

# Reasonable Adjustments & Special Considerations Policy & Procedures

This policy states how Fareport Training Organisation Limited ("Fareport") prevents discrimination in the assessment of skills, as required by relevant legislation, including the Equality Act 2010.

It is Fareport's responsibility to ensure that each individual learner has access to qualifications and assessment, regardless of any disability, as required by the Disability Discrimination Act 1995 and by the regulatory authorities' document 'The statutory regulation of external qualifications in England, Wales and Northern Ireland 2004.'

Therefore, Fareport will apply to the appropriate Awarding Body to make **reasonable adjustments** for **learners** with **disabilities** and **learning difficulties** with regards to **assessment** of skills.

However, **reasonable adjustments must not**, affect the reliability or validity of assessment outcomes nor must they give the learner an unfair assessment advantage over other learners undertaking the same or similar assessments.

## Reasonable Adjustments

Fareport will apply to the appropriate Awarding Body for reasonable adjustments for learners who experience **persistent** and **significant difficulties**. Reasonable Adjustments may be granted in circumstances which address and help to reduce the effect of a disability or difficulty which would substantially disadvantage a learner during an examination or assessment situation.

The Head of Centre (or designated nominee) **must** ensure that any reasonable adjustment implemented by Fareport on behalf of the learner are based on firm evidence of a barrier to assessment and in line with this policy.

This will be judged on a case-by-case basis whether reasonable adjustments are necessary and what reasonable adjustment will be effective. Learners should be fully involved in any decisions about adjustments/adaptations. This ensures individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

Below are **examples** of particular disabilities which may require reasonable adjustments. However, there may be learners who suffer from a particular disability or difficulty that may require other adjustments. **Accordingly, the list of access arrangements is not exhaustive.**

- **Dyslexia** learners who need coloured overlay and uses a word processor as their **normal means** of producing written work within their workplace and requires **25%** extra time.
- Learners who have ADD (**Attention Deficit Disorder**) and has **persistent difficulty** concentrating and poor working memory.
- A learner who has **Asperger's Syndrome** which is formally confirmed by a letter from a consultant paediatrician. The learner has persistent and significant difficulties with their handwriting which is poor but not illegible and requires **25%** extra time.
- A learner who has a **substantial and long-term impairment** such as severe vision impairment. Modified enlarged papers can be ordered and may require 50% extra time in order to effectively access them.

All applications to the Awarding bodies **must** be **accompanied** by **supporting evidence**. The list below is acceptable evidence but is not an exhaustive list:

- Disability statement
- SEN report
- Doctors letter
- Psychological report
- Care plan
- Diagnostic report
- Education Health Care (EHC) plan
- Assessment report

### Identification of learner's needs for Reasonable Adjustments

Once the learner's needs have been identified Fareport will investigate and apply for reasonable adjustments from the appropriate Awarding Body. However, Fareport can only apply for **Reasonable Adjustments** if a learner is open and honest about their needs.

Fareport review all initial assessment/ induction documents:

- Barriers to Learning form (located on OneFile) to identify their previous learning history, home environment, emotions and feelings, social factors and work readiness skills – whilst this is completed at the start of programme, it can also be revisited and updated throughout as we recognise individual situations do change.
- Encourage learners to identify any medical or mental health needs that they currently have via their Enquiry Form – this may lead to a verbal conversation with their trainer at sign-up or induction and will enable Trainers to plan programmes accordingly.
- Review Learner Support Plan/ ILP (OneFile) which identifies any barriers to learning or specific challenges that the learner feels they have. Whilst this is completed at the start of programme, it can be revisited and updated throughout as situations change or start to become an issue.

- Ensuring all learners complete rigorous initial assessments and use the indicators to identify current working level for English (reading and writing) and Maths. Where lower levels are identified, we require the learner to complete diagnostic screening assessments to clearly identify areas that require support.

**Once it has been identified that a learner is having difficulty accessing learning and assessment, the Trainer will need to do the following:**

- The Trainer in conjunction with the learner, decides what adjustment may be required;
- When identifying the adjustment(s) necessary, take into consideration the learner's normal way of working and how previous assessment has been made during teaching, as well as the assessment requirements of the qualification;
- Notify Team Manager(s)/ Curriculum Review Team to ensure the programme and learning are adapted where needed;
- Once the appropriate adjustment has been identified, the Trainer **must document** the request and rationale for audit purposes;
- Any application for Reasonable Adjustment **must be supported**, where appropriate, by **information/evidence**, which is valid, sufficient, reliable and justifies the decision made. A Reasonable Adjustments Form must be submitted by the Trainer to Support Services - Exams.
- Only then can Support Services - Exams apply to the appropriate Awarding Body for Reasonable Adjustments on behalf of the learner, using the evidence supplied by the Trainer / Learner.

### **Special Consideration**

Special Consideration can be applied **before** or **after** an assessment. Special Consideration can be applied for if there is a reason why the learner may have been disadvantaged during the assessment.

