

Peacehaven Community School

Reasonable Adjustments and Special Considerations Exams Policy

Head of Centre	Rachel Henocq
Date	September 2023
Date for Review	September 2024
Responsibility for Review	Head of Centre

Reasonable Adjustments

Peacehaven Community School (PCS) is committed to ensuring that reasonable steps are taken to avoid substantial disadvantage where a provision, criterion or practice puts candidates with a disability or difficulty at a substantial disadvantage in an assessment situation. In such cases, PCS will take a flexible and individual approach with each candidate and will take any steps that are 'reasonable in all the circumstances' to prevent that disadvantage occurring.

The duty to make reasonable adjustments is in the Equality Act 2010. Reasonable adjustments are changes you need to implement 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. In some cases, the support a learner may receive under the special educational needs framework may mean that they do not suffer a substantial disadvantage, and so there is no need for additional reasonable adjustments to be made for them. In other cases, learners may require reasonable adjustments in addition to the special educational provision they are already receiving. PCS considers that it is good practice to work with learners and their parents in determining what reasonable adjustments can be made.

Our centre considers a number of factors when considering whether or not the disadvantage is substantial, such as:

- The time and effort that might need to be expended by a disabled student;
- The inconvenience, indignity or discomfort a disabled student might suffer;
- The loss of opportunity, or the diminished progress a disabled student might make in comparison with his or her peers who are not disabled.

Reasonable adjustments are set in place for the learner in order to give them access to the programme. They are approved and arranged before an assessment takes place and the use of the agreed adjustments are not taken into consideration during the assessment of the learner's work. Reasonable adjustments will not affect the integrity of what needs to be assessed – they may involve:

- Providing and allowing different coloured overlays, which learners can use to view assessment papers;
- Adapting assessment materials, such as providing materials in Braille;
- Providing assistance during assessment, such as a sign language interpreter or a reader;
- Using assistive technology, such as screen reading or voice activated software;
- Changing usual assessment arrangements, for example allowing a learner extra time to complete an assessment.

The factors to consider when making an adjustment are:

- How effective the adjustment would be in overcoming the disadvantage;
- How practicable it is to make the adjustment;
- Health and safety requirements;
- The financial and other costs incurred and the extent of any disruption to activities;
- The availability of financial and/or other assistance in making the adjustment.

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.

PCS understands that it is not expected to anticipate the needs of every prospective student, but acknowledges that it is required to think about and take reasonable and proportionate steps to overcome barriers that may impede students with different kinds of disabilities. PCS will not wait until an individual disabled student approaches the school authorities before considering how to meet the duty. The school will plan ahead for the reasonable adjustments that may need to be made, regardless of whether the school currently has any disabled students on roll. By anticipating the need for an adjustment, the school sets out to be well placed to help disabled students who come to the school.

Special Considerations

A special consideration is applied to a candidate following a period of assessment in which they were prepared for and present at, but who may have been disadvantaged by temporary illness, injury or adverse circumstances which were beyond the control of the candidate, that have arisen at or near to the time of assessment. Special consideration cannot give the candidate an unfair advantage.

Applications with full supporting evidence are made to the relevant awarding bodies by our centre. The following examples are not exhaustive but give an example of the circumstances that will be considered:

- Temporary illness or accident/injury at the time of the assessment
- Bereavement at the time of the assessment
- Recent traumatic experience
- Flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack at the time of the assessment
- Recent domestic crisis
- Recent physical assault trauma

If successful, special consideration may result in a small post-assessment adjustment to the mark of the candidate. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner.

Where assessment is on-demand and marked by a computer, the candidate will be offered an opportunity to take the assessment at a later date.

The Examinations Officer is responsible for maintaining this policy. The Head of Centre is responsible for ensuring this policy is reviewed annually.

This policy has been reviewed and authorised by:

A handwritten signature in black ink, appearing to read 'R Henocq'. The signature is written in a cursive style with a large initial 'R'.

Rachel Henocq
Headteacher / Head of Centre