

Key staff involved in Exam Contingency Plan:

Role	Name(s)
Head of Centre	Doug Thomas
Exams Officer Line Manager (Data and Communication Manager)	Rebecca Newey
Exams Officers	Kathy Ollis-Brown
SENDCo	Frankie Myers
SLT Member(s)	Sam Channon, Jemma Lyons
ICT Manager/Technicians	Rebecca Newey, Paul Leppard, Richard Strickland

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exam process at West Sussex Alternative Provision College (WSAPC). By outlining actions/procedures to be followed in case of disruption, it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by the [Ofqual Exam system contingency plan: England, Wales and Northern Ireland](#) which provides guidance in the publication What schools and colleges and other centres should do if exams or other assessments are seriously disrupted and the [Joint-Contingency-Plan](#) and the JCQ document [Preparing for disruption to examinations](#)

This plan also confirms WSAPC compliance with the [JCQ's General Regulations for Approved Centres](#) (section 5.3) that the centre has in place:

A written examination contingency plan which covers all aspects of examination administration and delivery. This will allow members of the senior leadership to act immediately in the event of an emergency or where the head of centre, examination officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The centres must have at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

The centre must ensure that candidates' work is backed up on two separate devices, including one off-site back-up. Appropriate security arrangements must be implemented which protect candidates' work in the event of IT system corruption and cyber-attacks.

Operating across more than one centre

- As the head of centre and/or examinations officer operates across more than one centre, the head of centre will ensure there is suitable senior leadership team support in place, so they can meet their obligations across all centres for which they are responsible in relation to recruitment, selection, training and support of staff. The arrangements covered in this contingency plan relate to the following centres:
- WSAPC Burgess Hill
- WSAPC Crawley
- WSAPC Lancing
- WSAPC Littlehampton
- Chalkhill
- Springtide
- Worthing

The head of centre will also ensure that WSAPC as a contingency to enable the prompt handling of urgent issues only, responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. Heads of centre should ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself.

In the unlikely event that the government determines that examinations cannot go ahead, centres will need evidence of candidate assessment performance, such as mock examinations, to enable alternative methods of awarding grades.

Possible causes of disruption to the exam process

Exam officer extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

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

Planning

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

Entries

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

Pre-exams

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

Exam time

- Exams/assessments not taken under the conditions prescribed by awarding bodies.
- Required reports/requests not submitted to awarding bodies during exam/assessment periods e.g., Very late arrival, suspected malpractice, special consideration.
- Candidates' scripts not dispatched as required to awarding bodies.

Results and post-results

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

Centre actions

- Data and Communication Manager to liaise with Executive Head Teacher over responsibilities should absence of Data and Exams Officer have the potential to affect meeting of deadlines.

SENDCo extended absence at a critical stage of the exam cycle**Criteria for implementation of the plan**

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

Planning

- Candidates not tested/assessed to identify potential access arrangement requirements.

- Centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010.
- Evidence of need and evidence to support normal way of working not collated.

Pre-exams

- Approval for access arrangements not applied for to the awarding body.
- Centre-delegated arrangements not put in place.
- Modified paper requirements not identified in a timely manner to enable ordering to meet external deadline.
- Staff (facilitators) providing support to access arrangement candidates not allocated and trained.

Exam time

- Access arrangement candidate support not arranged for exam rooms.

Centre actions

- Executive Head Teacher responsible for ensuring position is filled should absence have the potential to disrupt exam preparation.

Teaching staff extended absence at a critical stage of the exam cycle**Criteria for implementation of the plan**

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received

Final entry information not provided to the exams officer on time; resulting in:

- Candidates not being entered for exams/assessments or being entered late.
- Late or other penalty fees being charged by awarding bodies.
- Non-examination assessment tasks not set/issued/taken by candidates as scheduled.

Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centres marking.

- Internal assessment marks and candidates' work not provided to meet submission deadlines.

Centre actions

- The Examinations Officer to liaise with Heads of School and Subject Leads, to ensure all necessary deadlines are adhered to. Where this is not possible, the EO will liaise with the relevant Awarding Body and act upon advice received.

Invigilators - lack of appropriately trained invigilators or invigilator absence**Criteria for implementation of the plan**

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

Centre actions

- The Data and Communication Manager and Data and Examinations Officers will review the invigilation staffing at the start of each Exam Period to ensure sufficient staff are available and trained in a timely fashion.
- The Data and Exams Officers will liaise with Heads of School if outside invigilators are required.

Exam rooms - lack of appropriate rooms or main venues unavailable at short notice**Criteria for implementation of the plan**

- Data and Exams Officers unable to identify sufficient/appropriate rooms during exams timetable planning.
- Insufficient rooms available on peak exam days.
- Main exam venues unavailable due to an unexpected incident at exam time.

