



www.highfieldabc.com

Highfield
Reasonable Adjustments Policy

1. **Introduction**

- 1.1 Reasonable Adjustments may be granted in circumstances which address and help to reduce the effect of a disability or difficulty which would substantially disadvantage a learner during an examination or assessment situation.

2. **Identification of Learners' Needs**

- 2.1 It is the Centres responsibility to have measures in place in which the requirement for a reasonable adjustment is identified prior to the learner undertaking the qualification and assessment. This may therefore be highlighted during the enrolment of the learner onto the qualification(s).
- 2.2 Any adjustment should be based on the individual learner's need to access the assessment. Centres have a responsibility to provide effective procedures for the identification of learners' needs which comply with the requirements of Disability and Discrimination Legislation.
- 2.3 Centres should:
- 2.3.1 identify more learners having or likely to have difficulties accessing assessment;
 - 2.3.2 advise learners to make any adjustment needs known to Centre staff at the earliest opportunity;
 - 2.3.3 ensure Centre staff decide, in conjunction with the learner, what adjustment may be required;
 - 2.3.4 when identifying the adjustment(s) necessary, take into consideration the learner's normal way of working and how previous assessment has been made during teaching, as well as the assessment requirements of the qualification.
 - 2.3.5 Once the appropriate adjustment has been identified, it must be documented for audit purposes.
 - 2.3.6 Any application for Reasonable Adjustment must be supported by evidence which is valid, sufficient and reliable.
 - 2.3.7 If the Reasonable Adjustment is permitted at the discretion of the Centre, the Reasonable Adjustment form must be completed and submitted to Highfield at the end of the assessment together with the associated examination/assessment materials.

2.3.8 All Approved Centres will be provided with a list of Sources of Additional Information with details of numerous organisations which may be able to assist learners with disabilities/Reasonable Adjustments.

2.3.9 A learner with a Statement of Special Educational Needs is not automatically eligible for Reasonable Adjustment. The learner's needs would be identified to ensure that the demands of the qualifications are taken into account.

2.3.9.1 Refer to 'First Aid – ACOP Page 9' for full details on information for Special Needs (Mentally and Physically able).

3. **Categories of Need**

3.1 The following types of Reasonable Adjustments are relevant to the categories of need listed below:

3.2 **Physical Environment**

The provision of:

- 3.2.1 a reader, writer or interpreter according to individual need;
- 3.2.2 suitable mechanical or electrical aids;
- 3.2.3 an alternatively formatted question paper, e.g. with enlarged print, or different paper colour;
- 3.2.4 extra 25% assessment time allowance.

3.3 **Visual Impairment**

The provision of:

- 3.3.1 a reader, writer or interpreter according to individual need;
- 3.3.2 suitable mechanical or electrical aids;
- 3.3.3 an alternatively formatted question paper, e.g. with enlarged print, or different paper colour;
- 3.3.4 extra 25% assessment time allowance.

3.4 **Hearing Impairment**

The provision of:

- 3.4.1 a communicator and/or interpreter;

- 3.4.2 appropriate mechanical or electrical devices;
- 3.4.3 any additional aids as recommended by a specialist teacher of the deaf;
- 3.4.4 extra 25% assessment time allowance.

3.5 **Learning Difficulties**

The provision of:

- 3.5.1 a reader and/or writer;
- 3.5.2 audio visual aids according to learner's need;
- 3.5.3 extra 25% assessment time allowance.

3.6 **Medical Conditions**

- 3.6.1 arrangements to be made according to learner's individual need;
- 3.6.2 extra 25% assessment time allowance.

3.7 **English as a second/additional Language**

The provision of:

- 3.7.1 a non-electronic bilingual dictionary;
- 3.7.2 a reader and/or writer;
- 3.7.3 extra 25% assessment time allowance.

4. **Language Translators**

- 4.1 Please note that Highfield **does not** allow the use of translators to assist learners who do not speak, write or understand English.
- 4.2 Highfield does however; allow the provision of a reader and/or writer for learners who do not speak English as their first language, as well as the use of translation dictionaries. Centres wishing to provide these reasonable adjustments must notify Highfield prior to the assessment taking place and in accordance with procedures stated in section 7 of this document.

5. **Translated Examination Papers**

- 5.1 Highfield will be producing translated papers across our range of qualifications in a selection of different languages.
- 5.2 For further details on any of the above, please contact Highfield on 0845 226 0350 or email your Account Manager directly.

6. Role Definition of Readers and Writers

6.1 A reader/writer is a person who, on request, will read or write for a learner who is able to demonstrate a need for this provision. This provision may be used for:

6.1.1 all or part of the examination or assessment papers;

6.1.2 all or any part of the learner's answers.

6.2 The reader/writer should not normally be the learner's course tutor/trainer. On no account should such a facilitator be a relative or friend of the learner or anyone with a vested interest in the outcome of the assessment.

6.3 Readers/writers must not in any way attempt to modify either the content of the answers given by the learner or to alter the specific qualification requirements.

