

Reasonable Adjustment and Special Consideration Policy (Vocational)

Policy Code:	VO8
Policy Start Date:	December 2016
Policy Review Date:	December 2019

Please read this policy in conjunction with the policies listed below:

- VO4 Learner Malpractice Procedure (Vocational)
- VO9 Staff Malpractice Procedure (Vocational)
- HR12 Staff Discipline Policy (Vocational)



1. **Aims and Objectives of the Policy**

Aims

The Priory Federation of Academies Trust (The Trust) is committed to ensuring that learners are not disadvantaged in anyway and therefore are committed to applying for special consideration and/or reasonable adjustment where appropriate.

Objectives

- a) To ensure that the Trust adheres to all awarding bodies' requirements when dealing with requests for reasonable adjustment and/or requests for special consideration.
- b) To identify the roles and responsibilities of staff involved in the assessment process, examinations or pupil support.
- c) To establish protocols for dealing with lost or damaged work and to explain the terminology used by the awarding bodies when considering requests for adjustment and or special consideration.

2. **Range and Scope of the Policy.**

The policy covers all vocational courses offered within the Trust but may well apply to other vocationally related courses should they become a part of the curriculum in future. This includes those on the Regulated Qualifications Framework, Self-Regulated Framework (SRF) and other national frameworks.

Evidence of learning must be

- Valid
- Reliable.

This policy embraces the requirements of the Equality Act 2010 to allow fair access to curriculum courses and/or qualifications.

We aim to facilitate open access for pupils who are eligible for some reasonable adjustment and/or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured.

This will be achieved in two ways.

- Through special consideration; this is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the



time of assessment. Any special consideration granted cannot remove the difficulty the learner faced at the time of assessment and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised.

- By reasonable adjustment; this is agreed at the pre-assessment planning stage and is any action that helps to reduce the effect of a disability or difficulty, which places the pupil at a substantial disadvantage in the assessment situation. Reasonable adjustments will not affect the reliability or validity of assessment outcomes or give the pupil an assessment advantage over other pupils undertaking the same or similar assessments.

3. Special Consideration

3.1 Definition

A special consideration is consideration given following a period of assessment for a pupil who was prepared for and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near to the time of assessment. Where assessment is in the form of an electronic test set and marked by computer not linked to a fixed date, then it will be more appropriate to offer the learner an opportunity to take the assessment at a later date.

3.2 Applying for Special Consideration

- a) In order to apply for special consideration then evidence must be supplied by a learner and then by the respective academies within the Priory Federation of Academies Trust. Evidence such as personal arrangements, staff shortages, lack of resources, building work or industrial disputes are not grounds for special considerations
- b) The following examples are not designed to be an exhaustive list but to give an example of the weight of circumstances that will be considered:-
 - Terminal illness of the pupil
 - Terminal illness of a parent
 - Recent bereavement of a member of the immediate family
 - Serious and disruptive domestic crisis leading to acute anxiety about the family
 - Incapacitating illness of the pupil
 - Severe car accident
 - Recent traumatic experience such as death of a close friend or distant relative



- Flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack
 - Recent domestic crisis
 - Recent physical or sexual assault trauma
- c) Unlike with reasonable adjustment, there are no circumstances whereby the Trust, can apply its own special consideration. Applications must be made to the relevant awarding body.
- d) All applications for special consideration will only be made on a case-by-case basis and therefore separate applications will be made for any learner. The only exception to this is where a group of pupils have been affected by a similar circumstance such as a fire alarm during an assessment; in this case a group application will be made with a list of affected pupils attached to the application.
- e) If a special consideration request is made, the evidence required by the respective academy to support the application will need to be a medical certificate, a doctor's letter or a statement from the invigilator.

4. Reasonable Adjustment

4.1 Definition

The Equality Act 2010 defines a reasonable adjustment as an adjustment that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation.

4.2 Applying Reasonable Adjustments

Reasonable adjustments must not affect the validity or reliability of assessment outcomes, but may involve the following:-

- Changing usual assessment arrangements
- Adapting assessment materials
- Providing assistance during assessment
- Re-organising the assessment physical environment
- Changing or adapting the assessment method
- Using assistive technology.

The following steps must be observed when applying reasonable adjustments

- a) As it is an arrangement to give a learner access to a qualification, reasonable adjustments must be approved (internally or externally) with the relevant awarding bodies and set in place prior to assessment commencing.



- b) The work produced following a reasonable adjustment must be assessed in the same way as the work from other pupils
- c) It is important to note that not all adjustments described will be reasonable, permissible or practical in particular situations. The pupil may not need, nor be allowed, the same adjustment for all assessments.
- d) Reasonable adjustments could consist of any of the following:-
- Allowing extra time, e.g. assignment extensions
 - Using a different assessment location
 - Use of coloured overlays, low vision aids, CCTV
 - Use of assistive software
 - Assessment material in large format or Braille
 - Readers/scribes
 - Practical assistants/transcribers/promoters
 - Assessment material on coloured paper or in audio format
 - Language-modified assessment material
 - British Sign Language (BSL)
 - Use of ICT/responses using electronic devices
- e) Programme Leaders should ensure that pupils are recruited onto courses with integrity to ensure that pupils have the correct information and advice on their selected qualifications and that the qualifications will meet their needs.
- f) The Trust will endeavour to ensure that pupils are aware of the range of options available to them, including any reasonable adjustments that may be necessary, to enable them to demonstrate attainment across all of the required assessment strands; and any restrictions on progression routes to the pupil as a result of not achieving certain outcomes.
- g) Reasonable adjustments are approved before an assessment and are intended to allow attainment to be demonstrated. A pupil does not have to be disabled (as defined by the Equality Act 2010) to qualify for reasonable adjustment; nor will every pupil who is disabled be entitled to reasonable adjustment. Allowing reasonable adjustment is dependent upon how it will facilitate access for the pupil.
- h) All reasonable adjustments will be transparent and unbiased, recorded on relevant examination board documentation and will be kept on record in the relevant academy or in Priory Training.



- i) It will be the responsibility of the Examinations Officer to ensure that any access arrangements implemented by the centre on behalf of a learner are based on firm evidence that there is a barrier to assessment.
- j) It should be noted that an Education Health and Care (EHC) plan or a statement of Special Educational Needs (SEN) does not automatically qualify the pupil for reasonable adjustment to assessment, as the plan or statement may not contain a recent evaluation of the need of that pupil; and the reasonable adjustment may compromise the assessment.

5 Policy changes

This policy may only be amended or withdrawn by The Priory Federation of Academies Trust.



Policy Document

The Priory Federation of Academies Trust

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Policy Status: Approved

Ref. VO8

**The Priory Federation of Academies Trust
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This Policy has been approved by the Priory Federation of Academies Education and Standards Committee:

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.