

# Reasonable Adjustment & Special Consideration Policy

2025 – 2026

<b>Centre Name</b>	Saracens Foundation
<b>Approved/Reviewed by</b>	Benjamin Lawrence
<b>Last Review Date</b>	01/07/2025
<b>Date of Next Review</b>	01/07/2026

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## Definitions

### Access Arrangements

**Access arrangements are agreed before an assessment.** They allow learners with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual learner without affecting the integrity of the assessment. Access arrangements are the principal way in which Awarding Organisations comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments’.

### Reasonable Adjustments

The Equality Act 2010 requires an Awarding Organisation/centre to make reasonable adjustments where a learner would be at a substantial disadvantage in comparison to another learner. The Awarding Organisation/centre is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired learner who could read Braille.

A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled learner;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the learner and other learners.

An adjustment will not be approved if it:

- involves unreasonable costs to the Awarding Organisation/centre;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not ‘reasonable’.

## Special Considerations

Special consideration is a process which may result in an adjustment to the results of learners who have not been able to demonstrate attainment because of temporary illness, indisposition or an unforeseen incident at the time of the assessment.

## **Purpose of the Policy**

The purpose of this policy is to outline the responsibilities of Saracens Foundation to have a written record which clearly shows the centre is implementing an access arrangements process and is applying actions that help to reduce the effect of a disability or difficulty.

This policy is maintained and held by the Head of Centre - Richard Symonds alongside the individual files/e-folders of each learner. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations. All records must comply with GDPR regulations.

The policy is annually reviewed to ensure that processes are carried out in accordance with current policy and regulation.

## **General Principles**

A reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a learner preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for the learner.

The Head of Centre must ensure that the proposed access arrangement does not disadvantage or advantage the learner.

Reasonable adjustments must always be approved **before** an assessment. The arrangement(s) put in place must reflect the support given to the learner in the centre.

Special consideration cannot give a learner an unfair advantage, nor must its use cause the user of a certificate to be misled regarding a learner's achievement. The learner's results must reflect real achievement in assessment and not potential ability. To this end, special considerations can only be a small post-assessment adjustment to the outcome.

## **The Assessment Process**

Assessments will be carried out by a suitable staff member who has been nominated by the Head of Centre.

Learners may be referred to centre with existing records of any disabilities or learning difficulties. Learners may also disclose information about any disabilities or learning difficulties once they have begun working with Assessors. Assessors may also identify a learning need once a learner is working on a programme.

Assessors may use an assessment tool to determine the level a learner is working at.

Learners may request specific access arrangements that they have had before as their normal way of working or Assessors may apply access arrangements as required to enable the learner to fully access the qualification.

Many reasonable adjustments that are frequently made are minor adjustments and do not require additional cost or time to prepare, e.g. the use of different coloured paper for written work, using a word processor or reading aloud.

The centre will put arrangements in place to enable a learner, in extenuating circumstances, to complete the assessment and then achieve the unit/ qualification. Only when this is unsuccessful will an application for special consideration be made to the Awarding Organisation.

## **Processing Access Arrangements**

### **Reasonable Adjustments**

Reasonable adjustments are made for learners as part of everyday common practice to ensure access to the programme. All reasonable adjustments that are made for learners will be recorded by the centre and the relevant Awarding Organisation's processes will be followed.

### **Special Consideration**

A learner 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 learner, e.g. recent personal illness, accident, bereavement, or serious disturbance during the assessment

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- 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 learner

An application for special consideration will be made in accordance with the relevant Awarding Organisation's policy.

Name: Benjamin Lawrence

Signature: 

Date: 01/07/2025

Role: Head of Operations – Saracens Foundation

I \_\_\_\_\_ can confirm that I have read and understood the policy and will adhere to the necessary reporting requirements of this policy in light of any incidents that I am aware of.

Name \_\_\_\_\_

Date \_\_\_\_\_

Signature \_\_\_\_\_