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BARKING ABBEY SCHOOL

Give and expect the best

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Anxiety and depression – Separate invigilation within the centre

Barking Abbey School appreciates that many students feel anxious at exam periods. We offer pastoral support and have close links with external mental health support providers. The school works as flexibly as possible to accommodate and support learners.

At all times we need to abide by JCQ guidelines to ensure that the process is fair to all candidates.

For students suffering from anxiety JCQ guidelines clearly state that this can only happen if the candidate's difficulties are *'established within the centre, see section 4.1.4 page 16 of JCQ (below) and known to a form tutor, a head of year, the SENCO or a senior member of staff with pastoral responsibilities.'*

4.1.4 Social, Mental and Emotional Needs†

E.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions

Candidates with social, mental and emotional needs may require for example:

- *supervised rest breaks*
- *extra time*
- *a prompter*
- *separate invigilation within the centre*
- *alternative site arrangement*
- *a word processor*
- *read aloud or an examination reader pen*
- *a computer reader or a reader*
- *a scribe.*

Separate invigilation within the centre is based upon a candidate's established difficulties and **his/her normal way of working**. If a candidate is able to sit in a large room/assembly where large numbers of students are present, has sat end of year internal school tests and mock examinations without any difficulty, then separate invigilation cannot be awarded.

The arrangement equally cannot be awarded on the basis of a letter from a GP.

If a student has received a letter from CAMHS, an NHS Psychiatrist, or a qualified counsellor and the candidate's difficulties are recognisable by the SENCO, a Form Tutor, a Head of Year or a senior member of staff with pastoral responsibilities, then separate invigilation **may be** awarded.

Separate Invigilation within the Centre

The SENCO must make their decision based on:

Whether the candidate has a **substantial and long term impairment which has an adverse effect; and**

The candidate's normal way of working within the centre

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

For example, in the case of separate invigilation, the candidate's difficulties are established within the centre (see Chapter 4, paragraph 4.1.4, page 16) and known to a Form Tutor, a Head of Year, the SENCO or a senior member of staff with pastoral responsibilities.

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