Centre actions

- The Data and Exams Officers will liaise with Heads of School to ensure there are adequate rooms available for examinations.
- Alternative venues to be made available by Heads of Schools in the event of an unexpected incident. Prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- Communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue.
- Ensure secure transportation of question papers or assessment materials to the alternative venue.
- (After the exam) consider whether any candidates ability to take the assessment or demonstrate their level of attainment has been materially affected and if so, apply for special consideration.
- The Data & Exams Officer will contact the relevant Awarding Body to discuss alternative arrangements and liaise with the Head of Centre and Data and Communication Manager to take appropriate action. Opening for Exam candidate only if required.

Failure of IT systems (including due to cyber-attack)

- Where a cyber-attack may compromise any aspect of delivery

Centre actions

- Enable Multi-factor Authentication wherever available
- Provide training for staff on awareness of all types of social engineering/ phishing attempts
- Provide training for authorised staff on the importance of creating strong unique passwords and keeping accounts secret.
- Review and manage connected applications and monitor account access regularly.
- Ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document Guidance for centres on cyber security.
- Reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body.

Criteria for implementation of the plan - IT systems failure

- IT system corruption affecting candidates' work
- MIS system failure at final entry deadline.
- MIS system failure during exams preparation.
- Power outage immediately prior to or during an on-screen test.
- MIS system failure at results release time.
- Where a cyber-attack may compromise any aspect of delivery.

Centre actions

- Ensure that candidates' work is backed up on a separate device.
- The centre will implement appropriate security arrangements which protect candidates work in the event of IT system corruption and cyber-attack.
- The Data and Exams Officers to contact awarding bodies directly to arrange alternative methods of information exchange.
- Data and Communication Manager and ICT Manager/Technicians to be informed.

Emergency evacuation of the exam room (or centre lockdown)**Criteria for implementation of the plan**

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

Centre actions

- Head of School to manage all such incidents.
- Priority given to exam cohort.
- Data and Exams Officers to contact awarding bodies for advice regarding special consideration.

- Centres to communicate with parents.

Centre actions to mitigate the impact of the disruption listed above

- The centre will:
- Refer to and invoke its exams emergency evacuation policy in line with the JCQ Centre emergency evacuation procedure
- Contact the relevant awarding body as soon as possible and follow its instructions.
- Where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or assessment when planned.
- (After the exam) consider whether any candidates ability to take the assessment or demonstrate their level of attainment has been materially affected and if so, apply for special consideration.
- In the case of modular courses WSAPC may advise candidates to sit examinations in an alternative series.

Disruption of teaching time in the weeks before an exam – centre closed for an extended period**Criteria for implementation of the plan**

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning.

Centre actions

- Executive Head Teacher to manage all such incidents.
- Priority given to exam cohort.
- Data and Exams Officers to contact awarding bodies for advice regarding special consideration.
- Centres to communicate with parents.
- Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of WSAPC to prepare students, as usual, for examinations.
- In the case of modular courses, WSAPC may advise candidates to sit examinations in an alternative series.
- WSAPC has plans in place to facilitate alternative methods of learning.

Candidates may not be able to take examinations because of a crisis – centre remains open**Criteria for implementation of the plan**

- Candidates may not be able to attend the examination centre to take examinations as normal.

Centre actions

- The Data and Exams Officers will contact the relevant Awarding Body to discuss alternative arrangements and liaise with the SENDCOs to take appropriate action.

- Discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency or other event outside of the candidate's control.
- Identify whether the exam or timetabled assessment can be sat at an alternative venue in agreement with the relevant awarding body, ensuring the secure transportation of question papers or assessment materials to the alternative venue.
- Communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue.
- Consider whether any candidates' ability take the assessment or demonstrate their level of attainment has been materially affected and if so, apply for special consideration.
- The Data and Exams Officer will contact the relevant awarding body to discuss alternative arrangements and liaise with the SENCO to take appropriate action.

Centre may not be able to open as normal during the examination period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

- Centre may not be able to open as normal for scheduled examinations.

