



## Special Consideration and Reasonable Adjustments Policy

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<b>External reference points</b>	<p>Pearson Special Requirements: Reasonable Adjustments  <a href="https://qualifications.pearson.com/en/support/support-topics/exams/special-requirements/reasonable-adjustment.html">https://qualifications.pearson.com/en/support/support-topics/exams/special-requirements/reasonable-adjustment.html</a></p> <p>Application for Reasonable Adjustment for BTEC Qualification  <a href="https://qualifications.pearson.com/content/dam/pdf/Support/Special-requirements/rai-issue-2.pdf">https://qualifications.pearson.com/content/dam/pdf/Support/Special-requirements/rai-issue-2.pdf</a></p> <p>The Joint Council for Qualifications (JCQ)  <a href="https://www.jcq.org.uk/about-us/">https://www.jcq.org.uk/about-us/</a></p>

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## 1. Introduction

The College is committed to assisting individuals in realising their potential. It is illegal for the College to treat students or prospective students with special needs or disabilities less favourably for any reason related to their condition unless there is a valid legal justification.

To ensure that individuals with special needs or disabilities have access to education and are not significantly disadvantaged in comparison to those without disabilities, the College is required to make appropriate and reasonable adjustments.

## 2. Purpose and Scope

Trent Education Centre "The College," is dedicated to promoting opportunity and equality for all groups, in accordance with its obligations under the 2010 Equality Act.

The College encourages students with disabilities or special needs to access our inclusive learning environment and offers a variety of appropriate services to ensure fair and equitable treatment of all students. This policy applies to all current and prospective students.

The services provided by the College to students with disabilities or special needs aim to:

- Enhance and facilitate access to education by giving students requiring reasonable adjustments equitable opportunities:
- Encourage students to declare a disability or special need during the application, enrolment process, and during personal tutorials.
- Conduct needs assessments and interviews with students when necessary.
- Providing support appropriate for programme needs within the parameters of the service offer.
- Provide support appropriate for meeting assessment/exam requirements within the parameters set by awarding organisations.
- Offer opportunities to regularly review support needs leading to progression
- Refer students who disclose disabilities or special needs to the College Health & Safety and Safeguarding Officer for consultation, support and further referrals if necessary
- Offer opportunities to work with local authorities to commission specialised services that may be available
- Offer a suitable structure and a procedure that has been agreed upon with local authorities for consultation on services for people with education, health, and care plans.

### 3. Classification

Defined by the Equality Act 2010 as "disability"

A person who has a physical or mental impairment that significantly and permanently impairs their capacity to perform daily tasks is considered disabled under the Equality Act of 2010.

For the Act's purposes:

"Substantial" and "long-term" refer to:

- "Substantial" indicates more than small or trivial, such as taking significantly longer than normal to finish a daily chore like getting dressed.
- "Long-term" refers to conditions lasting 12 months or longer, such as breathing disorders brought on by lung infections.

Special guidelines apply to illnesses that come back or change over time, including arthritis.

Progressive conditions

- A progressive illness is one that worsens over time. People might be classified as disabled if their conditions worsen over time.
- On the other hand, the day you receive a diagnosis of HIV infection, cancer, or multiple sclerosis, you immediately fit the criteria of a disabled person under the Equality Act 2010.

#### 3.1. Things that do not qualify as disabilities.

- The definition of disability excludes some conditions. These include alcoholism and drug addiction that is not prescribed.

### 4. Aims and Objectives

**The policy's objectives for students with special needs or disabilities:**

- To make sure that everyone has access to objective advice and high-quality support.
- To offer opportunities for participation in College life along with the necessary support.
- Keep an eye on and assess the quality of services provided to students with disabilities.
- To back government initiatives aimed at increasing the engagement of students with disabilities.
- To make sure the College complies with the 0-25 SEND Code of Practice and fulfils its legal obligations.
- Working together with local authorities to provide a Local Offer that satisfies needs.
- To commit to providing an inclusive atmosphere that encourages the disclosure of disabilities and provides all candidates and students with the chance to showcase and reach their full potential
- To treat all applicants and students fairly and equitably.
- To ensure that a disabled student's educational experience compared adequately with that of their peers, in accordance with section 3 of the Quality Assurance Agency's Code of Practice for the Assurance of Academic Quality and Standards in Higher Education.
- To comply with the legislative requirements under the Equality Act (2010), particularly the need to avoid discrimination and to provide reasonable adjustments for disabled students.