6.4 Separate accommodation should be made available for learners – single or as a group-requiring the services of a reader/writer in order not to disturb other learners.

6.5 Invigilators/Assessors supervising an assessment or examination may not act as a reader/writer.

6.6 Failure to act on these guidelines could result in the learner's disqualification.

6.7 Centres wishing to use overwriters for hearing impaired learners should only be carried out by a qualified teacher of deaf people and should be applied according to the guidelines set out in the Language of Examinations booklet published by The British Association of Teachers of the Deaf or the guidelines produced by The National Association for Tertiary Education for Deaf People.

6.8 Overwriting should commence as near as possible to the start time of the examination and should normally be in pen on the learner's paper. Should extensive modifications be necessary, a separate paper with the answers written in full should be attached to the original question paper.

6.9 Overwriting should only be carried out on the general English phraseology written by the learner, not any technical language contained in the answer.

7. Highfield Permitted Reasonable Adjustments Guidance for Centres

7.1 Reasonable Adjustment Principles

7.1.1 Adjustments to assessments should be based on the following principles:

- 7.1.1.1 Adjustments should not compromise the assessment requirements of the qualifications.
 - 7.1.1.2 They should not provide the learner with an unfair advantage.
 - 7.1.1.3 They should be consistent with the learner's normal way of working.
 - 7.1.1.4 They should be based on the individual need of the learner.
 - 7.1.1.5 They should allow learners an equal opportunity to show what they can do and what they know without altering competence standards
- 7.1.2 A Centre is required to ensure that where it makes an application to Highfield for an adjustment that:
- 7.1.2.1 the information in the application is accurate;
 - 7.1.2.2 the Centre will be able to provide the arrangements requested if Highfield gives permission;
 - 7.1.2.3 the Centre provides an assurance that it will not exceed the allowed adjustment;
 - 7.1.2.4 any application for adjustment is supported by evidence which is valid, sufficient and reliable;
 - 7.1.2.5 all adjustments to assessment must be implemented in accordance with the guidance given by Highfield.
- 7.2 **Reasonable Adjustments Permissions Table**
- 7.2.1 The following table indicates where the decisions on Reasonable Adjustments can usually be made. Approved Centres must seek advice from Highfield in any case where they do not consider that they have the expertise to judge whether a reasonable adjustment is needed or are unable to apply these criteria.

Key

AC – Reasonable Adjustment Permitted at the Discretion of the Approved Centre

Highfield – Apply to Highfield for Permission

Reasonable Adjustment	Assessments which are taken under examination conditions
Extra time up to 25 per cent of the total exam time	AC
Extra time in excess of 25 per cent	Highfield
Supervised rest breaks	AC
Change in the organisation of assessment room	AC
Separate accommodation within the Centre	AC
Assessment at an alternative venue	Highfield
CCTV and OCR scanners	Highfield
Use of coloured overlays, low-vision aids, tinted spectacles,	AC
Use of assistive software	Highfield
Use of bilingual and bilingual translation dictionaries	AC
Assessment material in enlarged format	Highfield
Assessment material in Braille	Highfield
Language modified assessment material	Highfield
Assessment material in BSL	Highfield
Assessment material on coloured paper	Highfield
Assessment material in audio	Highfield
Use of ICT	Highfield
Responses using electronic devices	Highfield
Responses in BSL	Highfield
Responses in Braille	Highfield
Reader	AC
Scribe	AC
BSL Interpreter	Highfield
Prompter	Highfield
Practical assistant	Highfield
Transcriber	Highfield

7.3 In circumstances where a Reasonable Adjustment has been permitted at the discretion of the Approved Centre, the Reasonable Adjustments Form (Appendix 1) must be completed and returned to Highfield at the end of the assessment together with the associated examination/assessment paperwork.

7.4 Prior to awarding a reasonable adjustment, Centres should check the content of the qualification specification and/or contact their Account Manager to ensure the reasonable adjustment is permitted to be granted. On occasion, the reasonable adjustment may not be required due to the regulatory requirements of the qualification (for example, SIA licence linked (Security) qualifications).

- 7.5 In circumstances where the Centre needs to apply to Highfield for a decision on permitted Reasonable Adjustments, the Reasonable Adjustments Form (Appendix 1) must be submitted to Highfield five working days before the start of the course. Highfield will respond in writing to the application within two working days, providing details of Reasonable Adjustments permitted.
- 7.6 If the potential adjustments fall outside the scope of those permitted, Centres should complete the Reasonable Adjustments Form (Appendix 1) and submit in accordance with the guidelines set out above in point 7.1.2.
- 7.7 In the case of learners for whom the implications of a difficulty are not immediately obvious, specialist advice will need to be taken. This may mean requesting an opinion from a qualified medical practitioner as to the adjustments that could be made. It would then require specialists within the Centre to make a decision as to whether such adjustments are reasonable and/or whether such adjustments would give the learner an unfair advantage over others without the difficulty/disability.
- 7.8 If Centres have any queries, Highfield strongly advises they contact their Account Manager.

