

# Reasonable Adjustments for Examinations Policy and Procedure

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| Equality Impact Assessment Date:        | 09/12/2025                                                                                                     |  |
| Equality Impact Assessment Review Date: | 31/12/2028                                                                                                     |  |
| Associated Policy:                      | <ul style="list-style-type: none"><li>• Examinations Policy</li><li>• Word Processor in Exams policy</li></ul> |  |

## 1. Aim

1.1. This process aims to provide guidance for all staff at College to ensure that they provide students with fair and equal opportunity to complete examinations in a manner that suits their assessed and normal way of working subject to certain conditions being satisfied.

## 2. Scope

2.1. All students enrolled on CRC programmes. This will include students on Alternative Learning Provision, 16–18-year-old students and students who are 19+ on a full-time, part-time, adult or an apprenticeship and Higher Education programme.

2.2. This procedure applies when clear evidence exists which demonstrates that a student requires additional support and adjustments to complete their examinations.

## 3. Definitions

### 3.1. Access arrangements

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as difficulties with cognition and learning special educational needs (SEND), disabilities or temporary injuries, to access the assessment and demonstrate their knowledge and understanding 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'.

### 3.2. Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who has a disability within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding organisation is required to take reasonable steps to overcome any disadvantage(s).

### 3.3. Special Consideration

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

## 4. Eligibility for Special Consideration or Reasonable Adjustment

4.1. The Equality Act 2010 requires an Awarding Organisation to make reasonable adjustments where a disabled or person with a physical or cognitive impairment would be at a substantial disadvantage in undertaking an assessment.

4.2. Any reasonable adjustments for a particular person may be unique to that individual and might not be included in the list of available Access Arrangements.

4.3. How reasonable the adjustment is will depend on a number of factors including the needs of the student. An adjustment may not be considered reasonable if it involves

unreasonable costs, timeframes, creates a disproportionate burden or affects the security or integrity of the assessment.

4.4. There is no duty on the Awarding Organisation to make any adjustment to the assessment objectives being tested in an examination or assessment.

## **5. Requests for Reasonable Adjustment**

5.1. The arrangements a student had at school might not be the same when they arrive at college and part of the college journey is to prepare them with the skills that are needed for the workplace and to move them towards greater independence. As part of this, the students may be encouraged to use assistive technology for their exams, e.g. to use a computer reader instead of a human reader. Their arrangements will also depend on supporting evidence from tutors and taking into consideration the type of exam being taken. Students should be using assistive technology as their normal way of working for their vocational as well as GCSE studies.

5.2. For GCSE's all requests for a Reasonable Adjustment must be made by the end of week 21, typically the end of the second week of February for any examination taking place in the summer GCSE series; for modified paper this will be the end of week 16 typically the first week in January. For the November GCSE series this will typically be the end of week 8 (third week of October); for modified papers this is typically the end of week 2.

5.3. For BTEC external assessments all requests for a Reasonable Adjustment must be made by the end of week 8, typically end of third week in October for January series, and week 25, typically end of third week of March for summer series.

5.4. For other assessments e.g. City and Guilds online assessments all requests for a Reasonable Adjustment must be made by the end of week 8 (third week of October).

5.5. A request for any Reasonable Adjustment will be made by the tutor via the Staff Wall/EBS and will be processed by the SEND Administration team. The Head of Learning Support has oversight of this process. The only acceptable accompanying documentation for Access Arrangements is a fully completed JCQ Form 8 a current Education, Health and Care Plan (EHCP) or medical evidence

5.6. The candidate's 'normal way of working' will be evidenced through EBS Student Portal by the Lecturer, and/or a Learning Support Mentor. This evidence will support any application made for Reasonable Adjustment. Applications for these will not normally be processed unless there are exceptional circumstances after the end of week 25 for examinations taking place in the summer examination period or week 8 for November resits. Any additional records will be stored on EBS Student Portal and shared with the SEND Administration team.

5.7. If a student has had an exam access arrangement at a previous setting or educational provider, a Form 8 will need to be submitted by the student, and it will only be valid if it complies with the current JCQ regulations. All documents must have been previously verified. A student will need to ensure that they have provided consent to their previous

setting to enable the College to request this information. The College will apply on-line for any respective access arrangements.

