

Special Consideration and Reasonable Adjustment Policy

Policy Code:	TL18
Policy Start Date:	September 2026
Policy Review Date:	September 2028

Please read this policy in conjunction with the policies listed below:

- HR12 Staff Disciplinary Policy
- TE9 Staff Malpractice and Maladministration Policy
- TL4 Learner Malpractice Policy
- TL6 SEND Policy

1 Policy Statement

- 1.1 The policy applies to all staff at The Priory Federation of Academies Trust and outlines any procedure for reasonable adjustments and special considerations.
- 1.2 References to the Trust or Academy within this policy specifically include all nursery, primary, secondary and special academies within the Trust, as well as Priory Apprenticeships and Lincolnshire ITT.
- 1.3 This policy does not form part of any member of staff's contract of employment and it may be amended at any time.

2 Roles, Responsibilities and Implementation

- 2.1 The Education & Standards Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Trust's Examinations Manager.
- 2.2 This policy is approved by the Education & Standards Committee before being ratified at the next available Trust Board meeting. Approval and ratification is minuted, with records kept by the Clerk to Trustees.
- 2.3 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and all member of staff are responsible for supporting colleagues and ensuring its success.

3 Aims

- 3.1 To ensure that learners are not disadvantaged in anyway and therefore are committed to applying for special consideration and/or reasonable adjustment where appropriate.
- 3.2 To ensure that the Trust adheres to all awarding bodies' requirements when dealing with requests for reasonable adjustment and/or requests for special consideration.
- 3.3 To identify the roles and responsibilities of staff involved in the assessment process, examinations or pupil support.
- 3.4 To outline in what circumstances special consideration can be given and reasonable adjustments made.

- 3.5 To establish protocols for dealing with lost or damaged work and to explain the terminology used by the awarding bodies when considering requests for adjustment and or special consideration.

4 Range and Scope of the Policy

- 4.1 The policy covers all assessed courses offered within the Trust but may well apply to other courses should they become a part of the curriculum in future. This includes those on the Regulated Qualifications Framework, Self-Regulated Framework (SRF) and other national frameworks.
- 4.2 Evidence of learning must be:
- valid; and
 - reliable.
- 4.3 This policy embraces the requirements of the Equality Act 2010 to allow fair access to curriculum courses and/or qualifications.
- 4.4 We aim to facilitate open access for pupils who are eligible for some reasonable adjustment and/or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured.
- 4.5 This will be achieved in two ways:
- through special consideration; this is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the time of assessment. Any special consideration granted cannot remove the difficulty the learner faced at the time of assessment and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised; and
 - by reasonable adjustment; this is agreed at the pre-assessment planning stage and is any action that helps to reduce the effect of a disability or difficulty, which places the pupil at a substantial disadvantage in the assessment situation. Reasonable adjustments will not affect the reliability or validity of assessment outcomes or give the pupil an assessment advantage over other pupils undertaking the same or similar assessments.
- 4.6 Special consideration and reasonable adjustments should not give the learner an unfair advantage, neither should it be used to mislead regarding the learner's achievements. It should be used to reflect the learner's normal way of working and be based on the individual learner.

5 Special Consideration

- 5.1 Definition

A special consideration is consideration given following a period of assessment for a pupil who was prepared for and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near to the time of assessment. Where assessment is in the form of an electronic test set and marked by computer not linked to a fixed date, then it may be more appropriate to offer the learner an opportunity to take the assessment at a later date.

5.2 Applying for Special Consideration

In order to apply for special consideration evidence must be supplied by a learner and then by the respective academies within the Priory Federation of Academies Trust. Evidence such as personal arrangements, long-term conditions, staff shortages, lack of resources, building work or industrial disputes are not grounds for special considerations

The following examples are not designed to be an exhaustive list but to give an indication of circumstances that will be considered:

- terminal illness of the pupil;
- terminal illness of a parent;
- recent bereavement of a member of the immediate family;
- serious and disruptive domestic crisis leading to acute anxiety about the family;
- incapacitating illness of the pupil;
- severe car accident;
- recent traumatic experience such as death of a close friend or distant relative;
- flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack;
- recent domestic crisis; and/or
- recent physical or sexual assault trauma.

