

LEARNER REASONABLE ADJUSTMENTS & SPECIAL CONSIDERATIONS POLICY



Policy Review					
Author/Owner	Position	Approved by:	Approval Date	Review Cycle Review Date	Published on Website Y/N
Sophia Dickson	SENDCo		SLT: 09.09.25	June Every 2 years	Yes

Document Control – Revision History (Policies only)					
Author/Owner	Summary of Changes	Date	Date last reviewed by SED	Version	Recommend to SED Y/N
Shaun France	Minor amendments to reflect enhanced procedure and related documents	03.10.17	11.11.15		No
Shaun Costello	Rewrite to reflect enhanced procedures	01/03/20	11.11.15		
Tim Gillett	Rewrite to include all Reasonable Adjustments (not just exams access) and Special Considerations	21.05.21	11.11.15		Yes
Sophia Dickson	Update in relation to EHCP & reviewed by SD	15/4/24	June 23	v1	
Scott Austin	Screened for EDI	07.02.24			No
Sophia Dickson & Donna Short	JCQ adjustments for candidates with disabilities and learning difficulties	19.06.25		V1.1	

Initial Equality Impact Screening					
Has anyone else been consulted on this policy and/or procedure?					
What evidence has been used for this impact screening (e.g. related policies, publications)?					
Declaration (please tick one statement and indicate any negative impacts)					
☒	I am satisfied that an initial screening has been carried out on this Policy and/or Procedure and a full Equality Impact Assessment is not required. There are no specific negative impacts on any of the Protected Characteristics groups.				
☐	I recommend that an Equality Impact Assessment is required by the Equality and Diversity group, as possible negative impacts have been identified for one or more of the Protected Characteristics groups as follows:				
	☐ Age ☐ Disability ☐ Gender Reassignment ☐ Race ☐ Religion or belief ☐ Sex ☐ Sexual orientation ☐ Marriage & civil partnership ☐ Pregnancy & maternity				
Completed by:	Scott Austin	Position:	Assistant Principal	Date:	15.02.24
Reviewed by Equality & Diversity Group: YES/NO If Yes: Date: 07.02.24					
I confirm that any recommended amendments have been made					

Summary of Comments including Recommendations from Equality & Diversity Group Review:			
Amended by Author:		Position:	Date:

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1. SCOPE AND PURPOSE OF THE POLICY

- 1.1 Yeovil College is committed to creating a non-discriminatory and supportive environment for all students. Yeovil College ensures a structured and transparent process for both reasonable adjustments and special considerations. Reasonable adjustments must be requested and approved prior to assessment, while special considerations are applied post-assessment in response to unforeseen circumstances
- 1.2 The aim of this document is to ensure awareness of the kind of adjustments that can be made to assessments, and how to request and implement those adjustments. It ensures that all learners have every opportunity to access assessment and to achieve the qualification/unit they are undertaking.
- 1.3 This policy and its related procedures apply to all access arrangements, reasonable adjustments and special consideration concerning qualifications taken by all Yeovil College learners.
- 1.4 **Definition of Reasonable Adjustments:**
 - 1.4.1 Reasonable adjustments are changes made to an assessment or to the way an assessment is conducted that mitigate a disadvantage caused by a student's disability. They are needed because some disabilities can make it harder for students to demonstrate what they know and can do in an assessment (Ofqual 2022).
 - 1.4.2 The Equality Act 2010 requires Yeovil College to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who does not have a disability. Yeovil College 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 visually impaired learner who could read Braille.
 - 1.4.3 A learner does not necessarily have to be disabled (as defined by the Equality Act 2010) to be entitled to reasonable adjustments to assessment. Every learner who is disabled will also not necessarily be entitled to or need an adjustment to assessment,

- 1.4.4 A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage when in an assessment situation. They are implemented to enable those learners who are disabled, or who have a learning disability, to demonstrate their knowledge, skills and understanding of the levels of attainment required by the specification for that qualification.
- 1.4.5 A short-term illness or temporary injury is not a disability. A student who is temporarily ill or injured isn't entitled to reasonable adjustments. But there may be other adjustments available, often known as access arrangements.
- 1.4.6 A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. The reasonable adjustment must reflect the learner/candidate's normal way of working, to ensure that an unfair advantage is not provided to the learner during assessment.