8. **Monitoring And Evaluation Procedures For Reasonable Adjustments**

- 8.1 In the interest of an inclusive assessment process, Highfield will consider on the basis of legislation, regulation or good practice models, whether its procedures for Reasonable Adjustment should be applied where a request is received from a Centre, or an individual learner for such Reasonable Adjustment. Any such adjustment will take into account its duty as an Awarding Body to ensure that the integrity of its qualifications and assessment is maintained at all times.
- 8.2 A working definition of Reasonable Adjustment is any action which addresses and helps to reduce the effect of the disability or difficulty which would substantially disadvantage a learner during an examination or assessment situation. The rationale is to make appropriate Reasonable Adjustments to standardised assessment arrangements to enable access. The following procedures apply:

8.2.1 Centre Responsibilities:

- 8.2.1.1 Centres must meet their responsibilities to learners and comply with current disability and equal opportunity legislation as well as meeting regulatory requirements. Each Centre must, therefore, consider in advance any difficulties learners may have in accessing assessment. All staff must have training in relevant access issues.

- 8.2.1.2 Centres must ensure that they can provide appropriate resources to make the necessary adjustment to assessment. The Awarding body's procedures for requesting adjustments must be followed on each occasion such adjustment is required.
- 8.2.1.3 In the interest of Diversity and Equality and the avoidance of malpractice claims, only approved adjustments will be allowed and the approved level of assistance must not be exceeded.
- 8.2.1.4 Appropriate adjustments will be based on the specific assessment requirements of the particular qualifications, on the type of assessment and the particular needs and circumstances of the learner in question.

9. Reasonable Adjustments for Functional Skills English

9.1 Speaking, Listening and communication

- 9.1.1 It is recognised that British Sign Language ("BSL") is not a form of English however; BSL is permitted as an alternative to English for the assessment of this component where BSL is the learners' normal way of communicating in the contexts described by the standards;
- 9.1.2 No other languages are permitted as alternatives to English;
- 9.1.3 Access to augmentative speech equipment is permissible where it reflects the learner's normal way of working;
- 9.1.4 A human reader is allowed to read the instructions only;
- 9.1.5 As a last resort, learners who are disabled under the terms of the Equality Act 2010 and have no accessible means of communication may request and exemption from this component;
- 9.1.6 Extra time is allowed dependent of needs*.

9.2 Reading

- 9.2.1 The use of a word processor with the spell check facility switched on is permitted for all learners;
- 9.2.2 A human reader cannot be used to demonstrate the requirements of the standards for the reading component as this does not meet the requirement of independence. Learners who are classed as disabled

under the terms of the Equality Act 2010 and use assistive technology as their normal way of reading can demonstrate they are able to independently meet the requirements of reading standard through the use of technology.

9.2.3 As a last resort, an exemption from the reading requirement can be requested for learners with disabilities who cannot use assistive technology tasks only;

9.2.4 Extra time is allowed dependent on needs*.

9.3 Writing

9.3.1 The use of a word processor with the spell check facility switched on is permitted for all learners;

9.3.2 A human reader is allowed to read the instructions to writing in tasks only;

9.3.3 A human scribe cannot be used to demonstrate the requirements for the standards as this does not meet the requirement for independence. Learners who are classed as disabled under the terms of the Equality Act 2010 and use assistive technology as their normal way of producing written texts can demonstrate that they are able to independently meet the requirements of the written standard through the use of a computer and appropriate software. As a last resort, an exemption from the writing requirements can be requested for the learners with disabilities who cannot use assistive technology;

9.3.4 Extra time is allowed dependent on needs*.

9.4 **Onscreen assessment: Extra time must be selected when scheduling the assessment as this cannot be added once the learner has started the assessment. See Highfield FS English Centre Support pack for instructions.*

Appendix 1

APPLYING TO HIGHFIELD FOR REASONABLE ADJUSTMENTS FORM (RA 2)

1. Introduction

1.1 Please complete a separate form for each individual learner and send a completed copy to Highfield at least five working days before the start of the course.

1.1.1 Centre name

1.1.2 Learner number

1.1.3 Learner name

1.1.4 Examination date

1.1.5

Qualification Number	Qualification level	Qualification title

2. Reason for Application

.....

.....

.....

.....

.....

3. Reasonable Adjustments Required

.....

.....

.....

.....

.....

4. Evidence in Support of the Application

4.1 This may include:

- 4.1.1 the Centre’s assessments of learner’s needs;
- 4.1.2 history of provision within the Centre;
- 4.1.3 medical certificate; and
- 4.1.4 psychological or other professional assessment report

5. Please Provide Details of Supporting Evidence:

.....

.....

.....

.....

.....

6. Please Provide Details of Access Facilitator Required (where applicable).

.....

.....

.....

.....

.....

7. Declaration:

7.1 I confirm that:

7.1.1 the information provided is accurate;

7.1.2 the Centre will be able to provide the arrangements requested; and

7.1.3 the Reasonable Adjustments will be implemented in accordance with the guidance given by Highfield.

Name:

Signature:

Position in Centre:

Date: