



Reasonable Adjustments and Special Considerations Policy September 2015

Introduction

Applemore College is committed to treating its pupils and applicants fairly. According to the Equality Act 2010, we must take reasonable steps to ensure that disabled pupils and applicants are not put at a substantial disadvantage by comparison with pupils and applicants who are not disabled.

The declared aim of Applemore College is to meet the unique needs of every student. This policy does not seek to cater for every situation but is intended as a general statement of our policy which sets out the principles underlying our approach to making adjustments for disabled pupils and the factors the school will take into account when considering requests for adjustments.

Reference should be made to two other school policy documents which relate to reasonable adjustments: firstly, the school disability policy; secondly, the SEND accessibility plan. These contain specific examples of where adjustments can be made / have been made.

Responsibilities

We have a duty to make reasonable adjustments for pupils and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities. A pupil or applicant is disabled if a student suffers from a physical or mental impairment that has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. In most cases, disabilities will have lasted or be likely to last for 12 months or more. Special consideration will be given to any pupil suffering from a temporary disability caused, for example, by an accident.

Reasonable Adjustments

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. It is made to an assessment for a qualification to enable a disadvantaged learner to demonstrate his or her knowledge, skills and understanding of the levels of attainment required by the specification for that qualification.

Reasonable adjustments must not affect the integrity of what needs to be assessed, but 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.
- ♦ Changing the assessment method, for example from a written assessment to a spoken assessment.
- ♦ Using assistive technology, such as screen reading or voice activated software.
- ♦ 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.

Providing and allowing different coloured transparencies with which to view assessment papers
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.

Applemore College is responsible 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.

Special Considerations

Special consideration can be applied after an assessment, if there was a reason the learner may have been disadvantaged during the assessment.

For example, special consideration could apply to a learner who has temporarily experienced:

(a) an illness or injury

(b) some other event outside of their control and which has had, or is likely to have had, a material effect on that learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Special consideration should not give the learner an unfair advantage, nor should its use cause the user of the certificate to be misled regarding a learner's achievements. The learner's result must reflect his / her achievement in the assessment and not necessarily his / her potential ability. 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.

Principles of making reasonable adjustments

The principles should be followed when making decisions about a learner's need for adjustments to assessment should:

- ♦ not invalidate the assessment requirements of the qualification
- ♦ not give the learners an unfair advantage
- ♦ reflect the learner's normal way of working
- ♦ be based on the individual need of the learner