



Reasonable Adjustment and Special Consideration Policy

Principles

As a College we recognise disabilities are of a diverse nature and we do not tolerate discrimination on the basis of disability. Freshart College complies with the Disability Discrimination Act 1995 and the amendments to the Act.

This policy embraces the requirements of the Disability Discrimination Act to allow fair access to curriculum courses or qualifications.

We aim to facilitate open access for students 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. Firstly 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 student at a substantial disadvantage in the assessment situation.

Reasonable adjustments will not affect the reliability or validity of assessment outcomes or give the student an assessment advantage over other students undertaking the same or similar assessments.

Secondly 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 students 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.

Aims

1. To explain how Freshart College as an examination centre will manage requests for reasonable adjustment and or requests for special consideration.
2. To identify the roles and responsibilities of staff connected to the assessment process, examinations or student support.
3. To establish protocols for dealing with lost or damaged work and to explain the terminology used by the examination boards when considering requests for adjustment and or special consideration.

Practice

Reasonable Adjustment

1. A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the student at a substantial disadvantage in the assessment situation.

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.
2. Reasonable adjustments must be approved (internally or externally) with the relevant examination board and set in place prior to assessment commencing. It is an arrangement to give a student access to a qualification.
 3. The work produced following a reasonable adjustment must be assessed in the same way as the work from other students.
 4. It is important to note that not all adjustments described will be reasonable, permissible or practical in particular situations. The student may not need, nor be allowed the same adjustment for all assessments.

Reasonable adjustments could consist of the 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
2. Curriculum Leaders should ensure that students are recruited onto courses with integrity to ensure that students have the correct information and advice on their selected qualifications and that the qualifications will meet their needs.
 3. The recruitment process should include the Curriculum leader assessing each potential student and making justifiable and professional judgments about the student's potential to successfully complete the assessment and achieve the qualification. Such assessment must identify, where appropriate, the support that will be made available to the student to facilitate access to the assessment.
 4. Where the recruitment process identifies that the student may not be able to demonstrate attainment and thus gain achievement in all parts of assessment for the selected qualification, this must be communicated clearly to the student. A student may still decide to proceed with studying a particular qualification and not be entered for all or part of the assessment.
 5. Freshart College will ensure that students 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 student as a result of not achieving certain outcomes.
 6. Reasonable adjustments are approved before an assessment and are intended to allow attainment to be demonstrated. A student does not have to be disabled (as

defined by the DDA) to qualify for reasonable adjustment; nor will every student who is disabled be entitled to reasonable adjustment. Allowing reasonable adjustment is dependent upon how it will facilitate access for the student.

7. All reasonable adjustments will be transparent and unbiased, recorded on relevant examination board documentation and will be kept on record in compliance with regulations in School.
8. It will be the responsibility of the Examinations Officer to ensure that any access arrangements implemented by the College on behalf of a student, is based on firm evidence that there is a barrier to assessment.
9. It should be noted that a Statement of Special Educational Needs (SEN) does not automatically qualify the student for reasonable adjustment to assessment, as the SEN statement may not contain a recent evaluation of the need of that student; and the reasonable adjustment may compromise the assessment.

Special Considerations

1. A special consideration is consideration given following a period of assessment for a student 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.
2. Where assessment is in the form of an electronic test set and marked by computer, then it will be more appropriate to offer the student an opportunity to take the assessment at a later date.
3. A special consideration cannot give the student an unfair advantage but it can be regarded as when a performance in an assessment is affected by circumstances beyond the control of the student, e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment or alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate or part of an assessment has been missed due to circumstances beyond the control of the student.
4. In order to apply for special consideration then evidence must be supplied by a student and then by Freshart as a College.

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 student
 - Terminal illness of a parent
 - Recent bereavement of a member of the immediate family
 - Serious and disruptive domestic crises leading to acute anxiety about the family
 - Incapacitating illness of the student
 - 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 assault trauma
 - Broken limb on the mend.
5. All applications for special consideration will only be made on a case-by-case basis and therefore separate applications will be made for any student. The only

exception to this is where a group of students 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 students affected students attached to the application.

This policy will be reviewed every 12 months by the Principal of College