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*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. **Scope**

- 2.1 This policy applies to Highfield Approved Centres as well as training providers and other organisations Highfield may work with for the provision of End-Point Assessment services ("EPA"). For ease of reference, all hereafter are collectively referred to as "Centres".
- 2.2 This policy applies to Highfield learners and apprentices. For ease of reference, all hereafter are collectively referred to as "learners".

## 3. **Identification of Learner Needs**

- 3.1 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/or assessment. This may therefore be highlighted during the enrolment of the learner onto the qualification(s) or apprenticeship(s).
- 3.2 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 relevant Disability and Discrimination Legislation.
- 3.3 Centres should:
- 3.3.1 identify learners having or likely to have difficulties accessing assessment;
  - 3.3.2 advise learners to make any adjustment needs known to Centre staff at the earliest opportunity;
  - 3.3.3 ensure Centre staff decide, in conjunction with the learner, what adjustment may be required;
  - 3.3.4 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;

- 3.3.5 Once the appropriate adjustment has been identified, the centre must document the request and rationale for audit purposes;
  - 3.3.6 Any application for Reasonable Adjustment must be supported, where appropriate, by information/evidence, which is valid, sufficient, reliable and justifies your decision. Highfield reserves the right to request a copy of this information/evidence to inform our decision; and
  - 3.3.7 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.
- 3.4 At the end of this policy is a table that lists Sources of Additional Information of organisations which may be able to assist learners with disabilities/Reasonable Adjustments.
4. **Language Translators**
- 4.1 Please note, 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 For further details on Highfield translated papers provision, please contact Highfield on 0845 226 0350 or email your Account/Engagement 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; and
    - 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.
- 6.3.1 Permitted readers should not be related to the learners.
- 6.3.2 Permitted readers must only read assessment questions and answers in English.
- 6.3.3 Permitted readers must not intentionally or unintentionally lead the learner, in any way.
- 6.3.4 Permitted readers are not allowed to provide definitions of words.
- 6.3.5 Permitted readers should not act as the invigilator.
- 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 over-writers 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. **Reasonable Adjustment Principles**

- 7.1 Adjustments to assessments should be based on the following principles:
- 7.1.1 Adjustments should not compromise the assessment requirements of the qualifications;
  - 7.1.2 They should not provide the learner with an unfair advantage.
  - 7.1.3 They should be consistent with the learner's normal way of working;
  - 7.1.4 They should be based on the individual need of the learner;
  - 7.1.5 They should allow learners an equal opportunity to show what they can do and what they know without altering competence standards;
- 7.2 A Centre is required to ensure that where it makes an application to Highfield for an adjustment that:
- 7.2.1 the information in the application is accurate;
  - 7.2.2 the Centre will be able to provide the arrangements requested if Highfield gives permission;
  - 7.2.3 the Centre provides an assurance that it will not exceed the allowed adjustment;
  - 7.2.4 any application for adjustment is supported by evidence which is valid, sufficient and reliable; and
  - 7.2.5 all adjustments to assessment must be implemented in accordance with the guidance given by Highfield.

## 8. **Reasonable Adjustments Permissions Table**

- 8.1 The following table indicates where the decisions on Reasonable Adjustments can usually be made. 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.
- 8.2 This table outlines some of the decisions on reasonable adjustments that can be made. However, Centres have a duty to seek advice from Highfield in any case where they are in doubt if an adjustment is needed or how it should be applied.

**8.2.1 Permitted** means: That the reasonable adjustment is permitted at the discretion of the centre without the need to notify Highfield beforehand.

