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Special Consideration Access Arrangements / Reasonable Adjustments

As an inclusive further education college, Bodens College of Performing Arts supports learners with a diverse range of disabilities in order for them to have an equal opportunity to succeed. Bodens College of Performing Arts complies with the Disability Discrimination Act 1995, The Children's and Families Act 2014, and the amendments to the Act, and will not tolerate discrimination based on disability. We adhere to the principles of the Disability Discrimination Act to allow fair access for our learners, to curriculum courses or qualifications.

We aim to facilitate open access for learners who are eligible for special consideration in assessments: Access Arrangements / Reasonable Adjustments, without compromising the assessment of the skills, knowledge, understanding or competence being measured. This will be achieved in three ways.

Firstly, 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 can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised.

Secondly, by reasonable adjustment; this is agreed at the pre-assessment planning stage and is any action that helps to reduce the effect of a disability or difficulty, which places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments will not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments.

Thirdly, Access arrangements are agreed before an assessment. They allow candidates 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 candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'.

Special Considerations and access arrangements

A special consideration is consideration given following an assessment for a learner 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. A special consideration cannot give the learner an unfair advantage but should be granted when their performance in an assessment is affected by circumstances



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beyond their control, e.g. recent personal illness, accident, bereavement or serious disturbance during the assessment. In order to apply for special consideration, evidence must be supplied by a learner and then by Bodens College of Performing Arts as a centre, to the awarding body, accompanied by the relevant paperwork.

All applications for special consideration will only be made on a case-by-case basis and therefore separate applications will be made for each learner. The only exception to this is where a group of learners 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 learners attached to the application and a statement from the invigilator.

Reasonable Adjustments and access arrangements

Reasonable adjustments may involve the following:

- Access arrangements: Changing usual assessment arrangements including time allowance
- Adapting assessment materials – providing assessment material in large format, Braille,
- supplying coloured overlays, assessment material on coloured paper or in audio format
- Providing assistance during assessment or in class - readers/scribes, practical assistants/transcribers or Prompters, one-to-one support
- Re-organising the physical environment in which the assessment takes place or providing accessible rooms and venues, such as having quiet spaces or an alternative assessment location -if possible
- Changing or adapting the assessment method
- Using assistive technology

Reasonable adjustments must be approved with the relevant awarding body and set in place prior to the assessment commencing. BCE takes the JCQ guidelines into consideration: https://www.jcq.org.uk/wp-content/uploads/2023/05/AA_regs_22-23_May23_revision_FINAL.pdf

The work submitted following a reasonable adjustment will be assessed in the same way as the work from other learners. Not all adjustments granted for specific examinations will be reasonable, permissible or practical in particular situations. The learner may not need, or be allowed the same adjustment for all assessments.

Bodens College of Performing Arts will endeavour to put in place any reasonable adjustments that may be necessary to enable learners to achieve and will make clear any restrictions on progression routes that may occur as a result of not achieving certain outcomes. Not every learner who is disabled or has a specific learning difficulty will be entitled to reasonable adjustment, as allowing reasonable adjustment is dependent upon how it will facilitate access for that learner. All reasonable adjustments will be transparent



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and unbiased, recorded on relevant documentation and will kept on record in compliance with JCQ regulations. It is the responsibility of the Examinations Officer to ensure that any access arrangements implemented by the centre on behalf of a learner, are based on firm evidence that there is a barrier to assessment at the time of examination.

The recruitment process includes the lead tutors and SEN manager, assessing each potential learner and making justifiable and professional judgments about the learner’s potential to successfully complete the course and achieve the qualification. Such assessment will identify, where appropriate, the support that will be made available to the learner to facilitate access to the assessment. Where the recruitment process identifies that the learner may not be able to achieve all parts of assessment for the selected qualification, this will be communicated clearly to the learner. The learner may still decide to proceed with studying a particular qualification and not be entered for all or part of the assessment.

What is not ‘reasonable’

There is no set definition of what is ‘reasonable’ in the Equality Act. It depends on:

- what you need and the difference it will make
- cost
- practicality and effectiveness
- disruption and health and safety

In considering SEN learners:

- If it would be unsuitable for the age, ability, aptitude or SEN of the young person, or
- If the attendance of the young person would be incompatible with the efficient education of others or use of resources.

Bodens College of Performing Arts will consider all disabled student’s requests for Special Consideration / Access Arrangements / Reasonable Adjustments.

This policy is subject to review on an annual basis.

Last updated	Next review	Persons responsible
September 2023	September 2024	KM