

# REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS POLICY 2023-2024



**Issue date:** 12<sup>th</sup> July 2023

**Review Date:** 12<sup>th</sup> July 2024

## Our Mission Statement

Aim to deliver an engaging, positive learning experience every time.

## Our Values

Our values encompass the achievement of all of our learners. Our values are HONESTY, INTEGRITY, SUPPORT, ETHICAL BUSINESS AND EQUALITY OF OPPORTUNITY FOR ALL. We support PREVENT, SAFEGUARDING, BRITISH VALUES, EQUALITY, DIVERSITY & INCLUSION and this policy is at the heart of and supports these core values in aiming to safeguard staff and learners.

## Our Vision

To be the provider of choice for apprentices and clients, creating bespoke education and training that maximizes opportunity and investment, both for now and in the future.

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## 1 - Introduction and Overview

This policy sets out the procedures that learners and tutors should follow when implementing reasonable adjustments and special considerations. It is important that reasonable adjustments do not affect the reliability or validity of teaching or assessment and they should not give the apprentice an advantage over other apprentices undertaking the same assessment. Employers/Training Providers should inform Apprenticeship Centre of any reasonable adjustments required to enable an apprentice to complete their programme of study as soon as possible.

The Apprenticeship Centre will support apprentices by ensuring:

- The reasonable adjustments provide apprentices with the opportunity to demonstrate attainment
- The reasonable adjustments compensate for any disadvantage imposed by the disability but do not otherwise advantage apprentices
- Any person using the certificate to identify an individual's competence is not misled regarding the apprentice's attainments
- The assessment is rigorous and fair
- The assessment activity is valid
- The assessment result is reliable
- The assessment is practically able to operate within available resources,
- Facilities and time allow apprentices to use any commercially available mechanical, electronic or other aids in order to demonstrate achievement so long as they reflect the apprentice's normal ways of working and do not give the apprentice an unfair advantage

## 2 - Rationale and Scope

This policy covers all external examinations for EPA or functional skills, as well as apprenticeship courses and NVQs.

## 3 - Roles and responsibilities

Our SMT (senior management team) take overall responsibility for the provision of all policies within the centre. The directors, Mark Webber and Peter Carey, take overall responsibility for this policy, its application and sharing of appropriate information.

## 4 - How this Policy will be Communicated

- Our SMT will review policies and update as required
- Our policy will be made available on our website if applicable
- Our policy documents will form part of the induction for all staff to the centre
- When suitable, policies will be uploaded to OneFile resources for access by all appropriate users
- We may email policy updates to staff as required or use OneFile system announcements

## 5 - Complaints

Any complaints in relation to this policy or relating to this policy or conflicts of interest should be made to the SMT or the Directors, who can be contacted via our Head Office on 08452235020 or email [info@apprenticeship-centre.co.uk](mailto:info@apprenticeship-centre.co.uk).

## 6 – Reasonable Adjustment

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

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

- 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.

Reasonable adjustments must be approved by the Internal Quality Assurer (IQA) and confirmed by the SMT and set in place prior to assessment commencing. It is an arrangement to give a learner access to a qualification.

The work produced following a reasonable adjustment must be assessed in the same way as the work from other learners.

Below are examples of reasonable adjustment. It is important to note that not all adjustments described below will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

A reasonable adjustment must never affect the validity or reliability of assessment, influence the outcome of assessment or give the learner(s) in question an unfair assessment advantage.

## 7 – Examples of Reasonable Adjustment

Examples of reasonable adjustments as defined by the above categories are listed below.

- Allowing extra time, e.g. assignment extensions
- Using a different assessment location
- 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

## 8 – Reasonable Adjustment and Extra Time

Any requests for reasonable adjustment, readers, or extra time in examinations must be approved by the awarding organisation in advance and documented on the learner file (such as in the OneFile notes).

## 9 – Application of Reasonable Adjustment

Reasonable Adjustments are the responsibility of the centre and the SMT will approve applications for reasonable adjustment with the support from our SEND-Coordinator. Our designated SEND-Co will contact the training provider's SEND-Co, and learner, if necessary to discuss the learners requirements to ensure suitability of the programme of study.

The centre will acknowledge receipt of the request within 3 working days of the request form submission. If deemed necessary, discussions with the training provider/employer will take place surrounding alternative arrangements that may be appropriate for specific situations and arrange for any specific equipment/conditions to be available for the end-point assessment. Decisions on reasonable adjustments will be confirmed within 20 working days, and the tutor/assessor will be briefed on the adjustment granted.

Reasonable adjustments are to be considered before an assessment and are intended to allow attainment to be demonstrated. A learner does not have to be disabled (as defined by the DDA) to qualify for reasonable adjustment; nor will every learner who is disabled be entitled to reasonable adjustment.