Special Consideration is consideration to be given to a Learner who has temporarily experienced either of the following:

- (a) an illness or injury, or
- (b) some other event outside of the Learner's control, which has had, or is reasonably 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 candidate an unfair advantage**, neither should its use cause the user of the certificate to be misled regarding a candidate's achievements. The candidate's result must reflect his / her achievement in the assessment and not necessarily his / her potential ability.

### Eligibility Criteria

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

- performance in an assessment is affected by circumstances beyond the control of the candidate e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment;
- alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate;
- part of an assessment has been missed due to circumstances beyond the control of the candidate;
- there is a sufficient difference between the part of the assessment to which special consideration is applied and other parts of the qualification that have been achieved to infer that the candidate could have performed more successfully in the assessment.

**A candidate will not be eligible for special consideration if:**

- no evidence is supplied by Fareport that the candidate has been affected at the time of the assessment by a particular condition;
- any part of the assessment is missed due to the Learner's personal arrangements including holidays or unauthorised absence;
- preparation for a component is affected by difficulties during the course, eg: disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

### Applications for Special Considerations **before** an Assessment

All applications to Awarding Bodies for Special Considerations **before** the assessment **must be submitted at least five working days** prior to the assessment taking place.

### Special Considerations **after** an Assessment

All applications to Awarding Bodies for Special Consideration should be received by the Awarding Bodies **as soon as possible after the assessment and no later than 5 working days** after the assessment.

However, for **Functional Skills exams** which are required to be **submitted** to the Awarding Body **within 24 hours** of the exam taking place.

Requests for special consideration may only be accepted **after the results** of the examination have been released in the following circumstances:

- application has been overlooked by Fareport, and the oversight is confirmed by the Head of Centre;
- medical evidence comes to light about a candidate's condition, which demonstrates that the candidate must have been affected by the condition at the time of the examination, even though the problem revealed itself only after the assessment;
- for on-screen assessments where results are immediately available.

If the Special Consideration is successful, it may lead to a small post-assessment adjustment to the learner's results, but not necessarily so. The size of the adjustment will depend on the circumstance and reflect the difficulty faced by the learner.

### **Submitting a Special Consideration Application for Reasonable Adjustments**

Fareport currently work with the following Awarding Bodies, who have their own procedures for applying for Reasonable Adjustments. The links below take you to the appropriate page for the Reasonable Adjustments procedures for each Awarding Body.

Should your application for Reasonable Adjustment or Special Consideration be denied by an Awarding Body, your Trainer will direct you to their relevant Appeals Policy and Procedure.

<b>Skills First</b>
<a href="https://www.skillsfirst.co.uk/index.php?page=policies&amp;url=appeals&amp;id=1580&amp;type=Article">https://www.skillsfirst.co.uk/index.php?page=policies&amp;url=appeals&amp;id=1580&amp;type=Article</a>
<b>BIIAB</b>
<a href="https://skillsandeducationgroupawards.co.uk/wp-content/uploads/2017/12/SEG-Awards-Access-to-Assessment-Policy-21-22.pdf">https://skillsandeducationgroupawards.co.uk/wp-content/uploads/2017/12/SEG-Awards-Access-to-Assessment-Policy-21-22.pdf</a>
<b>City &amp; Guilds – Drop down to Access Arrangements</b>
<a href="https://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library">https://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library</a>
<b>ILM</b>
<a href="https://www.i-l-m.com/trainers-and-centres/customer-handbook/policies">https://www.i-l-m.com/trainers-and-centres/customer-handbook/policies</a>
<b>Highfield</b>
<a href="https://www.highfieldqualifications.com/downloads">https://www.highfieldqualifications.com/downloads</a>
<b>DSW</b>
<a href="https://www.dswconsulting.co.uk/our-policies">https://www.dswconsulting.co.uk/our-policies</a>
<b>VTCT</b>
<a href="https://www.vtct.org.uk/our-policies-and-procedures/">https://www.vtct.org.uk/our-policies-and-procedures/</a>
<b>CIPD</b>
<a href="https://www.cipd.org/globalassets/media/marketing/learning/apprenticeships/end-point-assessment-resources/cipd_epa_reasonable_adjustments_policy_v2.0.pdf">https://www.cipd.org/globalassets/media/marketing/learning/apprenticeships/end-point-assessment-resources/cipd_epa_reasonable_adjustments_policy_v2.0.pdf</a>
<b>CMI</b>
<a href="https://www.managers.org.uk/wp-content/uploads/2020/03/Appeals-Policy-and-Procedure_20210114-16-25-41.pdf">https://www.managers.org.uk/wp-content/uploads/2020/03/Appeals-Policy-and-Procedure_20210114-16-25-41.pdf</a>

**JCQ (Joint Council for Qualification)**, offer further advice and guidance for applying for Reasonable Adjustment, using the link below:

<http://www.icq.org.uk/exams-office/access-arrangements-and-special-consideration/forms>

**Information:**

Head of Centre Name	Title	Contact Email
Theresa Maple	Director of Operations	<a href="mailto:Theresa.maple@fareport.co.uk">Theresa.maple@fareport.co.uk</a>

**Signed**



**N Cahill Chief Executive**

Reviewed annually

Reviewed – March 25