



Reasonable Adjustment and Special Consideration Policy

Splash Academy endeavours to make sure that there are no unnecessary barriers to qualification assessment by ensuring that the requirements and methods used are flexible enough to enable the widest range of learner access to qualifications, as well as fairly and reliably demonstrate their competence for attainment.

Policy aim and purpose

This policy has been established to facilitate access to assessment and qualifications for learners who are eligible for adjustments in the range of assessments applied across the qualifications. Adjustments are set out in two categories:

Reasonable adjustment: This is implemented prior to the start of a qualification where a learner is deemed to be at a significant disadvantage to another learner due to disability. Any adjustment is not intended to give the learner an unfair advantage, but to provide all learners with access to a level playing field in which to demonstrate their skills, knowledge and understanding to the levels of attainment required by the specification of the qualification, without compromising the qualification assessment criteria or outcomes.

Special consideration: This may be given following an assessment to ensure that a learner with a temporary illness, injury or indisposition at the time of assessment is given some recognition of the difficulty they have faced, which has affected the learner's ability to take the assessment or demonstrate his or her attainment in an assessment. Clearly, any special consideration granted cannot take away the difficulty the learner has faced and can only be a relatively minor adjustment to ensure that the integrity of the standard is not compromised. There will be instances when a learner is either too unwell or distressed to cope with an assessment and this needs to be borne in mind.

In establishing the appropriate support provision, Splash Academy will ensure appropriate arrangements, implemented as a result of reasonable adjustment or special consideration, are applied accurately and effectively to allow learners to demonstrate their skills, knowledge and understanding to achieve assessment criteria, and ultimately the qualification pursued.

Therefore, this policy aims to:

- Describe the practice for dealing with identification, justification and recording of data
- Identify individual roles and responsibilities

- Explain how to manage those reasonable adjustments or special consideration implemented in accordance with Equalities Law.

Recruitment

Splash Academy will recruit with integrity onto qualifications, whilst ensuring learners are provided with accurate information and the correct advice for the qualification they have chosen to pursue. The recruitment process should include the assessment and identification of the learner's potential to successfully achieve their chosen qualification. Such assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the assessment.

Where the recruitment process identifies that the learner may not be able to demonstrate attainment, thus gain achievement in parts of assessment, this must be communicated to the learner clearly from the onset. A learner may still decide to proceed with pursuing a qualification and not be entered for all or part of the assessment.

Centres are advised to ensure learners are aware of:

- The range of options available, including any access arrangements that may be necessary, to enable the demonstration of assessment criteria attainment
- Any restrictions on progression routes to the learner as a result of not achieving all or part of the qualification.

Therefore, Splash Academy shall:

- Make sure that all relevant personnel have had training to ensure that they are aware of access related issues, protocol and procedure
- Explain the learning programme requirements and assessment criteria clearly to the learner
- Establish early contact with the learner in order to identify any potential barriers/restrictions to qualification entry, delivery or assessment and determine if reasonable adjustment is required
- Use specialist advice in identifying a learners disabilities, where required
- Ensure buildings, assessment sites and resources used for delivery and assessment are accessible to all learners, as far as practical
- Ensure appropriate equipment and personnel are available for selected adjustments to assessment, in accordance with this policy, such as electrical equipment or any assistive personnel (e.g. Reader, Scribe, Practical Assistant)
- Ensure adjustments made are justified, permitted and agreed with the ASAAB and the level/type of assistance provided is appropriate
- Record and securely retain all adjustment requests and decisions made within each learner file
- Consider what reasonable adjustments future learners may need and make appropriate provision in advance.

Reasonable adjustment

In accordance with Equalities Law, a reasonable adjustment must be available for learners in order to lessen or remove the effects of a 'substantial (*meaning more than minor or trivial*) disadvantage' during assessment. It is important to note that not all arrangements will be practical in particular situations as the learner may not need, nor be allowed, the same adjustment for all assessments.

All possible, practical steps must be taken to apply reasonable adjustments and promote equality of access for learners who are placed at a 'substantial disadvantage' in comparison to other learners without a disability or difficulty. Where applied, these arrangements must not affect the reliability or validity of assessment criteria and outcomes, nor must they give the learner an unfair assessment advantage over other learners undertaking the same or similar qualifications. By way of example, arrangements permissible are inclusive of, but not limited to, the following:

- Modifying assessment materials, such as large font
- Providing appropriate assistance during assessment, such as a Scribe, Reader, Practical Assistant or Interpreter
- Using assistive technology, mechanical and electronic aids, such as computer software which scans but does not encode or interpret assessment questions
- Alternative ways of presenting responses, such as word processor
- Allowing for extra time for completion of assessed work.

