Empowering Futures

# Reasonable Adjustments and Special Considerations Policy and Procedure

## Purpose:

The purpose of this policy is to ensure that all learners at Empowering Futures are provided with equitable access to learning and assessment through the provision of reasonable adjustments and special considerations. This policy outlines the conditions under which these provisions are made and ensures that support is delivered fairly, consistently, and in accordance with awarding organisation regulations and the Equality Act 2010.

## Scope:

This policy applies to all learners enrolled on any programme delivered by Empowering Futures, including accredited qualifications and non-regulated courses. It applies across all provision types including alternative provision, adult education, vocational training, and teacher development programmes.

## Policy Statement:

Empowering Futures is committed to promoting inclusive learning and ensuring that all learners can access education and demonstrate their abilities without disadvantage. We recognise our legal and moral obligation to make reasonable adjustments for learners with long-term conditions or disabilities and to consider special circumstances that may temporarily impact a learner’s performance.

## Definitions:

Reasonable Adjustments: Changes to assessment arrangements or learning delivery to reduce the effect of a disability or difficulty that places the learner at a disadvantage. Examples include:
- Extra time or rest breaks during assessments.
- Modified assessment materials (e.g., large print, coloured paper).
- Use of assistive technology or a reader/scribe.
- Alternative methods of evidence collection.

Special Considerations: Post-assessment allowances for learners who experience temporary illness, trauma, or other unexpected circumstances at the time of assessment. Examples include:
- Bereavement of a close family member.
- Medical emergency during the assessment.
- Serious disruption or injury.

## Principles:

- Support should not give an unfair advantage or compromise the integrity of the qualification.
- Reasonable adjustments must be tailored to individual needs and supported by appropriate evidence.
- Special considerations must be applied in a timely and sensitive manner with clear documentation.
- All actions must comply with awarding organisation guidelines and be recorded.

## Procedures:

1. 1. Identification of Needs and Eligibility:

- Learners are encouraged to disclose any disabilities or learning difficulties at enrolment or as soon as they arise.
- Tutors and support staff carry out an initial needs assessment.
- Supporting documentation (e.g. EHCP, medical report, psychological assessment) is gathered where applicable.
- A Learner Support Plan is created and shared with delivery and assessment staff.

1. 2. Application for Reasonable Adjustments:

- The assessor, tutor, or learner submits a Reasonable Adjustments Request Form to the Quality Lead.
- The request is reviewed and approved in line with awarding body criteria.
- Adjustments are implemented and reviewed regularly to ensure effectiveness.
- Evidence of all adjustments is retained in the learner’s file.

1. 3. Application for Special Considerations:

- The learner or their representative must notify the Centre Manager or Quality Lead within 5 working days of the incident.
- Supporting evidence (e.g., GP note, police report, statement) must be provided where possible.
- The Quality Lead reviews the application and submits it to the awarding body if applicable.
- Outcomes are communicated to the learner in writing within 10 working days.

1. 4. Assessment Adaptation:

- Where adjustments are required, the assessment method may be adapted (e.g., audio recording instead of written submission).
- Tutors and assessors ensure that changes maintain the validity and reliability of the assessment.
- Invigilators are informed of permitted adjustments in controlled assessments.

## Monitoring and Review:

- The Quality Team monitors the use and effectiveness of adjustments and special considerations.
- Feedback is gathered from learners and staff to improve the process.
- The policy is reviewed annually or following changes to awarding body requirements or legislation.

## Roles and Responsibilities:

- Learners: Disclose needs and submit evidence in a timely manner.
- Tutors/Assessors: Identify support needs, make referrals, and support applications.
- Quality Lead: Approve requests, liaise with awarding bodies, and maintain records.
- Centre Manager: Ensure compliance and adequate resource allocation.

## Approval and Review:

Date of Implementation: April 2025
Next Review Date: March 2026
Approved by: Rhean White - Director