



# **SPECIAL CONSIDERATION & REASONABLE ADJUSTMENT POLICY**

Completed on: 18/05/20

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**Review date: 18/05/21**

## Table of Changes

Change Made:	By:	Date:	Version
Reviewed – No changes	J Manno	18/05/19	1.2
Reviewed – No changes	J Manno	11/06/20	1.3

## Introduction

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation, Disability, Socio-economic Disadvantage.

## Definition

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A Reasonable Adjustment is made when the learner has a disability or learning difficulty (e.g. autism, physical impairment, dyslexia) and the centre has taken steps to ensure that the learner is able to access all aspects of the programme.

A Special Consideration is made when a learner's performance has been affected by circumstances beyond their control (e.g. unforeseen/sudden illness, outside incidents) and has not been able to complete work to their usual standard.

## Special Consideration

This special consideration policy details the procedures that may result in a deliberation to the assessment of learners who have not been able to demonstrate attainment because of a temporary illness, indisposition or an unforeseen incident at the time of the assessment.

A learner who is fully prepared and present for a scheduled assessment may be eligible for special consideration if:

- performance in an assessment is affected by circumstances beyond the control of the learner, e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment
- alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate
- part of an assessment has been missed due to circumstances beyond the control of the learner

The decision to allow special consideration will be based on various factors. These factors may include the severity of the circumstances, the date of the assessment and the nature of the assessment (e.g. practical, presentation, etc).

Special consideration cannot give a learner an unfair advantage, nor must its use mislead anyone regarding a learner's achievement. The learner's results must reflect real achievement and not potential ability in assessment and work must meet the criteria of the unit. To this end, special considerations can only be a small post-assessment adjustment to the outcome.

The following are examples of circumstances which might be eligible for special consideration (this list is not exhaustive):

- illness of the learner or an injury that may affect a learner's performance
- terminal illness of a parent or recent bereavement of a member of the immediate family
- serious and disruptive domestic crises or recent traumatic experience such as a severe car accident

- flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack noise or disturbance on the day of the assessment in close proximity to where the assessment took place that may affect the learner's performance

A learner will not be eligible for special consideration if:

- no evidence is supplied by the centre that the learner has been affected at the time of the assessment by a particular condition
- any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence
- preparation for a component is affected by difficulties during the course, e.g. disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

The Training Initiative will, where necessary put arrangements in place to enable a learner, in extenuating circumstances, to complete the assessment to achieve the unit/ qualification. Only when this is unsuccessful should an application for special consideration be made. All applications for special consideration must be made on a case-by-case basis and separate applications must be made for each learner with the appropriate Awarding Body.

### **Reasonable Adjustments**

The Training Initiative is committed to ensuring, that wherever possible, learners are able to access all aspects of the units and qualifications offered. Reasonable adjustments are any actions that help to reduce the effect of a disability or difficulty. The learner may already have a Statement of SEN/Co-ordinated Support plan.

Reasonable arrangements can cover the entire course and should be approved before an assessment takes place. Reasonable adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the learner an assessment advantage over other learners undertaking the same or similar assessments.

Reasonable adjustments must be recorded on the Reasonable Adjustment tracker.

A learner does not necessarily have to be disabled (as defined by the Equality Act 2010) to be allowed an access arrangement. Reasonable adjustments are intended to increase access to assessments and are intended to assist learners in demonstrating their attainment without affecting or circumventing the assessment requirements. Where possible the reasonable adjustment should reflect a learner's normal way of working.

Reasonable adjustments are intended to give all learners a level playing field in which to demonstrate their skills, knowledge and understanding. In order to ensure this, The Training Initiative will ensure appropriate evidence is gathered to support an access arrangement (see table below for the types of evidence required). This evidence of need will be made available for inspection if required.

The following table of access arrangements provides guidance on some of the main arrangements available. Please contact [jayne@TheTrainingInitiative.co.uk](mailto:jayne@TheTrainingInitiative.co.uk) if you require any further advice or guidance.

