

LEARNER REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS POLICY



SCOPE AND PURPOSE OF THE POLICY

Yeovil College is committed to creating a non-discriminatory and supportive environment for all students.

The aim of this document is to ensure awareness of the kind of adjustments that can be made to assessments, and how to request and implement those adjustments. It ensures that all learners have every opportunity to access assessment and to achieve the qualification/unit they are undertaking.

This policy and its related procedures apply to all access arrangements, reasonable adjustments and special consideration concerning qualifications taken by all Yeovil College learners.

Definition of Reasonable Adjustments:

Reasonable Adjustments are adjustments made to an assessment to enable a learner with a disability to demonstrate knowledge, skills and understanding to the levels of attainment required by the specification for that qualification (Ofqual 2017).

The Equality Act 2010 requires Yeovil College to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who does not have a disability. Yeovil College is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a visually impaired learner who could read Braille. suggest who does not have a disability

A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. The reasonable adjustment must reflect the learner/candidate's normal way of working, to ensure that an unfair advantage is not provided to the learner during assessment.

Reasonable adjustments may involve:

- changing usual assessment arrangements, for example, allowing a learner extra time to complete the assessment activity
- adapting assessment materials, such as providing materials in Braille
- providing assistance during assessment, such as a sign language interpreter or a reader
- re-organising the assessment room, such as removing visual stimuli for an autistic learner
- providing and allowing different coloured transparencies.

Reasonable adjustments are approved or set in place by an awarding organisation **before** the assessment activity takes place; they constitute an arrangement to give the learner access to the assessment.

Requesting Reasonable Adjustments

Learners must make Yeovil College staff members aware of any reasonable adjustments they require either during their initial College interviews, on their enrolment documents or by informing their tutor as soon as they start their studies with the College.

Yeovil College is responsible for applying to awarding organisations for reasonable adjustment requests (when appropriate).

Definition of Special Considerations

Special consideration can be applied **after** an assessment, if there was a reason the learner may have been disadvantaged during the assessment. Any requests to an awarding organisation for Special Considerations, must be made by a Yeovil College staff member within the set time frame required of the awarding organisation.

A learner who is fully prepared and present for a scheduled assessment, and is fully aware of the assessment requirements, **may be eligible for Special Consideration** if:

- performance is affected by circumstances beyond the control of the learner: For example, recent personal illness (e.g. severe asthma attack, severe migraine or broken limb), accident, emotional distress (e.g. recent bereavement of a close family member, severe domestic crisis at the time of the assessment), serious disturbance during the assessment (e.g., fire or accidental event);
- alternative assessment arrangements which were agreed in advance of the assessment prove inappropriate or inadequate;
- part of an assessment has been missed due to circumstances beyond the control of the learner;
- alternative assessment arrangements prove inappropriate or inadequate;
- there is a sufficient difference between the part of the assessment to which Special Consideration is applied, and other parts of the qualifications that have been achieved, to infer that the learner could have performed more successfully in the assessment.

Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner.

All documents relating to reasonable adjustments and special considerations must be saved and stored securely. Awarding organisations must be given access to any information or documents regarding reasonable adjustments and special considerations, when requested.

REASONABLE ADJUSTMENT PROCEDURES

See flowchart at Appendix 1

Due to the time required to put access arrangements in place, early requests are advisable, as near to the start of a programme/course as possible.

Assessors

Access arrangement assessors are responsible for the exam access assessment of learners with learning difficulties. These specialist assessors have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment, which must include training as specified by JCQ. Or a specialist assessor will have a current SpLD Assessment Practising Certificate as awarded by Patoss, Dyslexia Action or BDA and listed on the SASC website. Checks that these qualifications have been achieved are made by chairs of interview panels during recruitment for this position and specified in the job description. Evidence of the assessors' qualifications are held on file by the Examination Access Arrangements team to be presented to the JCQ Centre Inspector

Types of Arrangements

Arrangements requiring approval by the examination board (and/or certifying by the Assessor) In order to allocate the following arrangements the candidate must have a condition which has a long term and substantial adverse effect on the candidate's learning.

