



DURANTS SCHOOL – POLICY DOCUMENT

Exam Contingency Plan

2023/24

Approved by J. Thaxton
Assistant Head Teacher/ Exams Officer

A handwritten signature in black ink, appearing to read 'J. Thaxton', is written over a light blue horizontal line.

This plan is reviewed annually to ensure compliance with current regulations

Reviewed and updated: September 2023

Next review date: September 2024

Key staff involved in contingency planning

Role	Name(s)
Head of centre	Rachel Carli
Exams officer line manager (Senior Leader)	Daniela Barzanti
Exams officer	Jamie Thaxton
SENDCo	Jamie Thaxton
Senior leader(s)	Jackie Burke (AHT), John Ryan, Ben Betterton
School Business Manager	Karly Barker
Site Manager	Kevin Durbin

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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Durants School. By outlining actions/procedures to be invoked 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 other centres should do if exams or other assessments are seriously disrupted* and the **JCQ** Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland.

- This plan also confirms Durants School is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2021-22) that the centre has in place 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 staff absence. 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.

Possible causes of disruption to the exam process

1. Exam officer extended absence at key points in the exam process (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*

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, for example very late arrival, suspected malpractice, special consideration*
- *candidates' scripts not dispatched as required for marking 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 to mitigate the impact of the disruption

- The Exams Officer is to meet weekly with their line Manager/SLT link so that in the event of the long term absence SLT are aware of where the plans are at for the Exams Season and Entries.
- There three additional key holders for the Secure room and two also have a key to the secure storage unit.
- If the Exams Officer is able to then they will communicate directly with the School daily either via email or telephone.
- In the event of the Exams Officer, not being able to Communicate with the School then the member of the SLT will be the first line of contact for any Exam Queries, Entries and Exam Season planning.
- The Exams Officer publishes deadline dates in advance for Exam Entries, Coursework and Access Arrangements so that the SLT and the SENDCO can plan to these dates.
- If the Exams Officer is absent for Result Days then the Network Manager will download the results via Centre Services and inform SLT. The SLT lead will prepare the results for the Students.
- The Network Manager will have access to the Exams Officer passwords to be able to access the secure Exam Boards sites to be able to download results and moderator reports.

2. SENDCo extended absence at key points in 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 to mitigate the impact of the disruption

- If the SENDCO is on extended absence, then the Deputy Head teacher will inform the Exams Officer of any outstanding Access Arrangement applications. The Exams Officer will then source an alternative qualified assessor so that the applications can be submitted before the deadline date. The DHT will check that the evidence is collated for the application. In the event that the EO and SENDCO is the same individual, the DHT will take on the EO responsibilities, while SENDCO responsibilities will be taken by the Head teacher.
- On the SEN Register the SENCO includes all the information regarding modified papers and access arrangements for each qualifying student. If separate roles, The SENDCO and Exams Officer meet weekly to discuss any additional changes or amendments in case of any extended SENDCO absence.
- The SENDCO and the Exams officer meet regularly to check the Access Arrangements are correct within the Examinations data base for students that require readers, extra time, scribes etc. If these roles are given to one individual, the EO/ SENDCO will liaise with DHT regarding EAA.
- The Exams Officer liaises with the DHT and Heads of Department in advance of the Exam Season to allocate rooms, scribes, readers and invigilators for Students with Access Arrangement. The information is communicated to Students and Parents in advance of the Exam Season.

3. Teaching staff extended absence at key points in 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 centre's marking

Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions to mitigate the impact of the disruption

- Deadlines dates for the submission of estimated entries, pre-release information, exam entries and coursework are circulated to SLT and SENDCO in advance. If an allocated member of SLT is absent for entries or assessment submission then the HOD will be able to assist the Exams Officer in completion of these tasks.

4. 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 to mitigate the impact of the disruption

- The Exams Officer reviews the bank of invigilators continually throughout the year. If recruitment is needed we advertise via the LA vacancy bulletin. Before each Exam Season the invigilators are invited in to School for any training and information with regard to any changes with the JCQ Examination Guidelines.
- The Exams Officer with the DHT and HODs plan in advance for the number of invigilators needed per exam and room. On peak days staff within School are also used or asked to be on standby in case of any emergencies either with rooming, students or invigilators.
- If an invigilator is absent then we have other invigilators on standby or School staff will be used as Exams are priority.
- As a member of the Exams Office, online invigilator training can be provided to staff should this be required at any point during the year to address gaps in recruitment.

