

Ysgol Gyfun Gymraeg Glantaf



Reasonable Adjustments and Special Consideration Policy

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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.

Definitions

Reasonable adjustments are made to ensure that students who have additional needs 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.

Reasonable Adjustment

A reasonable adjustment is any action that helps to reduce the effect of a disability or additional learning need 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 and must be the normal way of working. The use of a reasonable adjustment will not be taken into consideration during the assessment of a student's work. Awarding Bodies and 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.

Making Reasonable Adjustments

Ysgol Gyfun Gymraeg Glantaf has 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.

Applications for Reasonable Adjustments

Reasonable Adjustments are applied after requests are made by teaching staff and relevant evidence is collected by Mrs C Arnopp the ALENCO. Assessments are then conducted based on the evidence and feedback given by the teaching staff. Steps are then put in place to ensure that the adjustments that are made are the normal way of working for all students. 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.

Further information about Reasonable Adjustments can be found in the JCQ document

[AA regs 22-23 FINAL \(1\).pdf](#)

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.
- Disturbance during the exam

Students cannot enter a plea for special consideration for assessments, solely on the grounds of disability or additional learning need. 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 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. More details regarding the percentage adjustment can be found in the JCQ document [Guide to spec con process June22 FINAL.pdf \(jcq.org.uk\)](#)

Applications for Special Consideration are usually processed through the Awarding Bodies' website or by submitting JCQ Form 10 [Microsoft Word - Form 10 Application for special consideration.doc \(jcq.org.uk\)](#)

The Awarding Body then process the request and make a decision accordingly. Occasionally, evidence needs to be submitted to the Awarding Body to support the request.

Requests by pupils can be made for Special Consideration but in every circumstance, evidence must be provided before an application is processed. This could include letters from Doctors, evidence from the Head of Year or Safeguarding Lead. The application needs to be made in a timely manner following the assessment, usually within two weeks. Due to circumstances out of the pupils' control it is occasionally necessary to process a retrospective request for Special Consideration (after the results have been issued) but this is an unusual request and each circumstance should be judged individually.