



# Horizons Therapeutic Education Trust

## Testing and Exam Results Policy

*Policy | Updated for Trust Board approval: 11 May 2026*

<b>Trust / setting</b>	Horizons Therapeutic Education Trust (HTET)
<b>Policy owner</b>	Head of Provision / Exams Officer / Assessment Lead
<b>Version</b>	2.0
<b>Approval route</b>	Trust Board
<b>Next review</b>	May 2027 or sooner if statutory guidance changes
<b>Publication / circulation</b>	Website and all HTET employees, trustees and relevant partners

### Summary of May 2026 revisions

Area	Revision made	Board assurance point
AP status	Added requirement for AP free schools to follow statutory assessment arrangements as they apply to academies and collect performance data.	Improves compliance and inspection readiness.
Exam governance	Added JCQ, access arrangements, malpractice, secure storage and results reporting controls.	Supports exam-centre assurance.
Outcomes	Retained broad measures of progress beyond exam results.	Reflects HTET's therapeutic curriculum.

### Rationale

HTET measures the success of its curriculum through academic progress, engagement, attendance, therapeutic development, qualifications, readiness for next steps and sustained destinations. Exam results are important, but they are one part of a wider evidence base for young people with complex SEMH, SEND, care and mental health needs.

As an Alternative Provision Free School / AP Academy, HTET must follow statutory assessment arrangements as they apply to academies, collect performance data, publish results where required and maintain robust evidence for Ofsted, trustees and commissioners.

## Qualifications and assessment offer

- Functional Skills and GCSE pathways where appropriate;
- AQA Unit Awards, ASDAN or other accredited units where suitable;
- vocational, employability and preparation-for-adulthood outcomes;
- therapeutic and engagement measures agreed through the MDT and placement plan;
- baseline, diagnostic and progress assessments in English, mathematics, literacy and wider curriculum areas.

## Exam governance

Where HTET acts as an exam centre, or delivers examinations through an approved centre, it will comply with awarding organisation and JCQ requirements. This includes secure storage, invigilation, access arrangements, candidate identification, malpractice reporting, conflicts of interest, special consideration, contingency planning and data protection.

## Access arrangements and reasonable adjustments

Access arrangements must be evidence-based, lawful and in the young person's normal way of working. The SENCo/Assessment Lead and Exams Officer will work together to ensure arrangements are applied for, recorded and implemented within awarding-body deadlines. Reasonable adjustments under the Equality Act 2010 must be considered for disabled pupils and candidates with SEND.

## Recording and reporting results

- Results will be recorded securely and checked for accuracy.
- Young people, parents/carers and commissioners will receive results information in an appropriate and supportive way.
- The Trust Board will receive headline outcomes and destination information, with due regard to confidentiality and small-cohort disclosure risk.
- Published results will follow statutory requirements and avoid identifying individuals where cohorts are small.
- Exam outcomes will be considered alongside attendance, engagement, therapeutic progress and destination planning.

## Malpractice and irregularities

Any suspected malpractice, maladministration, breach of exam security or irregularity must be reported immediately to the Exams Officer and Head of Provision. The Trust will follow awarding-organisation and JCQ procedures and preserve evidence.

## Contingency

The Exams Officer will maintain contingency arrangements for candidate absence, site closure, staff absence, IT failure, safeguarding incidents, medical emergencies and exam disruption. Where a young person cannot sit an exam, the Trust will consider special consideration, alternative arrangements or future entry as permitted by awarding-body rules.

## Key statutory and regulatory framework

- Keeping Children Safe in Education 2025 (KCSIE 2025), statutory guidance for schools and colleges.
- DfE requirements for Alternative Provision Free Schools / AP Academies, including referral-based admission arrangements.
- SEND Code of Practice: 0 to 25 years.
- Equality Act 2010, including the Public Sector Equality Duty and reasonable-adjustment duties.
- Relevant awarding body and JCQ regulations for exam centres and assessments.

Where statutory guidance changes, the CEO, DSL, CFO and/or relevant policy owner will review the affected policy and bring amendments to the Trust Board or appropriate committee at the earliest practical point.

## Approval and review

<b>Approved by</b>	Trust Board
<b>Date approved</b>	11 May 2026
<b>Next review date</b>	May 2027 or sooner if statutory guidance changes
<b>Policy owner responsible for review</b>	CEO / Senior Leadership Team