1.5 **Reasonable adjustments may include:**

- a. modified papers (for example, large print or braille exam papers)
 - b. access to assistive software (for example, voice recognition systems or computer readers)
 - c. help with specific tasks (for example, another person might read questions to the student or write their dictated answers)
 - d. changes to how the assessment is done (for example, an oral rather than a written assessment, word-processing rather than hand-writing answers)
 - e. extra time to complete assessments
 - f. exemptions from an assessment
- 1.5.1 Reasonable adjustments are approved or set in place by an awarding organisation **before** the assessment activity takes place; they constitute an arrangement to give the learner equitable access to the assessment. The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner's work.

1.6 Requesting Reasonable Adjustments

- 1.6.1 Learners must make Yeovil College staff members aware of any reasonable adjustments they require either during their initial College interviews, on their enrolment documents or by informing their tutor as soon as they start their studies with the College.
- 1.6.2 Yeovil College is responsible for applying to awarding organisations for reasonable adjustment requests (when appropriate).
- 1.6.3 Learners must submit requests for reasonable adjustments at least 30 **working days prior to the assessment date**, in line with JCQ guidance and Assessment Group requirements. Requests must include appropriate supporting evidence and be submitted using the College's Reasonable Adjustment Request Form.

1.7 Definition of Special Consideration

- 1.7.1 Special consideration can be applied **after** an assessment, if there was a reason the learner may have been disadvantaged during the assessment. Any requests to an awarding organisation for Special Considerations, must be made by a Yeovil College staff member within the set time frame required of the awarding organisation.
 - a. Special consideration is defined by Ofqual (2022) as any adjustments given to a student who has temporarily experienced an illness, injury, or other event outside of their control at the time of the assessment which significantly affects their ability to:
 - b. take an assessment.
 - c. demonstrate what they can do in an assessment.
- 1.7.2 Special consideration is only for things that happen immediately before or during an exam or assessment that has a material effect on a student's ability to take that exam or assessment, or on how they performed. To be eligible for special consideration students must have been fully prepared for the assessment and have covered the whole course. Students are not eligible for special consideration because their education was disrupted, either by the pandemic or for any other reason. (Ofqual 2022).

1.7.3 A learner who is fully prepared and present for a scheduled assessment, and is fully aware of the assessment requirements, **may be eligible for Special Consideration** if:

- a. performance is affected by circumstances beyond the control of the learner: For example, recent personal illness (e.g. severe asthma attack, severe migraine or broken limb), accident, emotional distress (e.g. recent bereavement of a close family member, severe domestic crisis at the time of the assessment), serious disturbance during the assessment (e.g., fire or accidental event);
- b. alternative assessment arrangements which were agreed in advance of the assessment prove inappropriate or inadequate;
- c. part of an assessment has been missed due to circumstances beyond the control of the learner;
- d. alternative assessment arrangements prove inappropriate or inadequate;
- e. there is a sufficient difference between the part of the assessment to which Special Consideration is applied, and other parts of the qualifications that have been achieved, to infer that the learner could have performed more successfully in the assessment.

1.7.4 Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner.

1.7.5 All documents relating to reasonable adjustments and special considerations must be saved and stored securely. Awarding organisations must be given access to any information or documents regarding reasonable adjustments and special considerations, when requested.

2. REASONABLE ADJUSTMENT PROCEDURES

2.1 **See flowchart at Appendix 1**

2.2 **Due to the time required to put access arrangements in place, early requests are advisable, as near to the start of a programme/course as possible.**

2.3 Assessors

- 2.3.1 Access arrangement assessors are responsible for the exam access assessment of learners with learning difficulties. These specialist assessors have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment, which must include training as specified by JCQ. Or a specialist assessor will have a current SpLD Assessment Practising Certificate as awarded by Patoss, Dyslexia Action or BDA and listed on the SASC website. Checks that these qualifications have been achieved are made by chairs of interview panels during recruitment for this position and specified in the job description. Evidence of the assessors' qualifications are held on file by the Examination Access Arrangements team to be presented to the JCQ Centre Inspector

2.4 Types of Arrangements

- 2.4.1 Arrangements requiring approval by the examination board (and/or certifying by the Assessor). In order to allocate the following arrangements, the candidate must have a condition which has a long term and substantial adverse effect on the candidate's learning.

