



Reasonable Adjustments in Assessment Policy

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Introduction

This policy sets out how the school makes reasonable adjustments for disabled students in relation to teaching, learning and assessment. It is intended to be used by staff in assessing the need for and implementing reasonable adjustments and applies to all students. It is also intended for students to inform them about the reasonable adjustments available.

Legal context

The Equality Act 2010 requires all schools and education providers to make reasonable adjustments for disabled students.

A student is disabled if they have an impairment which is 'substantial' and 'long-term':

- 'Substantial' means the impairment impacts the person's ability to carry out day-to-day activities.
- 'Long-term' generally means the impairment has lasted or is likely to last 12 months or more, with some exceptions (for example, a person is considered disabled from the day they are diagnosed with HIV infection, cancer or multiple sclerosis).
- There is no need for a person to establish a medically diagnosed cause for their impairment. The school should consider the impact of a disability rather than the cause.

Reasonable adjustments aim to ensure that disabled students can reach their full potential and that they are not disadvantaged in comparison with non-disabled students. The school's duty is anticipatory, meaning that the school is required to consider and take action to remove barriers that impact disabled students generally, as well as putting individual reasonable adjustments in place where needed.

The duty applies to

- provisions, criteria or practices (for example, policies, processes, and methods of teaching and assessment).
- Physical features (for example, access to buildings, design of teaching and learning environments)
- Providing auxiliary aids or services (for example, equipment, technology or support from a person).

Inclusive environment

The school seeks to create an inclusive learning environment for all of our students, with teaching, learning and assessment designed in ways that embed inclusivity from the start. This approach aims to ensure that alternative methods of assessment, alternative formats and other inclusive arrangements are planned from the start. This approach should reduce the need for individual reasonable adjustments.

The School's assessment and feedback strategy sets out the framework around this in taught programmes. Schools have responsibility for implementing the inclusive approach set out in the strategy.

Although the School aims to make teaching, learning and assessment inclusive by design, in some cases reasonable adjustments may be needed to ensure that disabled students are not disadvantaged.

Information about disclosure of a disability may be shared between teams within the school to enable reasonable adjustments to be put in place, in accordance with the confidentiality statement.

Where students are struggling or failing to engage, support processes include consideration of whether a student may have a disability or need reasonable adjustments to be made.

The School has a duty to put reasonable adjustments in place no matter how a disability is disclosed. The School's duty to make reasonable adjustments applies in any case when there is knowledge of a student's disability and is not dependent on a full assessment by Disability Services taking place.

Implementing reasonable adjustments

Where the support required is complex, new or unusual, the leader will also be consulted. The study support plan will state what support the student requires, including adjustments to assessment where appropriate.

Where alternative exam arrangements are required, students should wherever possible request this before the stipulated deadline to give sufficient time for the adjustments to be put in place. Requests for adjustments to exams made after the deadline cannot be guaranteed and will depend on what is reasonable and practicable to arrange within the time available.

Reasonable adjustments may vary depending upon the form of teaching, learning or assessment. These are determined on an individual basis but typical adjustments may include:

Teaching and learning

- Provision of materials no later than 48 hours prior to the teaching session.
- Permission to use a recording device
- Leave board notes up after the lecture ends (so it can be captured)
- Provision of materials in alternative formats.
- Prioritised reading lists.
- Awareness of occasional absence due to medical appointments or unpredictable relapses/flare ups
- Changes to field trips and work placements
- Provision of accessible or low distraction study spaces.

Assessment

- Up to 25% extra working time (where time is not a competence standard).
- Up to 15 mins per hour stop the clock rest breaks (non-working time).
- Use of a computer (with spell-check enabled).
- Use of coloured overlays (or to wear glasses with coloured/tinted lenses)
- Use of earplugs or ear defenders (not headphones)
- Provision of exam materials in alternative formats.
- Adjustments to the conditions in a venue.
- Adjustments to the format of presentations.
- Alternative methods of assessment.

Aids and services

- Support workers such as study assistants, readers, scribes and sign language interpreters.
- Changes to buildings and teaching venues.
- Use of assistive technology.

Under the Equality Act, the School does not have to make reasonable adjustments in relation to competence standards. A competence standard is a particular level of competence or ability that a student must demonstrate to be accepted on to, progress within and successfully complete a course or programme of study. However, adjustments will be made wherever possible to how the attainment of a competence standard is assessed. A specific method of assessment will rarely, if ever, amount to a competence standard.