

REASONABLE ADJUSTMENT AND SPECIAL CONSIDERATION POLICY

September 2025

Policy Review

This policy will be reviewed in full by the Directors on an annual basis unless circumstances require policy update in the interim.

The policy was last reviewed and agreed by the Directors on 01.09.2025.

It is due for review on 01.09.2026 (up to 12 months from the above date).

Signature (CEO):



Date: 01.09.2025

Signature (COO):



Date: 01.09.2025

Version Control

Version	Date	Changes
V1	01.11.2024	Original document
V1	01.09.2025	Layout update

1. Introduction

- 1.1. This policy details how Reasonable Adjustments and Special Considerations can be applied to enable students to access assessments appropriately.
- 1.2. Edit Education have a duty to ensure individual students have access to qualifications and assessments that are most appropriate for their individual needs. The equality legislation details, the positive steps to take, to ensure that all students can fully participate in the education process.
- 1.3. This policy will allow the Edit Education to support compliance with Awarding Organisation requirements.

2. Who is this policy for?

- 2.1. The intended audience for this policy is:
 - a) Students registered at the Centre (Edit Education).
 - b) Tutors, Assessors and IQAs and other delivery staff at Edit Education.
 - c) The registered Awarding Organisation for the product being delivered.

3. Policy

- 3.1. A Reasonable Adjustment is an action taken to ensure equal access to an assessment.
- 3.2. Under the Equality Act 2010, education and training providers have a duty to make Reasonable Adjustments for students who have a disability or difficulty so that they are not at a substantial disadvantage in accessing an assessment.
- 3.3. Examples of a Reasonable Adjustment are, but are not limited to:
 - a) Amending usual assessment arrangements, for example allowing a student extra time to complete the assessment.
 - b) Adapting the format of assessment materials, such as providing materials in Braille.
 - c) Providing assistance during assessment, such as a sign language interpreter or a reader.
 - d) Re-organising the assessment room, such as providing a student with a separate room for an assessment away from other students.
 - e) Using assistive technology, such as screen-reading or voice activated software.
- 3.4. Edit Education will consider all reasonable adjustments requests via a formal, standardised process. This process will involve the student (and parent /

guardian where appropriate), their teacher and the Centres Internal Quality Assurer (IQA).

3.5. A range of evidence should be considered including any medical reports. This process must be recorded, and the record retained. This could include:

- a) Evidence of assessment of the student's needs made within the Centre by an appropriate and specialised individual with responsibility in this area, such as learning support staff, teaching staff, Tutor/Trainers, Assessors and other specialist staff.
- b) Information from previous centres attended by the student.
- c) Information about the support received by the student during the learning or training programme and during formative assessments.
- d) Written evidence produced by independent, authoritative, specialists. This could take the form of medical, psychological or professional reports or assessments.

3.6. Awarding Organisations have their own requirements in relation to applications and the Centre will adhere to those requirements.

3.7. Where a form is required to be completed this will be done by the IQA who will forward it to the relevant awarding organisation and Edit Education will retain a copy of that document for audit purpose.

3.8. The following principles will be followed when reviewing whether a Reasonable Adjustment is required and is appropriate for a student regarding their completion of an assessment.

- a) Be based on the individual needs of the student.
- b) Reflect the student's usual way of working.
- c) Enable the student to produce evidence of equal vigour to meet the specified assessment criteria, regardless of process or method used.
- d) Not give the student an unfair advantage or disadvantage in comparison to other students.
- e) Not cause, or create the potential of, an instance of student or Centre malpractice or maladministration.
- f) Not be prohibited by, or does not invalidate, the qualification assessment requirements.
- g) Allow the evidence generated by the student to be successfully internally quality assured by the IQA and externally quality assured.

3.9. The tutor and IQA will ensure that any adjustment to assessment must not provide an unfair advantage or disadvantage to the student. The achievement of the assessment for a student who had an adjustment to assessment must have the same credibility as that of any other student.

3.10. The following process will be followed when making decisions about reasonable adjustments:

- a) Identify the adjustment – The tutor, IQA or a staff member qualified in assessing special educational needs, should identify the required adjustment for the student. The adjustment must meet the principles outlined in this policy.
- b) Gather evidence – Ensure that there is valid and sufficient evidence to support the adjustment. Agree adjustment – The adjustment must be agreed both with the student and with the Internal Quality Assurer, prior to it being requested or implemented.
- c) Complete the AO request form – one for each student.
- d) Check the AOs permissions table and Policy to determine whether the Reasonable Adjustment requires AO approval prior to its implementation, or whether it can be applied at the discretion of the Centre.

3.11. Edit Education will comply with the published timescales of the AO.

Special Consideration

3.12. A Special Consideration is an adjustment to allow attainment to be demonstrated by a student who has been disadvantaged by temporary illness, injury, indisposition or adverse circumstances.

3.13. A Special Consideration may be applicable if:

- a) Performance in the assessment is, or would be, affected by circumstances beyond the control of the student. For example, a recent illness, accident, bereavement or serious disturbance during the assessment.
- b) Alternative assessment arrangements that were agreed in advance of the assessment proved to be inappropriate or inadequate.
- c) Part of an assessment has been missed due to circumstances beyond control of the student. There is a sufficient difference between the part of the assessment to which Special Consideration is applied and other parts of the qualification that have been achieved to infer that the student could have performed more successfully in the assessment.

3.14. The application to the AO will be in line with the AO policy and procedure and the IQA will be responsible for making the application.