Extra time	Requires a student to have at least: 2 below average standardised scores of 84 or less- or 1 below average standardised score of 84 or less and 1 low average standardised score (85-89). In either scenario, the two standardised scores must relate to two different areas of speed of working. This will allow the student to have 25% extra time. In some exceptional circumstances students may be entitled to up to 50% extra time (but lower test scores are necessary with greater evidence of need).
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	Extra time will not be allowed if a learner's literacy difficulties are primarily caused by English, Irish or Welsh not being his/her first language.
Mobile Phone	Access to a mobile phone for medical purposes. For those qualifications listed within the Deadlines section of the JCQ Guidelines, an application must be processed using Access Arrangements online. Formal evidence must be available to confirm the candidate's medical condition.
Reader/Computer Reader	Requires evidence from the tutor that the student has reading support in class. A file note is then provided by the Assessor.
Remote Invigilation	For those applications listed within the Deadlines section of the JCQ Guidelines, an application must be processed using Access Arrangements online. The remote invigilation of examinations may be acceptable in exceptional circumstances to support a candidate who would not otherwise be able to sit their examinations. The candidate has: - A formally diagnosed or psychological condition; or - A physical disability; or - A very substantial temporary illness or injury Formal evidence must be available to confirm the candidate's impairment.
Scribe	Requires the student to have a specific literacy test score of $SS \leq 84$. Note: A candidate's writing speed should be too slow to be able to complete the exam in the allotted time or is illegible or the spelling is too poor with unrecognisable attempt AND the candidate is not sufficiently proficient using a Word processor.

Supervised Rest Breaks	For the student who is unable to concentrate for a long period of time due to a medical condition or social and emotional difficulties (evidence required).
Timetable variation requiring overnight supervision for a Candidate with a disability	For those applications listed within the Deadlines section of the JCQ Guidelines, an application must be processed using Access Arrangements online. An application for a timetable variation may be processed where a candidate has: - A formally diagnosed or psychological condition; or - A physical disability; or - A visual impairment. - Formal evidence must be available to confirm the candidate's impairment.
Individual Room	For students who have a medical condition such as epilepsy/diabetes where it isn't appropriate for them to sit in the main hall. Students who have a psychological condition may also need to sit an exam in an individual room (evidence is required).

2.4.2 All of the above arrangements require evidence from student's tutor/s that the arrangement is the students Normal Way of Working in class, during internal tests and in examinations.

2.4.3 Any arrangement that requires application to the awarding organisation requires that the student sign a **Personal Data Consent Form** which gives permission for the Centre to use and share the following data: name, date of birth, candidate number, academic year of examination, and the nature of candidate's difficulties.

2.5 **Centre Based Arrangements** (not requiring the centre to apply online to the awarding organisation)

- a. Amplification equipment
- b. Bilingual dictionary
- c. Braille transcript

- d. Brailers
- e. Closed Circuit Television (CCTV)
- f. Colour naming by the invigilator for candidates who are colour blind
- g. Coloured overlays
- h. Communication Professional (for candidates using Sign Language)
- i. Examination on coloured/enlarged paper
- j. Live speaker for pre-recorded examination components
- k. Low vision aid/magnifier
- l. Optical Character Reader (OCR) scanners
- m. Prompter†
- n. Read aloud (which can include an examination reading pen)
- o. Separate invigilation within the centre
- p. Supervised rest breaks†
- q. Word processor††

† The College follows JCQ guidance when providing centre delegated access arrangements. The Head of Centre delegates the Examination Arrangements Assess to allocate candidates a prompter, rest breaks or a separate room if:

- a. The need is a result of substantial and long-term impairment and it is their normal way of working.
- b. there is substantial medical evidence to support this arrangement.
- c. there is a normal way of working checklist which shows this is their normal way of working in class.
- d.

†† The College **does not** allocate word processors simply because the candidate prefers to type or because they can work faster on a keyboard. It must be the candidate's normal way of working within the centre and the candidate must have a condition which has a long term and substantial adverse effect on the candidates writing. For example, the candidate experiences planning and organisation problems when writing by hand.

2.5.1 As per JCQ guidance 2025-26, low-level anxiety or general worry about assessments and examinations is **not** grounds for separate invigilation within the centre.

2.5.2 Candidates with an Education Health and Care Plan and/or Autistic Spectrum Condition; Sensory and/or Physical Needs (Hearing Impairment, Visual Impairment,

Physical disability, Multi-Sensory Impairment); Social, Mental and Emotional Needs (Attention Deficit Disorder, Mental Health Conditions).

