

WELLBEING FITNESS EDUCATION CENTRE

REASONABLE ADJUSTMENT & SPECIAL CONSIDERATION POLICY

1: Scope.

This policy is aimed at students and helping them to achieve formal recognition of their achievements, without compromising the assessment process or the assessment objectives.

Reasonable adjustments are made to ensure that students who are disabled are not disadvantaged in any way. Students must declare their needs prior to the assessment period and all necessary reasonable adjustment arrangements must have been implemented before the time of their assessment.

Special considerations are made to ensure that students are not disadvantaged by any exceptional circumstances that may arise prior to, or during the assessment.

2: Reasonable Adjustment

A reasonable adjustment is any action that 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 compromise the assessment process or the assessment objectives and may involve:

- Changing standard assessment arrangements, for example, allowing students extra time to complete the assessment activity
- Adapting assessment materials
- Providing access facilitators during assessment, for example a sign language interpreter or a reader.

Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the student access to the assessment activity. The use of a reasonable adjustment will not be taken into consideration during the assessment of a student's work.

We are 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.

3: Making Reasonable Adjustments.

We have a responsibility to ensure that the assessment process is robust and fair and allows the student to demonstrate his or her full potential.

Adjustments to assessments should:

- Not invalidate the assessment requirements of the qualification
- Not give students an unfair advantage
- Reflect the student's normal way of working
- Be based on the individual need of the student.

4: Applications for Reasonable Adjustments

Requests for making reasonable adjustments should be made using the Reasonable Adjustments Request Form.

The form should be completed and returned to the admin. office as soon as possible, to allow sufficient time for the reasonable adjustments to be made. The minimum amount of notice required is 15 working days.

Reasonable adjustments can be requested by anyone who has a disability or a difficulty that places them at a substantial disadvantage in the assessment situation and a reasonable adjustment would reduce the effect of this and provide a fair assessment. Examples of reasonable adjustments include (the list is not exhaustive):

- Allowing extra time e.g. assignment extensions
- Using a different assessment location
- Use of coloured overlays, low vision aids
- Use of assistive software
- Assessment material in large format or Braille
- Readers/ scribes
- Assessment material on coloured paper or audio format
- Use of sign language
- Use of ICT/ responses using electronic devices.

5: Recruitment

We will ensure that students have sufficient information and advice on their chosen qualification and that the qualification will meet their needs. We will assess each 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 assessment. Where the initial assessment identifies that the student may not be able to achieve the full qualification, this should be communicated clearly to the student.

6: Special Consideration

Special consideration can be applied after an assessment if there was a reason the student may have been disadvantaged during the assessment. The following is a list of examples which might be eligible for special considerations (the list is not exhaustive):

- Serious illness of the student
- Serious illness of immediate family e.g. a parent or child
- Bereavement of an immediate family member
- Incapacitating illness of the student
- Recent domestic crises
- Accident and injury to the student
- Trauma caused by a recent event or experience.

Students cannot enter a plea for special considerations for assessment solely on the grounds of disability or learning difficulty.

Special consideration should not give the student an unfair advantage. The student's results must reflect his or her achievement in the assessment and not necessarily his or her potential ability.

Special consideration may result in a small post-assessment adjustment to the mark of the student. The size of the adjustment will depend on the circumstances during the assessment and will reflect the difficulty faced by the student but will always be a minor adjustment, as to do more may jeopardise the standard.

Where an assessment requires a competence to be met fully, it may not be possible to apply any special consideration. In some circumstances it may be more appropriate to offer the student an opportunity to retake the assessment at a later date or to extend the registration period so that the student has more time to complete the assessment activity.

7: Applications for Special Consideration

Students who believe that they have been disadvantaged through circumstances beyond their control can request that special consideration is made regarding the outcomes of their assessment.

The student must inform the assessor at the time. We will then complete the Special Consideration Request Form and send it to the Head of Education as soon as possible and no later than seven working days after the assessment.

Applications must be accompanied by supporting evidence e.g. in the case of an illness, a doctor's letter or a statement of events from the Centre. We will confirm receipt of the request within two working days and provide written feedback on the decision to both the Centre and the Learner within seven working days of receipt of the request.

8: Appeals

Appeals against the decision to provide reasonable adjustments can be submitted by following the Academic Appeals Policy.



Email: ianryves@wellbeingfitness.co.uk

Wellbeing Fitness Education Centre, Unit 4 Lucas Bridge Business Park,
Old Greens Norton Road, Towcester, NN12 8AX