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

Exams officer 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 to mitigate the impact of the disruption

- The Exams Officer plans months ahead for rooming for the Exam Seasons as all students will have Access Arrangements and may require separate accommodation. Room closures are published in advance to all staff by the Exams Officer. The Exams Officer also has access to additional rooms within School in case of any emergencies with students.
- We follow the JCQ regulations for inclement weather or an unexpected incident during the Exam Season. The Exams Officer will contact all the relevant Exam Boards.

6. Failure of IT systems

Criteria for implementation of the plan

MIS system failure at final entry deadline

MIS system failure during exams preparation

MIS system failure at results release time

Centre actions to mitigate the impact of the disruption

- The Exams Officer will contact all the relevant Exam Boards if there is a MIS failure at the time of exam entries, preparation or on result days. The Exams Officer takes all the Exam Board's contact and secure password information home during Exam Seasons and Results time in case of emergencies.

7. Emergency evacuation of the exam room (or centre lock down)

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- To follow the Emergency Evacuation Policy

8. 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 to mitigate the impact of the disruption

- Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students, as usual, for examinations. In the case of modular courses, centres may advise candidates to sit examinations in an alternative series. Centres should have plans in place to facilitate alternative methods of learning- Google Classroom/ TEAMS.
- The Exams Officer will contact all the relevant Exam Boards and will apply for Special Consideration for all the students affected.
- The Centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.

9. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

Candidates are unable to attend the examination centre to take examinations as normal

Centre actions to mitigate the impact of the disruption

- The Exams Officer will contact the relevant Exam Boards and JCQ and ask for guidance. This guidance will be inherently followed. JCQ forms will be submitted. The Exam Paper will remain in the secure storage. Special Consideration will also be applied for if needed.
- The centre is to communicate 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 issues.

10. Centre unable 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 unable to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption

- The Exams Officer will contact all the relevant Exam Boards and inform them of the situation. The Exams office will follow the advice given. JCQ forms will be submitted. Completed and uncompleted exam papers will be locked away in secure storage. Special Consideration will also be applied for if needed.
- Should the centre be unsuitable/ unavailable/ unable to open, students will be ferried by Minibus to Durants School Pitfield site to complete their examinations. Exams officer and DHT will liaise with students, families and LBE transport.

11. 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 to mitigate the impact of the disruption

- The Exams Officer will contact Parcelforce if completed exam papers are not collected on the day specified. The papers will remain in secure storage. If Parcelforce fail to collect on the next working day then the Exams Officer will take the exam papers to the Parcelforce depot and gain receipt of postage.
- The Exams Officer to communicate with awarding bodies to organise alternative delivery and transportation of papers

12. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- The Exams Officer will contact Parcelforce if completed exam papers are not collected on the day specified. The papers will remain in secure storage. If Parcelforce fail to collect on the next working day then the Exams Officer will take the exam papers to the Parcelforce depot and gain receipt of postage.
- The Exams Officer to communicate with awarding bodies to organise alternative delivery and transportation of papers

13. 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 examination scripts/assessment evidence does not reach awarding organisations

Centre actions to mitigate the impact of the disruption

- The Exams Officer will contact the relevant exam boards and inform them of the situation and follow the guidance given. All the relevant documentation will be completed and Special Consideration submitted for all the students involved. The Exams Officer will also inform SLT and follow any additional instruction given. All evidence will be locked away securely until the exam boards have completed their investigations.
- It is the responsibility of the Head of Centre to communicate this immediately to the relevant awarding bodies and subsequently to students and their parents or carers.

14. Centre unable to distribute results as normal or facilitate post results services

(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 to mitigate the impact of the disruption

- The Exams Officer will have a contingency plan for a different venue on results day if results are not able to be distributed from Durants Southgate site. Any changes to venue will be published on our website and a text message sent to students/ parents. The Exams Officer will have all the exam boards contact details and secure logins at home in case of any emergency in relation to accessing and distributing results or the post results services.

Further guidance to inform procedures and implement contingency planning

Ofqual

What schools and Colleges and other centres should do if exams or other assessments are seriously disrupted

1. Contingency planning

You should prepare for possible disruption to exams and other assessments and make sure your staff are aware of these plans.

When drafting contingency plans, you should consider the following guidance:

1.1 Covid specific guidance:

- [Guidance for schools Covid-19](#) from the Department for Education in England (subject to frequent updates as the situation changes)
- [Responsibility for autumn GCSE, AS and A level exam series](#) from the Department for Education in England
- [Action for FE Schools](#) from the Department for Education in England
- [Public health guidance to support autumn exams](#) from the Department for Education
- [Education and childcare: coronavirus](#) from Welsh Government
- [Covid-19 - guidance for school and educational settings](#) from Department of Education in Northern Ireland

1.2 General contingency guidance

- [Emergency planning and response](#) from the Department for Education in England
- [Opening and closing local-authority-maintained schools](#) from the Department for Education in England
- [Exceptional closure days](#) from the Department of Education in Northern Ireland
- [Checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland
- [School closures](#) from NI Direct
- [Opening schools in extremely bad weather](#) - guidance for schools from the Welsh Government
- [Procedures for handling bomb threats](#) from the National Counter Terrorism Security Office.

