a successful candidate with a disability to take up the position.

### Retention

The school will support, where possible, any employee who suffers a disability whilst at work, so that they may continue their employment.

Any reasonable adjustments to the working environment will be made.

### Training and CPD

Training and CPD opportunities will be available to all staff regardless of disabilities.

Additional needs with regard to access, equipment and facilities will be made to ensure full participation is available.

### The working environment

The school will make every effort to ensure that the environment for work does not prevent persons with disabilities from taking up or continuing in employment for which they are suitably qualified.

### Disability Awareness:



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The school will ensure that awareness of disability is raised amongst all staff, students, parents and visitors. This is to ensure that those involved in recruitment and selection are thoroughly acquainted with the policy and procedures. All managers and colleagues of any employee with a disability have a clear understanding of the specific requirements and adjustments necessary and make a positive response. Any member of staff, student, parent, governor or visitor with a disability is able to seek assistance, if required, to support and enable them to fully participate.

### Monitoring:

The school will hold a central record on the SIMS system, of all people who wish to declare a disability, so that regular monitoring of the effectiveness of the policy may take place.

The school will encourage the involvement of people with disabilities in the review, implementation and effectiveness of the policy.

### Links with External Agencies:

Liaison will be maintained with specialist advisory agencies and groups at local and national level.

In order to ensure that people with disabilities gain the best possible support, the school will seek to consult with advisory groups so that we may make the best possible use of available resources.

### The Role of Middle Level Leaders:

Middle level Leaders are responsible for the implementation of the policy with the staff for whom they are responsible. If they have a colleague, or student with a disability in their company or subject area, their needs must be considered through discussion with that person, and advice and support sought where necessary. Middle Level Leaders must be made aware of their responsibilities under the





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Disability Discrimination Act (DDA) and ensure that they are implemented. Advice support and training may be provided by the LEA as appropriate.

Middle Level Leaders are expected to set an example to ensure that all staff are aware of the policy and act in accordance with it, ensuring that discrimination on grounds of disability does not occur.

Parents with Disabilities:

All reasonable steps will be taken to ensure that any information sent to or made available to parents will be published and accessible.

Every effort will be made to ensure that the environment does not prevent persons with disabilities from visiting the school.