**8.2.2 Apply** means: That the Centre should seek permission from Highfield, prior to the assessment taking place.

<b>Reasonable Adjustment</b>	<b>Assessments under examination conditions</b>	<b>Non-exam Assessments centre delivered</b>	<b>EPA based assessments (non-examination conditions)</b>
Extra time up to 25 per cent of the total exam time	Permitted	Permitted	Apply
Extra time in excess of 25 per cent	Apply	Not applicable	Apply
Supervised rest breaks	Permitted	Permitted	Permitted
Change in the organisation of assessment room	Permitted	Permitted	Permitted
Assessment at an alternative venue	Apply	Apply	Apply
CCTV and OCR scanners	Apply	Apply	Apply
Use of coloured overlays, low-vision aids, tinted spectacles,	Permitted	Permitted	Permitted
Use of assistive software	Apply*	Apply*	Apply*
Use of bilingual and bilingual translation dictionaries	Apply	Apply	Apply
Assessment material in enlarged format	Apply	Permitted	Apply
Assessment material in Braille	Apply	Permitted	Apply
Language modified assessment material	Apply	Apply	Apply
Assessment material in British Sign Language	Apply	Permitted	Apply
Assessment material on coloured paper	Apply	Permitted	Apply
Assessment material in audio	Apply	Permitted	Apply
Use of ICT	Apply*	Permitted*	Apply*
Responses using electronic devices	Apply	Permitted	Apply
Responses in BSL	Apply	Permitted	Apply
Responses in Braille	Apply	Permitted	Apply
Reader	Apply	Apply	Apply
Scribe	Permitted	Permitted	Apply
BSL Interpreter	Apply	Permitted	Apply
Prompter	Apply	Permitted	Apply
Practical assistant	Apply	Permitted	Apply
Transcriber	Apply	Permitted	Apply
Other	Apply	Apply	Apply

*\*Permitted at the discretion of the centre unless ICT is implicitly or explicitly excluded in the Standard being assessed or in its associated Assessment Strategy (for EPA) or Qualification Specification (for vocational qualifications).*

**8.3** In circumstances where a Reasonable Adjustment has been permitted at the discretion of the Centre, the Reasonable Adjustments must be recorded by your Centre on the learner assessment records and made available to Highfield upon request.

**8.4** Prior to awarding a Reasonable Adjustment, Centres must check the content of the qualification specification or apprenticeship standard and/or contact Highfield to ensure the reasonable adjustment is permitted to be granted. On occasion, the reasonable adjustment may not be required due to externally regulatory requirements of the qualification (for example, SIA licence linked (Security) qualifications).

**8.5** 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, at the earliest opportunity and in any event by:

**8.5.1** 20 working days (in the case of EPA) before the start of the assessment/examination.

**8.5.2** 5 working days (in the case of vocational qualifications) before the assessment/examination

**8.6** Highfield will respond in writing to the application within two working days, providing details of Reasonable Adjustments permitted.

**8.7** 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 in this policy.

**8.8** 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.

**8.9** If Centres have any queries, Highfield strongly advises they contact their Account Manager.

## **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; and

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 an exemption from this component.

9.2 Extra time is allowed dependent of needs\*.

## 9.3 Reading

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 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; and

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

9.3.4 Extra time is allowed dependent on needs\*.

## 9.4 Writing

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

- 9.4.2 A human reader is allowed to read the instructions to writing in tasks only; and
  - 9.4.3 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.
  - 9.4.4 Extra time is allowed dependent on needs\*.
- 9.5 *\*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.*
10. **Remote invigilation**
- 10.1 For Centres approved to deliver Highfield assessments via remote invigilation methods, Centres must complete the form below and send to Highfield prior to the assessment being taken. This should preferably be at enrolment but, in any event, no later than 1 working day before the assessment is due to take place.

### REASONABLE ADJUSTMENTS FORM

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.

Centre  
 Name \_\_\_\_\_  
 Learner Number \_\_\_\_\_  
 Learner name \_\_\_\_\_  
 Examination/Assessment date \_\_\_\_\_  
 Qualification/Apprenticeship \_\_\_\_\_ Standard  
 title \_\_\_\_\_

<b>Reason and details of Reasonable Adjustment.</b>

#### **Evidence in Support of the Application**

Centres are required to hold evidence/information to support the application and make this available to Highfield upon request. This may include (but is not limited to):

- The Centre’s assessments of learner’s needs;
- History of provision within the Centre;
- Medical certificate; and
- Psychological or other professional assessment report

#### **Declaration:**

I confirm that the information provided above is accurate. The Centre will be able to provide the arrangements requested and the Reasonable Adjustments will be implemented in accordance with the guidance given by Highfield;

I will hold evidence to support the above application and will make this available to Highfield upon request

I am satisfied that the information provided on this form is accurate. I fully support the request and confirm that the learner is/will be appropriately entered for the assessment/examination and is able to demonstrate the skills, knowledge and/or understanding required by the qualification.

Name: .....Date .....

Signature: .....

Position in Centre: .....