Access Arrangements	Eligibility and/or evidence requirement	Who is responsible for agreeing access arrangements?
Extra time where assessment is time framed – up to a maximum of 25%	Statement of special education needs. Psychological report Physical Disability	The Training Initiative
Microphone	Hearing impairment	The Training Initiative
Alternative accommodation / venue away from the centre	Medical reason Psychological report	The Training Initiative
Amplification equipment	Normal way of working	The Training Initiative
Braille material or materials in large format	Blind learner	The Training Initiative
Sign interpreter	Hearing impairment	Awarding body
Read aloud	Normal way of working	The Training Initiative
CCTV	Normal way of working	The Training Initiative
Live speaker	Hearing impairment	The Training Initiative
Low vision aid	Visual Impairment	The Training Initiative
Modified Assessment material	Visual Impairment Hearing impairment	Awarding body
Practical assessment	Physical disability	Awarding body
Prompter	Normal way of working	The Training Initiative
Reader / Scribe	Psychological report, Physical Disability, Visual Impairment	The Training Initiative
Transcript	Handwriting difficult to decipher	The Training Initiative
Use of assistive software / ICT/ responses using electronic devices	Normal way of working	The Training Initiative

Should a learner require any reasonable adjustments the following procedure must be followed:

- The Training Initiative's must consider and respond to any access arrangement requests within five working days
- In all cases the Head of Centre/Principal/CEO/ Exams Officer/SENCO must complete the Reasonable Adjustment Form
- The Head of Centre must ensure that any adjustment made is based on firm evidence of a barrier to access
- Should the learner's request differ from those arrangements which can be centre approved (shown above) or if the request compromises the reliability or validity of assessment outcomes and potentially give an unfair advantage to the learner, the Head of Centre must contact the Awarding Body for advice and guidance
- Centres can only request access arrangements which reflect the learner's normal way of working and for which there is evidence of need
- All Reasonable Adjustment Forms are to be stored with each learner's record.

- Any access arrangements that may be required should be considered before a learner is entered for a unit. No amendments to the assessment criteria may be made; however, learners may present their evidence of meeting the assessment criteria in a different way.

### **Reasonable Adjustments for Functional Skills English**

#### Speaking, Listening and communication

It is recognised that British Sign Language (“BSL”) is not a form of English however; BSL is permitted as an alternative to English for the assessment of this component where BSL is the learners’ normal way of communicating in the contexts described by the standards;

No other languages are permitted as alternatives to English;

Access to augmentative speech equipment is permissible where it reflects the learner’s normal way of working;

A human reader is allowed to read the instructions only; and

As a last resort, learners who are disabled under the terms of the Equality Act 2010 and have no accessible means of communication may request an exemption from this component.

Extra time is allowed dependent of needs\*.

#### Reading

The use of a word processor with the spell check facility switched on is permitted for all learners;

A human reader cannot be used to demonstrate the requirements of the standards for the reading component as this does not meet the requirement of independence. Learners who are classed as disabled under the terms of the Equality Act 2010 and use assistive technology as their normal way of reading can demonstrate they are able to independently meet the requirements of reading standard through the use of technology; and

As a last resort, an exemption from the reading requirement can be requested for learners with disabilities who cannot use assistive technology tasks only.

Extra time is allowed dependent on needs\*.

#### Writing

The use of a word processor with the spell check facility switched on is permitted for all learners;

A human reader is allowed to read the instructions to writing in tasks only; and

A human scribe cannot be used to demonstrate the requirements for the standards as this does not meet the requirement for independence. Learners who are classed as disabled under the terms of the Equality Act 2010 and use assistive technology as their normal way of producing written texts can demonstrate that they are able to independently meet the requirements of the written standard through the use of a computer and appropriate software.

As a last resort, an exemption from the writing requirements can be requested for the learners with disabilities who cannot use assistive technology.

Extra time is allowed dependent on needs\*.

\*Onscreen assessment: Extra time must be selected when scheduling the assessment as this cannot be added once the learner has started the assessment.