Allowing reasonable adjustment is dependent upon how the centre will facilitate access for the learner. All applications will be considered on an individual basis. Although our matrix is used as a guide to determine reasonable adjustments, all applications will be considered on an individual basis as each assessment will be subject to some variance within job role, employment context and apprentice support needs. The matrix documents more common reasonable adjustment requirements and is not limited. The support need for a particular person will be unique to that individual and may not be listed as a need in the relevant category in the disability grouping framework. Therefore, there is some flexibility required when listing an adjustment against the disability as in order to support the specific need other adjustments may be required.

A reasonable adjustment is intended to allow access to assessment but can only be granted where the adjustment does not:

- affect the validity or reliability of the assessment.
- give the learner(s) in question an unfair advantage over other learners taking the same or similar assessment
- influence the final outcome of the assessment decision. is committed to fair and equal assessment of its learners.
- Supporting evidence may be required, e.g. Education healthcare plan, SEN report, Care plan, disability statement.

Applications of reasonable adjustment can only be rejected if any adjustment may constitute a serious safety hazard that cannot be overcome.

Each of these difficulties/disabilities have then been overlaid with the listed assessment methods to ensure the most suitable adjustments are applied for each situation and for each assessment method determined in the assessment plan without changing the demands of the assessment.

The outcome produced by the apprentice must at all times:

- meet the requirements of the specifications regardless of the process or method used
- be as rigorous as assessment methods used with other apprentices
- be assessable
- be able to be moderated or verified

## 10 – Reasonable Adjustments Matrix

1. No known disability
2. Cognitive processing needs such as dyslexia, dyspraxia; a need in executive function, visual processing speed, visual perception, English, maths, verbal reasoning, verbal/nonverbal memory
3. Social/communication need such as autism
4. Long standing illness such as cancer, epilepsy, Crohn's, IBS, Chronic Fatigue
5. Mental Health condition
6. Physical need such as wheelchair or crutches user, arthritis, paraplegia, quadriplegia, cerebral palsy
7. Hearing need
8. Visual need

Assessment Method Reasonable Adjustment	Practical Assessment/ Observation	Knowledge Test	Presentation	Professional Discussion	Written Questions
<b>Extra time allowance</b>	2,3,4,5,6,7,8	2,3,4,5,6,7,8	2,3,4,5,7	2,3,5,6,7	2,3,4,5,6,8
<b>Scribe</b>		2,6,8			2,6,8
<b>Reader</b>		2,8			2,7,8
<b>Timed rest breaks</b>	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8
<b>Bathroom breaks</b>	4,6	4,6	4,6	4,6	4,6
<b>Personal support worker</b>	2,5,6,8	2,5,8	2,5,6,8	2,5,8	2,5,8
<b>Voice explanation</b>	2,8	2,8			2,8
<b>BSL interpreter</b>	7	7	7	7	7
<b>Assistive technology – Voice recognition</b>		2,4,6,8			2,4,6,8
<b>Assistive technology – Screenreader</b>		8			8
<b>Permission to write notes</b>				2,4,5	2,4,5
<b>Permission to bring notes</b>				2,4,5	2,4,5
<b>Pre-recorded evidence/delivered by video link</b>			2,3,4,5		
<b>Individual testing</b>		3,4,5			3,4,5
<b>Paper-based option</b>		2,5,8			2,5,8
<b>Rewording of questions/ clarification if needed</b>				2,3,7	2,3,7,8

## 11 – Special Considerations

Special considerations are different to reasonable adjustments as they apply to a disadvantage that occurs to the learner either just before or during the assessment. Reasons for special consideration could be:

- Temporary illness
- Injury
- Adverse circumstances at the time of the assessment
- Bereavement of a close family member or friend
- Serious car accident
- Serious domestic crisis

The adjustment made must be relatively small to ensure that the integrity of the assessment is maintained. Special considerations should be formally applied for.

A learner may be eligible for special consideration if:

- Their performance in an external assessment is affected by circumstances beyond the control of the learner, e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment. Supporting evidence may be requested by the training provider/employer.
- The alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate.
- Any part of an assessment has been missed due to circumstances beyond the control of the learner.

The centre will submit, when appropriate, a written Special Consideration request to the Awarding Organisation for individual applications. All applications for special consideration can only be made on a case-by-case basis and thus separate applications must be made for each learner.

Learners may apply for special consideration during or after an assessment but may not apply for special consideration in the case of a permanent disability or learning difficulty. The size of the adjustment will depend on the circumstances during the assessment and will reflect the difficulty faced by the learner.

Any special considerations will be subject to the approval of the SMT.