Extra time	Requires the student to have a cognitive or literacy test score of SS ≤ 84. This will allow the student to have 25% extra time. In some exceptional circumstances students may be entitled to up to 50% extra time (but lower test scores are necessary and great evidence of need).
Reader/Computer Reader	Requires evidence from the tutor that the student has reading support in class. A file note is then provided by the Assessor.
Scribe	Requires the student to have a specific literacy test score of SS ≤ 84. Note: A candidate's writing speed should be too slow to be able to complete the exam in the allotted time or is illegible or the spelling is too poor with unrecognisable attempt AND the candidate is not sufficiently proficient using a Word processor.
Supervised Rest Breaks	For the student who is unable to concentrate for long period of time due to a medical condition or social and emotional difficulties (evidence required).
Individual Room	For students who have a medical condition such as epilepsy/diabetes where it isn't appropriate for them to sit in the main hall. Students who have a psychological condition may also need to sit an exam in an individual room (evidence is required).

All of the above arrangements require evidence from student's tutor/s that the arrangement is the students Normal Way of Working in class, internal tests and examinations.

Any arrangement that requires application to the awarding organisation requires that the student sign a **Personal Data Consent Form** which gives permission for the Centre to use and share the following data: name, date of birth, candidate number, academic year of examination, and the nature of candidate's difficulties.

Centre Based Arrangements (not requiring the centre to apply online to the awarding organisation)

- Amplification equipment
- Bilingual dictionary
- Braille transcript
- Braillers
- Closed Circuit Television (CCTV)
- Colour naming by the invigilator for candidates who are colour blind

- Coloured overlays
- Communication Professional (for candidates using Sign Language)
- Examination on coloured/enlarged paper
- Live speaker for pre-recorded examination components
- Low vision aid/magnifier
- Optical Character Reader (OCR) scanners
- Prompter†
- Read aloud (which can include an examination reading pen)
- Separate invigilation within the centre
- Supervised rest breaks†
- Word processor††

† The College follows JCQ guidance when providing centre delegated access arrangements. The Head of Centre delegates the Examination Arrangements Assessor to allocate candidates a prompter, rest breaks or a separate room if:

- a. the need is a result of substantial and long term impairment and it is their normal way of working.
- b. there is medical evidence to substantiate this arrangement.
- c. there is a normal way of working checklist which shows this is their normal way of working in class.

†† The College **does not** allocate word processors simply because the candidate prefers to type or because they can work faster on a keyboard. It must be the candidate's normal way of working within the centre and the candidate must have a condition which has a long term and substantial adverse effect on the candidate's writing. For example, the candidate experiences planning and organisation problems when writing by hand.

Candidates with an Education Health and Care Plan and/or Autistic Spectrum Disorder; Sensory and/or Physical Needs (Hearing Impairment, Visual Impairment, Physical disability, Multi-Sensory Impairment); Social, Mental and Emotional Needs (Attention Deficit Disorder, Mental Health Conditions).

If the student has appropriate evidence (listed below) of their condition then the Assessor is not required to assess them but is required to complete a file note stating their condition and how it impacts on their learning, the arrangement/s required, and evidence of normal way of working and which type of evidence substantiates their persistent and significant difficulties. The file note must be supported with appropriate documentation, that is, one of the following:

A letter from CAMHS, HCPC registered psychologist, a hospital consultant (not a GP), a psychiatrist
A letter from the local Authority Specialist Service, Local Authority Sensory Impairment Service or Occupational Health Service
A letter from a Speech and Language Therapist (SALT)
A Statement of Special Educational Needs relating to the candidate's secondary education, or an Education, Health and Care Plan (which confirms the candidate's disability)

Use of ICT – word processor and/or computer reader

Yeovil College promotes the use of ICT in order to facilitate the candidate's independent learning in line with JCQ guidelines. Thus, in the GCSE English Language paper, because of reading and writing being assessed together, we only allow computer readers and **not** human readers. In the

Functional Skills English Reading Paper again only a computer reader can be used and **not** a human reader. Scribes are allowed in the GCSE English paper. However, use of a word processor is **always** considered before recommending a scribe. In Functional Skills Writing paper a scribe cannot be used but a word processor is allowed. The college has limited resources to supply scribes and where possible use of word processors will be encouraged and the preferred recommendation.