2.5.3 If the student has appropriate evidence (listed below) of their condition then the Assessor is not required to assess them but is required to complete a ~~file note~~ Form 9 stating their condition and how it impacts on their learning, the arrangement/s required, and evidence of normal way of working and which type of evidence substantiates their persistent and significant difficulties. The Form 9 must be supported with appropriate documentation, that is, one of the following:

- a. A letter from CAMHS, HCPC registered psychologist, a registered specialist medical consultant, a psychiatrist
- b. A letter from the local Authority Specialist Service, Local Authority Sensory Impairment Service or Occupational Health Service
- c. A letter or report from a Speech and Language Therapist (SALT)
- d. Education, Health and Care Plan (which confirms the candidate's disability), Statement of Special Educational Needs or Individual Development Plan
- e. Other appropriate medical evidence.

2.6 Use of ICT – Word Processor and/or Computer Reader

2.6.1 Yeovil College promotes the use of ICT in order to facilitate the candidate's independent learning in line with JCQ guidelines. Thus, in the GCSE English Language paper, because of reading and writing being assessed together, we only allow computer readers and **not** human readers. In the Functional Skills English Reading Paper again only a computer reader can be used and **not** a human reader. Scribes are allowed in the GCSE English paper. However, use of a word processor is **always** considered before recommending a scribe. In Functional Skills Writing paper a scribe cannot be used but a word processor is allowed. The college has limited resources to supply scribes and where possible use of word processors will be encouraged and the preferred recommendation. (See JCQ Instructions for conducting examinations 14.2)

2.7 Temporary arrangements

- 2.7.1 Temporary arrangements may be required by candidates suffering from illness or injury. In general, candidates with leg injuries are accommodated in the main rooms near the doors for easy access and exit. Candidates with an illness or injury that has a direct impact on their ability to access the examination should obtain a letter from a GP, consultant or other professional giving brief outline of their condition and the access arrangements that are deemed to be necessary. For example, a right – handed candidate whose right arm is broken may need a scribe and some extra time, as it is not their normal way of working and dictating to a scribe may be difficult for them. A candidate with a painful back condition may require supervised rest breaks in order to stand and move around.
- 2.7.2 In all cases where an access arrangement or a reasonable adjustment is needed, the College is entitled to expect reasonable notice to carry out its responsibilities. Where a need for access arrangements has been identified before an examination session, the Head of Centre, Examination Officer or SENCo equivalent should be provided with medical evidence in reasonable time. For example:
- 2.7.3 A candidate who suffers panic attacks in test or exam situations should obtain a note from their GP well before the start of formal examination.
- 2.7.4 In an emergency, a scribe can be provided with 72-hour notice. It may not be possible to provide a scribe if the request is made without notice.
- 2.7.5 Temporary arrangements last for one examination session. If the condition persists another letter may be required for another session.

Appeals

Learners may appeal decisions related to reasonable adjustments or special considerations. Appeals must be submitted within **10 working days** of the decision and will be reviewed by the Assistant Principal The Quality manager and the Appeals Panel. The outcome will be communicated within **10 working days** of the appeal submission.

3. RESPONSIBILITY AND AUTHORITY

- 3.1 The designated person responsible for decisions regarding reasonable adjustments and special considerations is the **SENDCo**. Oversight is provided by the **Assistant Principal Curriculum and Quality Curriculum Area Manager (CAM)** for English and Maths.
- 3.2 Head of MIS.
- 3.3 Ultimate responsibility rests with the Principal and Governing Body.

4. RELATED POLICIES, PROCEDURES, DOCUMENTS, DEFINITIONS

- 4.1 Equality, Diversity & Inclusion Policy & Procedure.
- 4.2 Learner Disciplinary Procedure.
- 4.3 Adjustments for candidates with disabilities and learning difficulties.
- 4.4 Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications¹
- 4.5 JCQ Instructions for conducting examinations.²Assessing the need for Access Arrangements in Examinations
- 4.6 [2025-26Updatetothe7thEditionPatossGuide-2025-2026.pdf](#)
- 4.7 SEND Code of Practice: 0 to 25 years.³
- 4.8 [tps://www.patoss-dyslexia.org/write/MediaUploads/Resources/Books/2025-26Updatetothe7thEditionPatossGuide-2025-2026.pdf](https://www.patoss-dyslexia.org/write/MediaUploads/Resources/Books/2025-26Updatetothe7thEditionPatossGuide-2025-2026.pdf)
- 4.9 Equality Act 2010.⁴

All documentation related to reasonable adjustments and special considerations must be securely retained for a minimum of **three academic years**. This includes application forms, supporting evidence, decisions, and correspondence

¹ [Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)

² [ICE 22-23 FINAL.pdf \(jcq.org.uk\)](#)

³ [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)

⁴ [Equality Act 2010 \(legislation.gov.uk\)](#)