5.3 Unlike with reasonable adjustment, there are no circumstances whereby the Trust can apply its own special consideration. Applications must be made to the relevant awarding body.

5.4 All applications for special consideration will only be made on a case-by-case basis and therefore separate applications will be made for any learner. The only exception to this is where a group of pupils have been affected by a similar circumstance such as a fire alarm during an assessment; in this case a group application will be made with a list of affected pupils attached to the application.

5.5 If a special consideration request is made, the evidence required by the respective academy to support the application will need to be a medical certificate, a doctor's letter or a statement from the invigilator and/or Head of Year.

6 Reasonable Adjustment

6.1 Definition

The Equality Act 2010 defines a reasonable adjustment as an adjustment that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation.

6.2 Applying Reasonable Adjustments

Reasonable adjustments must not affect the validity or reliability of assessment outcomes, but may involve the following:

- changing usual assessment arrangements;
- adapting assessment materials;
- providing assistance during assessment;
- re-organising the assessment physical environment;
- changing or adapting the assessment method; and/or
- using assistive technology.

The following steps must be observed when applying reasonable adjustments:

- a) As it is an arrangement to give a learner access to a qualification, reasonable adjustments must be approved (internally or externally) with the relevant awarding bodies and set in place prior to assessment commencing and therefore be classed as the learners normal way of working.
- b) The work produced following a reasonable adjustment must be assessed in the same way as the work from other pupils
- c) It is important to note that not all adjustments described will be reasonable, permissible or practical in particular situations. The pupil may not need, nor be allowed, the same adjustment for all assessments.
- d) Reasonable adjustments could consist of any of the following:
 - allowing extra time, e.g., assignment extensions;
 - rest breaks
 - using a different assessment location;
 - use of coloured overlays, low vision aids, CCTV;
 - use of assistive software;
 - assessment material in large format or Braille;
 - readers/scribes;
 - practical assistants/transcribers/promoters;
 - assessment material on coloured paper or in audio format;

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- language-modified assessment material;
 - British Sign Language (BSL); and/or
 - use of ICT/responses using electronic devices.
- e) Programme Leaders should ensure that pupils are recruited onto courses with integrity to ensure that pupils have the correct information and advice on their selected qualifications and that the qualifications will meet their needs.
- f) The Trust will endeavour to ensure that pupils are aware of the options which may be appropriate to their needs, including any reasonable adjustments that may be necessary, to enable them to demonstrate attainment across all of the required assessment strands; and any restrictions on progression routes to the pupil as a result of not achieving certain outcomes.
- g) It is the responsibility of the SENDCO to complete any necessary approved testing to establish which reasonable adjustments are appropriate to gather evidence to support the application. This should be completed in line with any deadlines set by the awarding bodies.
- h) Reasonable adjustments are approved before an assessment and are intended to allow attainment to be demonstrated. A pupil does not have to be disabled (as defined by the Equality Act 2010) to qualify for reasonable adjustment; nor will every pupil who is disabled be entitled to reasonable adjustment. Allowing reasonable adjustment is dependent upon how it will facilitate access for the pupil.
- i) All reasonable adjustments will be transparent and unbiased, recorded on relevant examination board documentation and will kept on record in the relevant academy or in Priory Training.
- j) It will be the responsibility of the Examinations Officer to ensure that any access arrangements authorised by the SENDCO are implemented. Subject leaders should not permit any other access arrangements other than those authorised by the SENDCO for learners.
- k) It should be noted that an Education Health and Care (EHC) plan or a statement of Special Educational Needs (SEN) does not automatically qualify the pupil for reasonable adjustment to assessment, as the plan or statement may not contain a recent evaluation of the need of that pupil; and the reasonable adjustment may compromise the assessment.

7 Policy changes

- 7.1 This policy may only be amended or withdrawn by The Priory Federation of Academies Trust.