Centre actions

- The Data and Exams Officers will contact the relevant Awarding Body to discuss alternative arrangements and liaise with the Executive Head Teacher and Data and Communication Manager to take appropriate action.
- Open for Exam candidates only if possible.
- Take advice or follow instructions from the relevant local or national agencies in deciding whether the centre is able to open.
- Contact the relevant awarding body as soon as possible and follow its instructions.
- Discuss alternative arrangements with the awarding body if the exam or assessment cannot take place.
- Where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or assessment when planned.
- Communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or venue.
- Transport candidates to one of WSAPC's other sites. Located at the following addresses:
 - **WSAPC BURGESS HILL**, Cuckfield Road, Burgess Hill RH15 8RE
 - **WSAPC LANCING**, Freshbrook Centre, Grinstead Lane, Lancing BN15 9FL
 - **CHALKHILL EDUCATION CENTRE**, Princess Royal Hospital Site, Lewes Road, Haywards Heath RH16 4NQ
 - **WSAPC LITTLEHAMPTON**, The Flintstone Centre, East Street, Littlehampton BN17 6AW

- **WSAPC CRAWLEY**, Worth Annexe, Turners Hill Road, Crawley RH10 7RW
- **WSAPC WORTHING**, 14- 16 Centre, 1 Carnegie Road Worthing West Sussex BN14 7BD

Disruption in the distribution of examination papers

Criteria for implementation of the plan

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

Centre actions

- The Data and Exams Officers will communicate with awarding bodies to ensure delivery is taken in time or an alternative arrangement is in place (secure download, etc.).
- Awarding bodies to provide The Data and Exams Officers with electronic access to exam papers via secure external network. Data and Exams officers to ensure that copies are received, made and stored under secure conditions and should have plans in place to facilitate such action. Awarding bodies to provide guidance on the conduct of exams in such circumstances.
- As a last resort, and in close collaboration with The Data and Exams officers and regulators, awarding bodies to consider scheduling of the exams on an alternative date.
- Communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or venue.

Delay in collection arrangements for completed exam scripts

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

Centre actions

- Where exams are part of the yellow label service or where awarding organisations arrange collections, seek advice from the relevant awarding body and will not make its own arrangements for transportation unless told to do so by the awarding organisation.
- For any exam where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the requirements detailed in the JCQ document *Instructions for conducting examinations*
- Ensure secure storage of completed scripts until as close to the collection time as possible.
- Centres must ensure that script packages are available at the agreed pickup point 15 minutes before the beginning of the collection slot. Script packages must not be left unattended at the collection area.

Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked.
- Completed examinations script/assessment evidence does not reach organisation.

Centre actions

- The Data and Exams Officers will contact the awarding bodies immediately to notify them of any such incidents and act upon advice given.
- Awarding bodies to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations.
- Where marks cannot be generated by awarding body candidates may need to retake affected assessment in a subsequent assessment series.

Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency)**Criteria for implementation of the plan**

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services.

Centre actions

- The Data and Communication Manager and Data and Exams Officers to assess alternative arrangements for issuing results with regulators, and act upon advice given.
- Make arrangements to access its results at an alternative venue/share facility, if possible, in agreement with awarding body.
- Distribution of results at an alternative site, in agreement with the relevant awarding organisations.
- The Data and Communication Manager and Data and Exams officers to make arrangements to co-ordinate access to post results service from an alternative site.
- The Data and Exams Officers to contact the relevant awarding organisation if electronic post results are not possible.
- Executive Head Teacher to inform students and parents about delay and any alternative arrangements in place for the facilitation of post results services

Further guidance to inform procedures and implement contingency planning**DfE**

- **Meeting digital and technology standards in schools and colleges**
- [Cyber Security Standards for schools and colleges](#)
- [Cyber crime and cyber security: a guide for education providers](#)
- [DfE Cyber Security Guidance June 2025](#)
- What schools and other centres should do if exams or other assessments are seriously disrupted.

Contingency planning

- Awarding organisations are required to establish, maintain and comply with an up-to-date detailed written contingency plan, to mitigate any incident they have identified may occur. This includes having communication plans for external parties ([Ofqual General Condition of Recognition A6](#)). Schools and colleges should also be prepared for possible disruption to exams and assessments and make sure staff are aware of these plans.

General contingency guidance

- [emergency planning and response](#) from the Department for Education in England
- [handling strike action in schools](#) from the Department for Education in England
- [school organisation: local-authority-maintained schools](#) from the Department for Education in England
- [police guidance](#) from National Counter Terrorism Security Office and partners on preparing for threats

Disruption to assessments or exams

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

Steps you should take

Exam planning

- Review contingency plans well in advance of each exam or assessment series.
- Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

In the event of disruption

- Contact the relevant awarding organisation and follow its instructions.
- Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre can open.
- Identify whether the exams or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisations, ensuring the secure transportation of question papers or assessment materials to the alternative venue.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.

