

Access Arrangements Policy

Special Considerations and Reasonable Adjustments to Assessments

Introduction

This policy is to identify the arrangements that can be put in place to support learners with particular needs, to support learners who have been disadvantaged by adverse circumstances and to specify the process to follow to make a request. The Equality Act 2010 requires centres and/or awarding organisations (as the case may be) to make reasonable adjustments where a disabled Learner would be at a substantial disadvantage in undertaking an assessment in comparison to Learners who are not disabled.

Provision of reasonable adjustments and special considerations is concerned with enabling Learners to receive recognition of their achievement so long as the comparability, validity and reliability of the assessment can be assured. These arrangements are not concessions that make assessment easier for Learners, nor advantages to give Learners a head start.

These arrangements support Learners with special education needs, disabilities, temporary illness or injury where it does not alter the integrity or demand of the assessment.

Under no circumstances should the cost of a Reasonable Adjustment or Special Consideration be passed onto or otherwise met by the relevant Learner (or their parent/carer as the case may be).

Reasonable adjustments

Reasonable adjustment is defined as an adjustment made to an assessment for a qualification to enable a disabled learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification.

A learner does not necessarily have to be disabled (as defined by the Equality Act 2010) to be entitled to reasonable adjustments to assessment under this policy. Every learner who is disabled will also not necessarily be entitled to or need an adjustment to assessment. The learner may have developed coping mechanisms which minimise or remove the need for reasonable adjustments. 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 in the assessment situation. They are made to an assessment for a qualification to enable a disabled learner to demonstrate his or her knowledge, skills and understanding of the levels of attainment required by the specification for that qualification.

Reasonable Adjustments to Assessments are adjustments made prior to the delivery of a qualification and should be in place before a learner takes an assessment to enable a learner with particular needs to demonstrate their knowledge, skills and understanding to the levels of attainment required by the specification for that qualification. The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner's work.

External assessments will have a set deadline by which a reasonable adjustment must be received by. This will be communicated to centres as part of the exam preparation activity.

Reasonable adjustments must not affect the integrity of the assessment, but may involve:

- Revising usual assessment arrangements, e.g. allowing a learner extra time to complete the assessment.
- Adapting assessment materials, e.g. providing materials in Braille.
- Providing assistance during assessment, e.g. using a sign language interpreter or a reader.
- Re-organising the assessment room, e.g. removing adverse visual stimuli for an autistic Learner.
- Changing the type of assessment, e.g. from a written assessment to a spoken assessment.
- Using assistive technology, e.g. using screen reading or voice activated software.
- Providing different coloured backgrounds to screens for onscreen assessments or using different coloured paper for paper-based assessments.
- Allowing different coloured transparencies to help view assessment papers.

Adjustments to assessments must be 'reasonable' in terms of removing disadvantage, and what is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of a proposed adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

Examples of potential Reasonable Adjustments to Assessments may include:

- A learner has provided evidence that they have dyslexia and require additional time during written assessments.
- A learner has a medical condition that requires all resources to be printed on specific coloured paper to help them read the content.
- A learner is physically unable to demonstrate a particular skill and requires a third party to demonstrate under their direction.

Reasonable Adjustments to Assessments should be requested at the start of a learner's programme, ensuring all arrangements are made prior any assessment taking place.

Recognised centres should make it clear that it is the learner's responsibility to declare any requirements for adjustments on application to the course as, if they are declared at a later date the centre and 1st4sport may not be able to accommodate them.

Types of Reasonable Adjustments to Assessments

The following table summarises reasonable adjustments to assessments that can be requested. These need to be approved by 1st4sport before they are implemented by the centre. This list is not exhaustive and all adjustments are dealt with on a case by case basis dependent upon each learner's individual needs.

Adjustment requests will be reviewed and will only be granted when sufficient evidence has been submitted and the request is considered to not give the learner an unfair advantage over other learners.

Type of difficulty	Reasonable Adjustments	Organised by
Visual Impairment	OCR Scanners	Recognised Centre
	Low-vision Aid	
	Prompter	
	Reader	
	Colour naming	
	Early opening of question paper (time dependant on learner's needs)	
	Extra time - 25%	
	Large print	1st4sport
	Modified, enlarged format A4-A3	
	Modified language	
	Unmodified A3 question paper	
Tactile diagrams		
Hearing Impairment	BSL	Recognised Centre
	Communicator	
	Extra time - 25%	
	Early opening of question paper (time dependant on learner's needs)	
	Live speaker	
	Transcriber (transcript of tape)	
	Speech/screen-reading software	
Physical Disabilities	Extra Time - 25%	Recognised Centre
	Practical assistant	
	Reader	
	Scribe	
	Voice-activated software	
	Word processor	
Illness/injury/medical	Coursework extension	Recognised Centre
	Enable a competent person to conduct the demonstration	
	Supervised rest breaks	
Learning Difficulties	Early opening of questions paper (time dependent on learners needs)	Recognised Centre
	Photocopy onto coloured paper	
	Use of coloured overlay	
	Extra time - 25%	
	Reader	
	Prompter	
	Word processor	
	Reader	
Handwriting difficult to decipher	Transcriber	Recognised Centre

Special Considerations

Special Considerations are defined by 1st4sport as the implementation of arrangements given to learners who have temporarily experienced an illness, injury, or some other external event outside of their control (eg bereavement, adverse weather, industrial action etc) which has affected their ability to take an assessment or demonstrate their level of attainment in an assessment.

Special Considerations need to be requested no later than 20 working days after the registration expiry date. Special Considerations requested after this will be reviewed but 1st4sport may not be able to accommodate them.

Examples of potential Special Considerations may include:

- A learner is diagnosed with an illness that will affect their attendance on a qualification and prevent them completing within their registration period.
- A learner missed a component of the assessment or was not present at the time of the assessment due to circumstances beyond their control.
- A recognised centre has not provided a learner with sufficient opportunity to be assessed within their registration period.

Types of Special Considerations

Below is a list of different types of Special Considerations that 1st4sport can offer learners and centres. These will only be implemented if a learner has been disadvantaged due to illness, injury, or an adverse effect beyond their control. This list is not exhaustive, and all requests are handled on a case-by-case basis.

- An extension of registration period depending on the learners needs.
- Helping write a written exam for a learner who has suffered an injury, preventing them to write.
- Allowing an alternative assessment opportunity for a learner on a later date.
- Carrying over the fee for an assessment that the learner was unable to take to a later assessment opportunity.
- Certification for a qualification.

1st4sport Process for Requesting an Arrangement

The process to be followed when making a request for Special Considerations/Reasonable Adjustments to Assessments is detailed below.

1. Learner requests a Reasonable Adjustment or Special Consideration from the Centre and provides evidence to support this. The centre will review this and makes a decision in line with their access arrangements policy.
 - If not accepted, will respond to the learner with clear reasons. The learner then has the right to appeal in line with the centres appeals policy.
 - If agreed, the Centre completes an 'Access Request' form and submits it to 1st4sport centreservices@1st4sportqualifications.com

Please note, an access request to 1st4sport must be received from the centre directly and not from the individual learner.

2. 1st4sport will review the request and supporting evidence.
 - If the request does not meet 1st4sport criteria for Reasonable Adjustments or Special Considerations and is refused, the centre has the right to appeal this decision by following the appeals process.
 - If the request meets 1st4sport criteria for Reasonable Adjustments or Special Considerations and is granted, either 1st4sport or the recognised centre will make the necessary arrangements (this will depend on the nature of the request).