



**Cheshire College
South & West**

Reasonable Adjustments and Special Consideration Policy

Key Information	
Policy Reference Number	CCSW - RASC
Publish on Website	Yes
ELT Post Responsible for Policy Update and Monitoring	Vice Principal – Innovation, Curriculum and Quality
Date Approved	19 March 2019
Approved by Governing Body Committee	17 June 2021
Date of Next Review	25 July 2024

1. Purpose

- 1.1 The purpose of reasonable adjustments and special consideration requests is to enhance access to qualifications for learners with disabilities and other difficulties, without compromising the assessment of the skills, knowledge understanding, or competence being assessed.
- 1.2 This policy outlines:
 - 2.1.1 arrangements for making reasonable adjustments and special considerations in relation to qualifications;
 - 2.1.2 how learners qualify for reasonable adjustments and special considerations;
 - 2.1.3 the reasonable adjustments permitted and those where permission is required in advance before they are applied; and
 - 2.1.4 what special considerations may be given to learners.

2. Centre Responsibility

- 2.1 It is important that centre staff involved in the management, assessment and quality assurance of qualifications are fully aware of the contents of the policy.
- 2.2 Centres should also ensure access to *JCQ Access Arrangements and Reasonable Adjustments Guidelines and Special Consideration Guidelines* and are appropriately aware of its contents.

3. Policy Overview

- 3.1 The College is committed to complying with all current and relevant legislation, which at the time of writing includes, but is not limited to the Equality Act 2010. The College seeks to uphold rights relating to race relations, disability discrimination and special educational needs of our learners and to provide equal reasonable adjustments and special considerations for all learners registered on qualifications.
- 3.2 Assessment should be a fair test of learners' knowledge and what they are able to do, however, for some learners the usual format of assessment may not be suitable. We recognise that reasonable adjustments or special considerations may be required at the time of assessment where:
 - 3.2.1 learners have a permanent disability or specific learning needs;
 - 3.2.2 learners have a temporary disability, medical condition or learning needs; and
 - 3.2.3 learners are indisposed at the time of the assessment.
- 3.3 There are 2 ways in which access to fair assessment can be maintained:
 - 3.3.1 through reasonable adjustments; and
 - 3.3.2 through special considerations
- 3.4 **Reasonable adjustments** are available for learners who present particular requirements prior to assessment.
- 3.5 **Special consideration** can be applied after an assessment, in circumstances where a learner was affected by temporary illness, injury or indisposition at the time of the assessment.

4. Reasonable Adjustments: All Qualifications

- 4.1 Learners likely to need reasonable adjustments can be identified by the Learner Support Team from enrolment information, identified by learner or tutor referral.

5. Definition of Reasonable Adjustments: Coursework and Assessments

- 5.1 A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments are made to an assessment for a qualification to enable a disabled learner to demonstrate their knowledge, skills and understanding of the levels of attainment required by the specification for that qualification.
- 5.2 Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:
- 5.2.1 changing usual assessment arrangements, for example allowing a learner extra time to complete the assessment activity;
 - 5.2.2 adapting assessment materials, such as providing materials in Braille;
 - 5.2.3 providing assistance during assessment, such as a sign language interpreter or a reader;
 - 5.2.4 re-organising the assessment room, such as removing visual stimuli for an autistic learner;
 - 5.2.5 changing the assessment method, for example from a written assessment to a spoken assessment;
 - 5.2.6 using assistive technology, such as screen reading or voice activated software;
 - 5.2.7 providing the mechanism to have different colour backgrounds to screens for onscreen assessments or asking for permission for copying to different coloured paper for paper-based assessments; and
 - 5.2.8 providing and allowing different coloured transparencies with which to view assessment papers
- 5.3 Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the learner access to the programme. The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner's work.
- 5.4 The centre is only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

6. Internal Process for making Applications:

- 6.1
- 6.2 The process for making an application for reasonable adjustments is as follows:
- 6.2.1 learner is identified to Learner Services department;
 - 6.2.2 Learner Services conduct assessments as appropriate and request Normal Way of Working (NWoW) from curriculum staff, with supporting evidence e.g., MAP, timed assessment or in class work (further information is available in the ALS Procedure document and the JCQ Rules);
 - 6.2.3 once assessment is complete, Form 8 (*if applicable*) completed and NWoW returned from curriculum staff, exam pack is delivered/emailed (please refer to the ALS Procedures) to examination department;
 - 6.2.4 examination department process applications via JCQ Access Arrangements Online for JCQ qualifications or for other Awarding Bodies as per their guidelines and record on College MIS system including expiry date; and
 - 6.2.5 Learner Services are notified of the outcome and signed packs, with approval are returned for storage.
 - 6.2.6 Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area (*pre assessment*). The reasonable adjustment in the assessment must reflect the learner's normal way of learning. E.g., reader in class therefore reader in assessment.
 - 6.2.7 The evidence of need will vary depending on the disability and the access arrangement(s) being applied for. If, after the special consideration process has been applied, the learner does not meet the criteria, centre-based arrangements and reasonable adjustments will be revisited.
- 6.3 The Examinations Department then ensure required and approved arrangements are in place for all applicable exams.

7. Definition of Special Considerations: All Qualifications

- 7.1 Special consideration can be applied after an assessment if there was a reason the learner may have been disadvantaged during the assessment, and as a consequence their performance in the assessment.
- 7.2 All applications must be made to Examinations Office. The Examinations Manager will make applications for special consideration on a case-by-case basis. The head of centre must authorise all applications for special consideration.
- 7.3 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.

8. Appeals

- 8.1 If you wish to appeal against our decision to decline requests for reasonable adjustments or special consideration arrangements, please do so in writing to the Vice Principal Innovation, Curriculum & Quality within 10 working days of notification of decision.