## **5. Reasonable Adjustment**

A Reasonable Adjustment Panel will be formed by the Senior Management Team to consider what can be done to provide students with appropriate accommodation within reasonable limits. When determining what is reasonable, the following elements may be taken into consideration:

- The need to maintain academic and other prescribed standards.
- The availability of College's financial resources.
- Grants or loans likely to be available to the disabled student for the purpose of enabling them to receive student services, such as high needs funding.
- The cost of taking a particular step.
- The degree to which it is practical to take a particular step.
- The extent to which aids or services will otherwise be provided to disabled people or students.
- Health and safety requirements
- The relevant interests of other people, including other students.

## **6. Examinations/Assessments and Evaluation**

### **6.1. Regulations for Disability & Special Considerations**

As required by the Equalities Act 2010 and the Disability Discrimination Act of 2005. The College is committed to ensuring that suitable accommodation is provided for candidates with disabilities or other support needs who wish to take assessments or exams.

### **6.2. Approach of Arrangements**

If a student says they are disabled or have special needs, they will be referred to the College Counsellor or Support Officer. The Programme Leader will be notified by a Support Officer or Counsellor that an applicant who wishes to take an assessment of team requires special accommodation due to a disability or special need. Programme Leaders are required to forward this information to the Exams Officer, who will then make appropriate modifications and offer extra support so the candidate may complete their assessment or take the exam. If required, the Exams Officer will send completed applications to the Awarding Organisation for access arrangements.

It is the Exams Officer's duty to guarantee that candidates with special needs or disabilities have appropriate access to rooms and equipment. If necessary, assessors/examiners may offer candidates a private room to take an exam and will be supervised by the Exam officer.

## 7. Pearson Conditions and Justifiable Adjustments

When a student faces a significant disadvantage in an assessment due to a disability or difficulty, reasonable adjustments can lessen those impacts.

Reasonable adjustments must not compromise the validity of the assessment results or provide the student with an unfair advantage over other students doing the same or comparable assessments or exams.

At the pre-assessment planning stage, reasonable adjustments should be agreed with the student; these should be designed to mirror the student's "normal" work style in the College or their occupational context.

The RA1 form below should be completed and retained in the learner's file for future inspections upon request if applying a reasonable adjustment.

For further details refer to the Reasonable Adjustment and Special consideration Provisions for Edexcel Vocational Qualifications:

<https://qualifications.pearson.com/en/support/support-topics/exams/special-requirements/reasonable-adjustment.html>

The Pearson Application for Reasonable Adjustment for BTEC Qualification Pearson may be found here:

<https://qualifications.pearson.com/content/dam/pdf/Support/Special-requirements/rai-issue-2.pdf>

## 8. Data Protection/Confidentiality

The College acknowledges the value of privacy and complies with the 1998 Data Protection Act. The College processes and discloses student data only as permitted by the Data Protection Act.

The College also upholds confidentiality in compliance with the Children Act of 2004 and the health and safety of the individual and the College community. If a student requests anonymity under the Disability Discrimination Act, no information may be shared going forward for the aim of granting reasonable adjustments. Students will be asked if they need support at the College, and to list any prior support they have received. Students should also be aware of the following:

- Students are encouraged to give permission for information to be shared with key professionals who are working on their behalf both internally and externally.
- If students expressly choose not to allow information to be shared, their request will be respected, but they will be informed that this may have an impact on access to resources, services, and learning outcomes.
- If students choose not to declare their disability at the time of application and enrolment, the College and the student/potential student recognise that appropriate support may be delayed.

## **9. Referrals and Assessment**

The College will commit to the following:

- When students with a diagnosed disability, requiring substantial resources, are referred, or self-referred to the College, an assessment may be mandated by the Reasonable Adjustment Panel.
- Students may be referred to appropriate professionals when necessary to meet examining body requirements and identify support requirements.
- If a student has an Education, Health, and Care Plan, the College will adhere to the requirement for a consultation with the relevant Local Authority.

## **10.Measurement of the Policy's Success**

A member of the Senior Management Team will be appointed as a reasonable adjustment's reviewer by the Senior Management Team will ask students with disabilities of special needs for feedback. The reviewer should be contacted with any concerns from staff members or students regarding matters related to student disabilities. A reduction in complaints pertaining to disability concerns and an increase in positive feedback from year to year will be used to gauge the effectiveness of this policy.

## **11.Obligations Structure**

The Head of Health & Safety and Safeguarding is responsible of the process. They will compile input from staff members who work with disabled students (such as Tutors and Student Support Officers) to assess how well the policy is working and will present results to the Senior Management Team.