## **6. Procedure**

6.1. Additional time for exams will only be granted if it is the student's 'normal way of working' within the centre and is supported with a Form 8 assessment or other medical evidence or an EHCP (see relevant page of JCQ book 'Adjustments for students with disabilities and learning difficulties').

6.2. Students needing their own room will need to provide medical evidence e.g., Doctor's letter stating the reasons. Alternative rooming arrangements will be considered (e.g., small groups)

6.3. The use of a Reader / Scribe for exams will only be granted if it is the student's 'normal way of working' within the College and is supported with a Form 8 assessment or other evidence (see relevant page of JCQ book 'Adjustments for students with disabilities and learning difficulties'). The use of a human reader is not normally given for the GCSE English exams; however, the use of a computer reader may be permitted if there is evidence of normal way of working. The use of a scribe is not normally given for the GCSE maths exams. Any exemptions will be picked up by either the students' tutor or SEND at assessment. Details will be added to EBS Student Portal confirming the specifics for each student.

6.4. The use of rest breaks will be explored for each student by the assessment team at assessment to see what is required for each circumstance and exam. This needs to be in line with the latest JCQ regulations and what is deemed to be reasonable in accordance of section of policy. Details to be added to EBS Student Portal for what has been agreed in liaison with the Exams team to ensure compatibility and levels of reasonability.

### **6.5. Use of a Word Processor**

6.5.1. A word processor for exams will only be granted if it is the student's 'normal way of working' including feedback from tutor of normal way of working within the College. For example, a word processor cannot be granted to a student because they want to type rather than write in examinations or can work faster on a keyboard or because they use a laptop at home.

6.5.2. Where a student is required to use a word processor – evidence of handwriting must be submitted at the time of request for exam access arrangements.

6.5.3. A handwriting assessment should be organised at least 6 weeks prior to the date of the exam.

6.5.4. If the Specialist Lecturer confirms that a word processor is not permitted, the student will be informed as quickly as possible and provided with the reasons for this decision.

6.5.5. However, particular types of students would benefit from using a word processor for exams without taking a handwriting test. For example, a student with a medical condition, physical disability, and/or a sensory impairment.

6.5.6. Students that have a temporary medical condition (e.g. broken arm) should ensure that they have a confirmation letter from their doctor that supports reasonable adjustments to be made during examinations.

6.5.7. Further information around the use of a word processor can be located in the Word Processor in Exams policy EXA15.

## Document history

| Date       | Issue number | Change/Comments                                                                                                                                                                        | Date Approved | Approved by                                   |
|------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------|
| 31/7/2019  | 1            | Document created                                                                                                                                                                       | 17/10/2018    | SMT                                           |
| 27/8/2021  | 2            | General review. Minor grammar changes.<br>Updates to 4.1 4.3 5.3<br>5.4.2 5.4.4                                                                                                        | 27/8/2021     | Director of Supported learning                |
| 30/09/2022 | 3            | General review. Section 2.1 has been improved.<br>Section 2.3 has been removed.<br>Section 4.2 location of records to be stored in PM added.<br>5.1, 5.2 & 5.3 reworded to be clearer. | 30/09/2022    | Director of Supported Learning and Inclusion. |
| 04/10/2023 | 4            | 5.2 Removal of own room with form 8                                                                                                                                                    | 04/10/2023    | Assistant Principal SEND & DSL                |
| 11/12/2024 | 5            | Amend 5.3 to clarify uses of reader and scribe. Added 5.4 clarity of rest breaks                                                                                                       | 11/12/2024    | Assistant Principal SEND & DSL                |
| 08/12/2025 | 6            | Addition of definitions section 3. Update ProMonitor to EBS Student Portal.                                                                                                            | 11/12/2025    | Assistant Principal SEND & DSL                |
| 02/10/2026 | 7            | Minor changes – wording including cognition, SEND, policy references.                                                                                                                  | 02/10/2026    | Assistant Principal SEND & DSL                |



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