

BTEC Reasonable Adjustment and Special Consideration Policy

Principles

At Enfield Grammar School we recognise disabilities are of a diverse nature and we do not tolerate discrimination on the basis of disability. We comply with the Disability Discrimination Act 1995 and the amendments to the Act. This policy embraces the requirements of the Disability Discrimination Act to allow fair access to curriculum courses or qualifications.

We aim to facilitate open access for pupils who are eligible for some reasonable adjustment and/or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured. This will be achieved in two ways:

1. By reasonable adjustment; this is agreed pre-assessment and is any action that helps to reduce the effect of a disability or difficulty, which places the pupil at a substantial disadvantage in the assessment situation. Reasonable adjustments will not affect the reliability or validity of assessment outcomes or give the pupil an assessment advantage over other pupils undertaking the same or similar assessments.
2. Through special consideration; this is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the time of assessment. Any special consideration granted cannot remove the difficulty the pupil faced at the time of assessment and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised.

Nothing in this policy should prejudice the information given in the schools examination policy or the SEN Policy.

Aims

1. To explain how Enfield Grammar School will manage requests for reasonable adjustment and/or requests for special consideration.
2. To identify the roles and responsibilities of staff connected to the assessment process, examinations or pupil support.
3. To establish protocols for dealing with lost or damaged work.

Practice

Reasonable Adjustment

1. A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the pupil at a substantial disadvantage in the assessment situation.

Reasonable adjustments must not affect the validity or reliability of assessment outcomes, but may involve the following:-

- Changing usual assessment arrangements
- Adapting assessment materials
- Providing assistance during assessment
- Re-organising the assessment physical environment
- Changing or adapting the assessment method
- Using assistive technology.

2. Reasonable adjustments must be approved (internally or externally) with the relevant examination board and set in place prior to assessment commencing. It is an arrangement to give a pupil access to a qualification.

3. The work produced following a reasonable adjustment must be assessed in the same way as the work from other pupils.

4. It is important to note that not all adjustments described will be reasonable, permissible or practical in particular situations. The pupil may not need, nor be allowed the same adjustment for all assessments.

5. Reasonable adjustments could consist of any of the following:-

- Allowing extra time, e.g. assignment extensions
- Using a different assessment location
- Use of coloured overlays, low vision aids, CCTV
- Use of assistive software
- Assessment material in large format or Braille
- Readers/scribes
- Practical assistants/transcribers/promoters
- Assessment material on coloured paper or in audio format
- Language-modified assessment material
- British Sign Language (BSL)
- Use of ICT/responses using electronic devices

6. Assessors should ensure that pupils are recruited onto courses with integrity to ensure that pupils have the correct information and advice on their selected qualifications and that the qualifications will meet their needs.

7. The recruitment process should include the assessor looking at each potential pupil and making justifiable and professional judgments about the pupil'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 pupil to facilitate access to the assessment.

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

8. All pupils should be made aware of the range of options available to them, including any reasonable adjustments that may be necessary, to enable them to demonstrate attainment across all of the required assessment strands; and any restrictions on progression routes to the pupil as a result of not achieving certain outcomes.

9. Reasonable adjustments are approved before an assessment and are intended to allow attainment to be demonstrated. A pupil does not have to be disabled (as defined by the DDA) to qualify for reasonable adjustment; nor will every pupil who is disabled be entitled to reasonable adjustment. Allowing reasonable adjustment is dependent upon how it will facilitate access for the pupil.

10. All reasonable adjustments will be transparent and unbiased, recorded on relevant examination board documentation and will be kept on record in compliance with regulations in school.

11. It will be the responsibility of the Examinations Officer to ensure that any access arrangements implemented by the centre on behalf of a pupil, is based on firm evidence that there is a barrier to assessment.

12. It should be noted that a Statement of Special Educational Needs (SEN) does not automatically qualify the pupil for reasonable adjustment to assessment, as the SEN statement may not contain a recent evaluation of the need of that pupil; and the reasonable adjustment may compromise the assessment.

Special Considerations

1. A special consideration is consideration given following a period of assessment for a pupil who was prepared for and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near to the time of assessment.

2. A special consideration cannot give the pupil an unfair advantage but it can be regarded as when a performance in an assessment is affected by circumstances beyond the control of the pupil, e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment or alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate or part of an assessment has been missed due to circumstances beyond the control of the pupil.

3. The following examples are not designed to be an exhaustive list but to give an example of the weight of circumstances that will be considered:-

- Terminal illness of the pupil/parent/carer
- Recent bereavement of a member of the immediate family
- Serious and disruptive domestic crisis leading to acute anxiety about the family
- Incapacitating illness of the pupil
- 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 asthmatic attack
- Recent domestic crisis
- Recent physical assault trauma
- Broken limb on the mend.

4. All applications for special consideration will only be made on a case-by-case basis and therefore separate applications will be made for any pupil. The only exception to this is where a group of pupils have been affected by a similar circumstance such as a fire alarm during an assessment; in this case a group application will be made with a list of affected pupils attached to the application.

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