Reasonable Adjustments and Special Considerations Policy

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1. Purpose

Gloverspiece School (also referred to as 'The Cetner') is committed to ensuring that all learners have fair and equal access to qualifications and assessments.

This policy sets out the procedures for identifying, requesting, implementing, recording, and reviewing reasonable adjustments and special considerations in accordance with:

- The Equality Act 2010;
- Awarding Organisation requirements;
- Regulatory requirements applicable to regulated qualifications;
- Centre quality assurance procedures.

The policy aims to ensure that no learner is disadvantaged during assessment due to disability, learning difficulty, medical condition, temporary illness, injury, or other circumstances beyond their control, whilst maintaining the validity, reliability, and integrity of the qualification.

2. Scope

This policy applies to:

- All learners enrolled on qualifications delivered by Gloverspiece School;
- Teaching staff;
- Assessors;
- Internal Quality Assurers (IQAs);
- Centre administrators;
- Examinations personnel;
- Senior leadership staff;
- Contractors involved in qualification delivery.

This policy applies to all internally assessed, externally assessed, paper-based, online, practical, and portfolio-based assessments delivered by the Centre.

3. Statement of Principles

Gloverspiece School is committed to:

- Promoting equality of opportunity;
- Removing unnecessary barriers to assessment;
- Providing appropriate support where permitted;
- Maintaining the integrity of qualifications;
- Ensuring consistency and fairness in decision-making;
- Complying with awarding organisation requirements;
- Protecting the confidentiality of learner information.

Reasonable adjustments and special considerations shall never compromise assessment standards or learning outcomes.

4. Definitions

Reasonable Adjustment

A reasonable adjustment is an arrangement made before an assessment takes place to reduce the effect of a disability, learning difficulty, medical condition, or other recognised need that may place a learner at a substantial disadvantage.
Reasonable adjustments are intended to provide equal access to assessment without affecting the validity of assessment decisions.

Examples include:

- Additional assessment time;
- Rest breaks;
- Reader support;
- Scribe support;
- Modified assessment materials;
- Use of assistive technology;
- Sign language interpreters;
- Alternative assessment locations;
- Enlarged print or coloured overlays;
- Adapted assessment environments.

Reasonable adjustments must not:

- Change the competence standards being assessed;
- Provide an unfair advantage;
- Compromise qualification integrity.

Special Consideration

Special consideration is a post-assessment adjustment that may be applied where a learner has experienced a temporary illness, injury, adverse circumstance, or other event outside their control that negatively affected their performance during an assessment.

Special consideration can only be applied after an assessment has taken place and cannot compensate for poor preparation or learning.

Examples include:

- Serious illness;
- Injury immediately before or during assessment;
- Bereavement;
- Significant personal trauma;
- Serious disruption during assessment;
- Temporary medical conditions.

The decision to grant special consideration rests with the relevant awarding organisation where approval is required.

5. Roles and Responsibilities

Headteacher / Centre Manager

The Headteacher is responsible for ensuring that:

- This policy is implemented effectively;
- Staff receive appropriate training;
- Appropriate resources are available;
- Regulatory requirements are met.

Assessors and Tutors

Assessors and Tutors are responsible for:

- Identifying learners who may require support;
- Referring learners for reasonable adjustments where appropriate;
- Implementing approved arrangements;
- Maintaining confidentiality.

Internal Quality Assurers (IQAs)

IQAs are responsible for:

- Monitoring compliance with this policy;
- Sampling assessment decisions where adjustments have been applied;
- Ensuring consistency of practice.

Centre Administrator / Examinations Officer

The Centre Administrator is responsible for:

- Processing applications;
- Maintaining records;
- Liaising with awarding organisations;
- Retaining supporting evidence.

Learners

Learners are responsible for:

- Informing the Centre of any disability, medical condition, or learning difficulty that may affect assessment;
- Providing supporting evidence where required;
- Cooperating with assessment arrangements.

6. Identification of Need

The Centre will seek to identify learners requiring support as early as possible.
Evidence may include:

- Educational Health Care Plans (EHCPs);
- Medical reports;
- Diagnostic assessments;
- Specialist reports;
- Educational psychologist reports;
- Previous access arrangement records;
- Professional recommendations.

The Centre may request additional evidence where necessary.

7. Application Procedure for Reasonable Adjustments

Requests for reasonable adjustments should be submitted as early as possible and preferably before assessment activities commence.

Applications shall:

1. Be reviewed by the Centre.
2. Be supported by appropriate evidence.
3. Be assessed against awarding organisation requirements.
4. Be submitted to the awarding organisation where prior approval is required.
5. Be recorded on the learner file and Centre records.

No adjustment requiring awarding organisation approval shall be implemented until approval has been obtained.

8. Implementing Reasonable Adjustments

Once approved, arrangements shall be:

- Communicated to relevant staff;
- Implemented consistently;
- Recorded in assessment documentation;
- Monitored for effectiveness.

The Centre will ensure that all approved adjustments are applied appropriately without compromising assessment standards.

9. Applications for Special Consideration

Applications for special consideration must be submitted as soon as possible after the assessment event and within any deadlines specified by the awarding organisation.

Requests must include:

- Details of the circumstances;
- Supporting evidence where available;
- Assessment details;
- Dates and times affected.

The Centre will determine whether the circumstances meet awarding organisation criteria and submit applications where appropriate.

10. Appeals

Learners who are dissatisfied with decisions relating to reasonable adjustments or special considerations may appeal.

Appeals should be submitted in writing within ten working days of notification of the decision.

Appeals will be reviewed by a member of staff not directly involved in the original decision wherever possible.

Where the decision relates to an awarding organisation determination, the learner will be informed of any further appeal routes available through the awarding organisation.

11. Record Keeping

The Centre will maintain secure records relating to:

- Applications;
- Supporting evidence;
- Approval decisions;
- Correspondence;
- Implementation arrangements;
- Reviews;
- Appeals.

Records shall be retained in accordance with awarding organisation requirements, data protection legislation, and Centre retention schedules.

12. Confidentiality and Data Protection

All information relating to disabilities, learning difficulties, medical conditions, and assessment arrangements shall be treated as confidential.

Information will only be shared with staff who require access for legitimate assessment and support purposes.

All records shall be managed in accordance with applicable data protection legislation.

13. Quality Assurance and Monitoring

The Centre shall monitor the use of reasonable adjustments and special considerations through:

- Internal quality assurance activities;
- Learner feedback;
- Staff training;
- Annual policy review;
- Awarding organisation monitoring activities.

Any concerns regarding inappropriate use of reasonable adjustments or special considerations shall be investigated in accordance with the Centre's Malpractice and Maladministration Policy.

14. Malpractice

Any attempt to gain an unfair advantage through:

- False applications;
- Misrepresentation of learner needs;
- Falsified evidence;
- Improper implementation of adjustments;

May constitute malpractice and will be investigated under the Centre's Malpractice and Maladministration Policy.

Where required, concerns will be reported to the relevant awarding organisation.

15. Review

This policy shall be reviewed annually or sooner where:

- Regulatory requirements change;
- Awarding organisation requirements are updated;
- Internal review identifies improvements;
- Learner or stakeholder feedback indicates revision is necessary.