Temporary arrangements

Temporary arrangements may be required by candidates suffering from illness or injury. In general, candidates with leg injuries are accommodated in the main rooms near the doors for easy access and exit. Candidates with an illness or injury that has a direct impact on their ability to access the examination should obtain a letter from a GP, consultant or other professional giving brief outline of their condition and the access arrangements that are deemed to be necessary. For example, a right – handed candidate whose right arm is broken may need a scribe and some extra time, as it is not their normal way of working and dictating to a scribe may be difficult for them. A candidate with a painful back condition may require supervised rest breaks in order to stand and move around. In all cases where an access arrangement or a reasonable adjustment is needed, the College is entitled to expect reasonable notice to carry out its responsibilities. Where a need for access arrangements has been identified before an examination session, the Head of Centre, Examination Officer or SENCo equivalent should be provided with medical evidence in reasonable time. For example:

a candidate who suffers panic attacks in test or exam situations should obtain a note from their GP well before the start of formal examination.
in an emergency, a scribe can be provided with 72-hour notice. It may not be possible to provide a scribe if the request is made without notice.

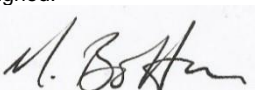
Temporary arrangements last for one examination session. If the condition persists another letter may be required for next session.

RESPONSIBILITY AND AUTHORITY

CAM for English and Maths
Head of Student Data, Funding & Customer Services
Ultimate responsibility rests with the Principal and Governing Body.

RELATED POLICIES, PROCEDURES, DOCUMENTS, DEFINITIONS

Equality & Diversity Policy
Learner Disciplinary Procedure
Adjustments for candidates with disabilities and learning difficulties
JCQ Access Arrangements and Reasonable Adjustments guidance

Policy Review				
Author/Owner: Tim Gillet	Position: Preparation for Life & Work CAM	Approved by SMT Signed: 	Approval date 8 Jun 2021	Review date Jun 23

Document Control – Revision History (Policies only)

Author/Owner	Summary of Changes	Date	Date last reviewed by SED	Recommend to SED Y/N
Shaun France	Minor amendments to reflect enhanced procedure and related documents	03.10.17	11.11.15	No
Shaun Costello	Rewrite to reflect enhanced procedures	01/03/20	11.11.15	
Tim Gillett	Rewrite to include all Reasonable Adjustments (not just exams access) and Special Considerations	21.05.21	11.11.15	Yes

Initial Equality Impact Screening			
Have you consulted on this policy? Yes Details: discussed with Safeguarding, Equality & Diversity Group and Exams Office			
What evidence has been used for this assessment? Previous policy and guidance from Joint Council for Qualifications			
Could a particular group be affected differently in either a negative or positive way? Indicate Y where applicable			
Group Age Disability Gender (incl. Transgender) Race (incl. Gypsy & Traveller) Religion or belief Sex Sexual orientation Marriage & civil partnership Pregnancy & maternity Other groups (see guidance)	Negative impact	Positive impact	Evidence
Please give details:			
If any negative impacts are identified, are there any related policies, services, strategies, procedures or functions that need to be assessed alongside this screening? If yes, please detail below:			
Should the policy proceed to a full Equality Impact Assessment? No If no, please give reasons			
Declaration We are satisfied that an initial screening has been carried out on this policy and a full Equality Impact Assessment is not required. We understand that the Equality Impact Assessment is required by the College and that we take responsibility for the completion and quality of this assessment Completed by Author: Lorraine Burchell Position: Head of ALS Date: 13.01.15 Reviewed by Safeguarding, Equality & Diversity Group: Date: 11.11.15			
Comments from Safeguarding, Equality & Diversity Group Review:			

CENTRE FLOW CHART

APPENDIX 1