Eligibility and application of reasonable adjustments

A learner does not have to be disabled to qualify for a reasonable adjustment, nor will every learner who is disabled be entitled to reasonable adjustment. Allowing the application of a reasonable adjustment is dependent on how it will facilitate a learner's access to assessment. Reasonable adjustments may take on a number of forms, however may only be granted where adjustment does not:

- Affect the validity or reliability of the assessment
- Give the learner in question an unfair advantage over other learners taking the same or similar assessments
- Influence the final outcome of the assessment decision.

It is the responsibility of the Key Contact to ensure any access arrangement implemented by the centre, on behalf of the learner, is based on firm evidence highlighting the barrier of assessment.

Assessing achievement

Where reasonable adjustments are applied, Splash academy will ensure achievement is given only for the skills demonstrated by the learner and that the reasonable adjustment applied does not compromise the outcomes of the assessment (as identified within eligibility and application of reasonable adjustments). Where reasonable adjustments are applied, Splash Academy will evaluate the outcomes on behalf of the learner via completion of the evaluation section of the *Reasonable*

Adjustments Notification and retain within the appropriate learners file. In the event a learner is not satisfied with the access arrangements made by the centre, the concern should be reported to the centre contact and ensure it is reported formally to the awarding body where, upon receipt, it will be reviewed and acted upon should corrective action be required.

Special Education Needs (SEN)

Splash Academy will note that a statement of SEN does not automatically qualify the learner for a reasonable adjustment as:

- The SEN statement may not contain a recent assessment of needs
- The reasonable adjustment may compromise assessment.

Special considerations

Any special consideration granted cannot remove the difficulty experienced by the learner at the time of assessment and can only be a relatively small adjustment to ensure the integrity of the assessment is not compromised.

Learners who have fully prepared for the assessment and successfully completed the whole qualification, but whose performance during assessment is affected by adverse circumstances outside of their control, will be eligible for special consideration.

It is important to note that it may not be possible to apply for special consideration in instances where:

- Assessment requires the demonstration of practical competence
- Criteria have to be met fully
- Units/qualifications confer license to practice.

A special consideration must not give the learner an unfair advantage, nor must its use cause the user of a certificate to be misled regarding a learner's achievement. The learners result must reflect real achievement in assessment and not potential ability. To this end, special consideration can only be a small post-assessment adjustment to the outcome result.

Eligibility and application of special consideration

A learner who is fully prepared and present for a scheduled assessment may be eligible for special consideration if:

- The learners performance in an assessment is affected by adverse circumstances beyond the learners control (e.g. injury, recent temporary illness, accident, bereavement, serious disturbance at the time of the assessment)
- The learner missed a component of the assessment or was not present at the time of the assessment and has been disadvantaged due to circumstances beyond their control
- Accidental events related to the organisation of the assessment or the provision of access arrangements affected the learners performance
- Alternative arrangements agreed prior to assessment proved inappropriate or inadequate

- Sufficient differentiation is shown between the parts of assessment to which the special consideration was applied, and other parts of the qualification which have been achieved, to conclude that the learner could have performed more successfully during the assessment.

Learners will not be eligible for special consideration if:

- A component of the assessment is missed due to personal arrangements, including holidays or unauthorised absence
- All components of the assessment were missed without a viable reason
- The learner fails to request access arrangements on time
- Preparation for a component is affected by difficulties during the qualification (e.g. disturbances through building work, permanent illness/disability, lack of proper facilities, changes in or shortages of staff, or industrial disputes)
- The application for special consideration is submitted without the relevant evidence to demonstrate that the learner's performance has been affected at the time of the assessment by a particular condition.

The following are examples of circumstances that may be eligible for special consideration (this is not exhaustive):

- Terminal illness of the learner
- Terminal illness of a parent
- Recent bereavement of a member of immediate family
- Serious and disruptive domestic crises leading to acute anxiety about the family
- Incapacitating illness of the learner
- 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 asthma attack
- Recent domestic crises
- Recent physical assault trauma
- Broken limb on the mend.

Special consideration will be applied by centre contact to the awarding body.

Monitoring and review of the policy

This policy and its procedures will be reviewed annually to ensure that it remains fit for purpose and reflects the types of reasonable adjustments or special consideration that may arise, and how access arrangements are managed in accordance with the requirements of Equalities Law.

The next policy review will take place in September 2019.