- In the event of an evacuation during an examination please refer to [JCQ's Centre emergency evacuation procedure](#).
- Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

After the exam

- Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
- Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
- Ensure that scripts are stored under secure conditions.
- Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

Steps the awarding organisation should take

Exam planning

- Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
- Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

In the event of disruption

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

After the exam

- Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.
- If any students miss an exam or are disadvantaged by the disruption.
- If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.
- Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects.
- See [JCQ's guidance on special considerations](#)

Wider communications

- The regulators, [Ofqual](#) in England, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.
- The [Department for Education](#) in England, will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved.
- Awarding organisations will alert the [Universities and Colleges Admissions Service](#) (UCAS) and the [Central Applications Office](#) (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.
- Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

Widespread national disruption to the taking of examinations/assessments

The government's view across England, Wales and Northern Ireland is education should continue in 2025/26 with schools remaining open and that examinations and assessments will go ahead in both autumn 2025 and summer 2026.

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for exam timetables.

In September 2023, Ofqual and the Department for Education published [joint consultation decisions on long-term resilience arrangements](#) following a consultation on the resilience of the qualifications sector for specific examinations awarded in England in summer 2023. Ofqual has published [Guidance for schools, colleges and other exam centres on gathering evidence of student performance for students](#) entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications to support resilience in the exam system in England in 2023.

The Department for Education has updated its guidance on [handling strike action in schools](#) in England in light of the industrial action in 2023. The guidance recommends schools should prioritise the running of examinations and assessments

on any strike days and should review their contingency plans to make this happen. Schools, colleges and other exam centres should speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

The DfE has also issued guidance for [education settings with confirmed reinforced autoclaved aerated concrete \(RAAC\)](#) in their buildings. It includes the need for contingencies for possible disruption to examinations and links to the existing emergency planning guidance.

Links:

[What schools, colleges and other centres should do if exams or other assessments are seriously disrupted](#))

[emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings](#)

[Protective security and preparedness for education settings](#)

[Police guidance](#)

[Cyber Security for Schools](#)

JCQ

The JCQ document [Instructions for Conducting Examinations](#), section 15 Contingency planning, states that:

The qualification regulators, awarding bodies and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates. Further information may be found at: [Gov.uk](#).

In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

All centres must have a written 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 should reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.

All relevant centre staff must be familiar with the examination contingency plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

If the head of centre decides the centre cannot be opened for scheduled examinations, the centre's contingency plan must be invoked, utilising the centre's alternative site(s) and the relevant awarding bodies must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options

for candidates who have not been able to take scheduled examinations. The awarding bodies will designate a 'contingency sessions' for examinations, summer 2026. This is consistent with the qualification regulators' document Exam system contingency plan

In the event of national disruption to a day of examinations in summer 2026, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort, the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading. Centres must therefore ensure candidates and parents are aware of this contingency arrangement so that they may take it into account when making their plans for the summer.

Links:

[General Regulations for Approved Centres](#)

[Guidance notes on alternative site arrangements](#)

[Guidance notes for transferred candidates](#)

[Instructions for Conducting Examinations](#)

[A guide to the special consideration process](#)

[JCQ Joint Contingency Plan](#)

GOV.UK

[Emergency planning and response for education, childcare, and children's social care settings](#)

[School organisation: Local Authority maintained schools](#)

[Dispatch of exam scripts](#)

[Guidance - Bomb Threats](#)

- **National Cyber Security Centre**

- The NCSC's free [Web Check](#) and [Mail Check](#) services can help protect schools from cyber-attacks. Two NCSC cyber security services, which are already helping thousands of organisations to protect their websites and email servers from cyber-attacks, are now available to **all UK schools**. Both tools are available free of charge, are quick to set up, and thereafter run automatically. More information is available from the [NCSC website](#).

- The Department for Education has been asking centres to review **National Cyber Security Centre advice** following increasing number of cyber-attacks involving ransomware infections. The NCSC information supports centres in cyber security preparedness and mitigation work.
- Ransomware attacks continue and the Department is reminding centres to review the NCSC advice and to take precautions. This includes ensuring that you have backups in place for your key services and data.
- For ease of reference, the Department has highlighted key links relating to the NCSC cyber security guidance below:
 1. [Further ransomware attacks on UK education by cyber criminals - NCSC.GOV.UK](#)
 2. [Mitigating malware and ransomware attacks](#)
 3. [Offline backups in an online world](#)
 4. [Backing up your data](#)
 5. [Practical resources to help schools improve their cyber security](#)
 6. [Building Resilience: Ransomware, the risk to schools and ways to prevent it](#)
 7. [School staff offered training to help shore up cyber defences - NCSC.GOV.UK](#)

Monitoring and Review

This policy will be monitored and reviewed annually.

ISSUED	January 2017
ADOPTED BY WSAPC	January 2017
RATIFIED	January 2017
REVIEWED	November 2025
NEXT REVIEW DATE	November 2026