2. 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 for the Examination System in England, Wales and Northern Ireland](#)

3. Steps you should take

3.1 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.

3.2 In the event of disruption

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
3. Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCQ's [Centre emergency evacuation procedure](#).
6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.

7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

3.3 After the exam

1. 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.
2. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
3. Ensure that scripts are stored under secure conditions.
4. 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.

4. Steps the awarding organisation should take

4.1 Exam planning

1. Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
2. 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.

4.2 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.

4.3 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.

5. 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 also:

- [JCQ's guidance on special considerations](#)

6. Wider communications

The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA](#) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The [Department for Education](#) in England, the [Department of Education](#) in Northern Ireland and the [Welsh Government](#) 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 Schools 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.

7. Widespread national disruption to the taking of examinations / assessments

The governments' view across England, Wales and Northern Ireland is education should continue in 2020/21 with schools remaining open and that examinations and assessments will go ahead in both autumn 2020 and summer 2021.

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.

We will update this page as necessary should national disruption occur with any further relevant links.

DURANTS SCHOOL – Exam contingency policy

(Ofqual guidance extract above taken directly from the Exam system contingency plan: England, Wales and Northern Ireland - What schools and Schools and other centres should do if exams or other assessments are seriously disrupted (updated 01 October 2020) <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-Schools-should-do-if-exams-or-other-assessments-are-seriously-disrupted>)

JCQ

15.1 The qualification regulators, JCQ and government departments responsible for education have prepared and agreed information for schools and Schools 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: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-Schools-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

15.2 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.

15.3 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

15.4 In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body 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.

15.5 The awarding bodies will designate a 'contingency day' for examinations, summer 2021. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

The designation of a 'contingency day' within the common examination timetable is in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

In the event of national disruption to a day of examinations in summer 2021, 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 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 arrangements. 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. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

(JCQ guidance above taken directly from Instructions for Conducting Examinations **2021-2022** <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency planning)

JCQ Joint Contingency Plan www.jcq.org.uk/exams-office/other-documents

General Regulations for Approved Centres www.jcq.org.uk/exams-office/general-regulations

Guidance notes on alternative site arrangements www.jcq.org.uk/exams-office/online-forms

Guidance notes for transferred candidates www.jcq.org.uk/exams-office/online-forms

DURANTS SCHOOL – Exam contingency policy

Instructions for Conducting Examinations www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

A guide to the special consideration process www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance

GOV.UK

Emergency planning and response: Severe weather; Exam disruption www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings

Opening and closing local-authority-maintained schools www.gov.uk/government/publications/school-organisation-maintained-schools

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning
<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service>

Wales

School closures – examinations gov.wales/school-closures-examinations

Opening schools in extremely bad weather gov.wales/opening-schools-extremely-bad-weather-guidance-schools

Northern Ireland

Exceptional closure days www.education-ni.gov.uk/articles/exceptional-closure-days

Checklist for Principals when considering Opening or Closure of School www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools

School closures www.nidirect.gov.uk/articles/school-closures

National Counter Terrorism Security Office

Procedures for handling bomb threats www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats

Exams Officer Absence Back Up

Key Information/Facility	Location of Information/Backup	Who Knows/Signature
Secure Storage Room	1 st set Located on Exam Officers person 2 nd set Secure Room and Safe Keys in HT/ DHT office 3 rd set Premises Managers office	Jamie Thaxton – Exams Officer Signed:_____
Secure Storage Cabinet	1 st set Located on Exam Officers person 2 nd set Secure Room and Safe Keys in HT/ DHT office	Rachel Carli – Head of Centre Signed:_____
		Daniela Barzanti – Deputy Head Teacher Signed:_____
		Kevin Durbin – Site Manager Signed:_____
Secure Access Password to Exam Boards/Websites	Located on SMT drive in Exams folder Document within Exams Policies in Exams Officer’s documents Exams Officer Head of Centre SLT Link	Jamie Thaxton – Exams Officer Signed:_____
		Rachel Carli – Head of Centre Signed:_____
		Daniela Barzanti – Deputy Head Teacher Signed:_____