



## Riseladder School of Business and Technology

### Reasonable Adjustments and Special Considerations Policy

**Version:** 1.2

**Approved by:** Academic Board

**Review Date:** July 2025

**Next Review Due:** July 2026

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### 1.0 Policy Purpose

This policy sets out the procedures for identifying, applying, and managing reasonable adjustments and special considerations for learners undertaking Pearson BTEC qualifications at Riseladder School of Business and Technology. It ensures equitable access and compliance with the **Pearson Centre Guide to Quality Assurance, Equality Act 2010, Ofqual General Conditions of Recognition**, and relevant JCQ guidance where applicable.

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### 2.0 Scope

This policy applies to:

- All registered learners undertaking Pearson qualifications
- All teaching, assessment, and administrative staff
- Any learner requiring support due to disability, learning difficulty, temporary injury, illness, mental health condition, or other exceptional circumstance
- External partners delivering or supporting qualification assessments

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### 3.0 Definitions

- **Reasonable Adjustment:** A pre-planned change to the delivery or assessment process to reduce disadvantage for a learner with a long-term condition, disability, or learning need. These do not affect the integrity of the assessment or qualification.
- **Special Consideration:** A post-assessment measure used when a learner is temporarily affected by illness, injury, or unforeseen circumstances that significantly impact performance during or immediately before an assessment.

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## 4.0 Guiding Principles

Riseladder will:

- Promote inclusive practice and equitable access to assessment
  - Ensure decisions are evidence-based and comply with Pearson requirements
  - Protect the validity and reliability of assessment outcomes
  - Handle all applications with sensitivity, confidentiality, and timeliness
  - Make reasonable efforts to anticipate and plan for learner needs
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## 5.0 Examples of Reasonable Adjustments

Examples may include:

- Extra time or supervised rest breaks during assessments
- Use of assistive software or hardware (e.g., screen readers, voice recognition)
- Modified assessment materials (e.g., large print, coloured overlays)
- Use of a reader, scribe, or sign language interpreter
- Separate rooms or adapted seating arrangements

Adjustments must:

- Be tailored to individual learner needs
  - Be supported by documented evidence
  - Be applied without altering the assessment standards or criteria
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## 6.0 Process for Requesting Adjustments

1. Learners must disclose any support needs at enrolment or as soon as they arise.
2. A written application should be submitted to the **SEN Coordinator or Academic Lead**.
3. Supporting evidence (e.g., medical report, psychologist evaluation, EHCP) must accompany the request.
4. The **Quality Nominee** reviews the request to ensure alignment with Pearson guidance.
5. Approved adjustments are:
  - Documented using centre templates
  - Communicated to relevant staff
  - Implemented and monitored during assessment delivery

Requests should be submitted at least **15 working days** before the scheduled assessment where possible.

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## 7.0 Applying for Special Consideration

Special Consideration is granted only if:

- The learner has completed the majority of the course or unit
- The condition had a material impact on performance
- The learner was not fully able to complete the assessment due to a valid reason

Applications must:

- Be submitted within **5 working days** of the assessment
- Be supported by appropriate evidence (e.g., medical note, official incident report)
- Be reviewed by the Quality Nominee or Academic Board representative
- Be logged for reporting to Pearson, if applicable

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## 8.0 Roles and Responsibilities

Role	Responsibility
Learners	Disclose needs promptly and provide supporting documentation
Assessors	Implement adjustments and support learners as advised
SEN Coordinator Academic Lead	/ Collect applications, assess need, liaise with QN
Quality Nominee	Approve, record, and ensure compliance with Pearson procedures
Administrative Staff	Update timetables, access needs, and invigilation protocols accordingly

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## 9.0 Record Keeping

- All requests, evidence, decisions, and communications will be securely retained for a **minimum of three years**
- Access is limited to authorised staff in line with GDPR and safeguarding requirements
- Records must be made available during Pearson CQR or EQA inspections

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## 10.0 Monitoring and Review

- The Academic Board reviews this policy annually or upon regulatory updates

- Summary data on requests and outcomes is reviewed to monitor patterns or disparities
  - Feedback from learners, assessors, and verifiers informs policy refinement and training needs
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**Document Owner:** Quality Nominee

**Policy Status:** Live and in effect from September 2025

**Next Review Due:** July 2026