

BLESSED JOHN HENRY

Newman RC College

Headteacher: M. McGhee, BSc. NPQH



Dignity & Excellence

Newman RC College

Reasonable Adjustments/ Special Considerations Policy

(Including Disability & Equality)

2020-21



in partnership with



Definition of 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.

Centres 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.

Definition of 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:

- an illness or injury
- 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.

Centres should note that:

- where an assessment requires the learner to demonstrate practical competence or where criteria have to be met fully, or in the case of qualifications that confer a License to Practice, it may not be possible to apply special consideration.
- in some circumstances, for example for on-demand assessments, it may be more appropriate to offer the learner an opportunity to take the assessment at a later date.

Principles of making reasonable adjustments

These 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
- should not give the learners an unfair advantage
- should reflect the learner's normal way of working
- should be based on the individual need of the learner

EQUAL OPPORTUNITIES POLICY

Newman RC College is committed to seeking equality of opportunity for all, irrespective of race, gender, religion, marital status, sexual orientation, age, class or disability.

Newman RC College actively seeks to demonstrate this commitment by adopting policies, codes of practice and action plans to combat discrimination in any form.

Staff and students are required to reflect their commitment to equality of opportunities and anti-discriminatory practices.

Newman RC College will promote equality of opportunity for all students and staff by:

- ☐ Demonstrating opposition to all forms of discrimination in every aspect of its operations
- ☐ Identifying and removing practices and procedures which unfairly discriminate
- ☐ Increasing awareness and positive attitudes at all levels in the centre toward people experiencing discrimination
- ☐ Creating a welcoming atmosphere for all students, staff and visitors
- ☐ Monitoring all operations to ensure no form of discrimination or harassment is taking place
- ☐ Provision will be made for Learners who require reasonable adjustments to be made by providing suitable assessment locations and technical aids where appropriate.

This policy will be reviewed annually and is the overall responsibility of the Centre Manager under the direction of Deputy Headteacher Kerry Phillips.

Signed by Head of Centre:

DATE:

Signed by Chair of Governors:

DATE:

Signed by Examinations Officer:

DATE:

Renewal Date: September 2021

Blessed John Henry Newman RC College

Disability Discrimination Policy - Exams 2020-21

Type of Disability or Disadvantage	Centre Solution
Wheelchair user	The main exam rooms are on the ground floor, but should a candidate need access to upper floors we have a lift. There are also Evac chairs should we need to evacuate a wheelchair user from the upper floors.
Use of crutches for broken leg or other lower limb complaint	The main exam rooms are on the ground floor, but should a candidate need access to upper floors we have a lift. There are also Evac chairs should we need to evacuate a candidate from the upper floors.
Broken arm / collar bone / finger or other such complaint	The Centre will arrange for candidates to have a Scribe, laptop and/or extra time for the exam.
Generally feeling unwell	The Centre may be able to arrange for the candidate to sit the exam in a room on their own (invigilation staff permitting) and candidates will be allowed rest breaks of up to 10 minutes at a time without penalty to the overall exam duration.
Visual disability	All exam rooms in the Centre are well lighted. Candidates are permitted the use of their coloured film overlays as required. Coloured Papers will be provided for those who have an Approved Access Arrangement.
Hearing disability	Candidates may have the use of a live speaker for pre-recorded exam components, or a sign language interpreter. Candidates will be accommodated in a room on their own.
Long term illness or disability	Candidates with long term illnesses or a disability that makes travelling to the Centre difficult may be allowed to sit their exams at home with permission from the individual Exam Boards.
Learning disabilities	Candidates within the Centre are assessed and permitted the use of a Scribe, Reader and/or Extra Time as recommended by the Centre's SENCo.

Signed by Head of Centre:

DATE:

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