



BTEC SPECIAL CONSIDERATION & REASONABLE ADJUSTMENTS POLICY

Recommended by:	Senior Vice Principal
Recommendation Date	11 th November 2025
Ratified by:	LAGB
Signed:	<i>J Goodman</i>
Position on the board	Chair of Governors
Ratification Date	25 th November 2025
Next Review:	November 2026
Policy Tier (Central/Hub/School):	School

1. Roles and Responsibilities

Role	Name(s)	Responsibilities
Head of Centre	Mr S Brownlow	
Examinations Officer	Ms K Machin	Responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for students.
Examinations Officer Line Manager	Miss H Tanner	Responsible for overseeing the registration, transfer, withdrawal and certificate claims for students to ensure that awarding body deadlines are met.
Quality Nominee	Mrs M Martin	Responsible for coordinating and monitoring the student details held with awarding body.
SENCO	Ms H Nutting	Oversee the provision for students with SEND
Programme Leader	Various, depending on course	Responsible for ensuring student details held by Pearson are accurate and that an audit trail of student assessment and achievement is accessible. Responsible to grade entry onto Edexcel Online as well as ensuring these are accurate and double checked within department.
Lead Internal Verifier	Various, depending on course	Responsible for moderation of marked work and liaising with course lead. Manage all appeals for a subject. Production and maintenance of assessment plan.

2. Aims

1. To enhance access to qualifications for students with disabilities and other difficulties, without compromising the assessment of the skills, knowledge understanding, or competence being assessed.
2. To identify arrangements for making reasonable adjustments and special considerations in relation to qualifications (access arrangements).
3. To outline how students qualify for reasonable adjustments / access arrangements and special considerations.
4. To outline the reasonable adjustments / access arrangements / special considerations permitted and those where permission is required in advance before they are applied.

To do this, Gospel Oak School will:

- Comply with JCQ Access Arrangements and Reasonable Adjustment guidelines. We will seek to provide reasonable adjustments and special consideration for any students registered on qualifications who need additional support.
- Assess fairly on students' knowledge and what they can do. For some students the usual format of assessment may not be suitable. Reasonable adjustments / access arrangements or special considerations may be required at the time of assessment where:
 - Students have evidence of a disability or specific learning needs.
 - Students have a temporary disability, medical condition or learning needs; or
 - Students are indisposed at the time of the assessment.

3. Definitions/Terminology

Reasonable adjustments are available for students who present requirements prior to assessment.

"A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the student at a substantial disadvantage in the assessment situation. Reasonable adjustments are made to an assessment for a qualification to enable a student to demonstrate their knowledge, skills and understanding at the levels of attainment required by the specification for that qualification."

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: arrangements delegated to centres, or those that require prior JCQ awarding body approval.

Special consideration can be applied after an assessment, in circumstances where a student was affected by temporary illness, injury or indisposition at the time of the assessment.

4. Reasonable Adjustments and Access Arrangements

Reasonable adjustments / access arrangements must not affect the integrity of what needs to be assessed, but may involve:

- Changing usual assessment arrangements, for example allowing a student extra time to complete the assessment activity having supervised rest breaks during the examination;
- Adapting assessment materials, such as providing materials in Braille;
- Providing assistance during assessment, such as a sign language interpreter, scribe, prompter or a reader / shared reader;
- Re-organising the assessment room, such as removing visual stimuli for an autistic student;
- Changing the assessment method, for example from a written assessment to a spoken assessment;
- Using assistive technology, such as screen reading or voice activated software;
- Providing the mechanism to have different colour backgrounds to screens for onscreen assessments or asking for permission for copying to different coloured paper for paper-based assessments;

- Providing and allowing different coloured transparencies with which to view assessment papers;
- Alternative rooming arrangements e.g. a room for a smaller group of candidates with similar needs; and
- Use of a word processor.

A separate room (student and invigilator in a room entirely separate from other students) may be recommended where it can be evidenced that a small group provision would put them at a 'substantial disadvantage' to other students, where this is their normal way of working and where the Exam Access Arrangement (EAA) indicates that:

- The student's exam access arrangements which would disturb other candidates e.g. reading aloud;
- The student has a medical condition needing privacy – with supporting evidence from a specialist;
- The student has a mental health condition needing privacy– with supporting evidence from a specialist; or
- The student has a physical condition – either temporary or permanent needing privacy.

In order to provide a separate room, evidence is required from the student. Evidence can be in the form of:

- history of provision at a previous examination centre e.g. school;
- Medical recommendation from a consultant or specialist;
- Mental health recommendation from a specialist; or
- EHCP recommendation.

Alternative rooming arrangements and reasonable adjustments must reflect the candidate's normal and current way of working in internal tests and mock examinations. Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre.

Reasonable adjustments / access arrangements are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the student access to the programme. The use of a reasonable adjustment will not be taken into consideration during the assessment of a student's work.

The centre is only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

5. Procedures for application for reasonable adjustments

- Student is identified to SENDCO.
- SENDCO will request evidence of need and/or evidence of prior assessment arrangements from the student, conduct assessments as appropriate and request Normal Way of Working (NWoW) from teaching staff, with supporting evidence e.g. timed assessment or in-class work.
- Upon completion of the Exam Access Assessment is complete, the SENCO/Examinations Officer will complete a JCQ Access Arrangements Online (AAO) form, making an application to cover all

JCQ qualifications or for other Awarding Bodies as per their guidelines and record on the MIS system including expiry date.

- The Examinations Officer will inform SENDCO and QN of the outcome and will record access arrangements on MIS. A hard copy will also be placed in a folder to present upon inspection.
- Any reasonable adjustment must reflect the normal learning or working practice of a student in a centre or working within the occupational area (pre assessment). The reasonable adjustment in the assessment must reflect the student's normal way of learning (e.g., reader in class, therefore reader in assessment).
- The evidence of need will vary depending on the disability and the access arrangement(s) being applied for. If, after the special consideration process has been applied, the student does not meet the criteria, centre-based arrangements and reasonable adjustments will be revisited.
- The Examinations Officer will then ensure required and approved arrangements are in place for all applicable exams.
- Both the SENDCO and Examinations Officer work to the deadlines for submitting applications for access arrangements/reasonable adjustments and orders for modified papers as outlined in the *JCQ Access Arrangements and Reasonable Adjustments Guidelines*, which are published annually.
- Centres are regularly inspected to ensure they have followed JCQ Regulations therefore the school is required to hold evidence in its files that can be inspected at short notice. For this reason, the school will keep copies of evidence of need, applications, record of access arrangements used, together with a data protection form signed by the student.
- All information and data, whether electronic or physical, will be stored in accordance with the College's GDPR Policy.

6. Special Consideration

- Special consideration can be applied after an assessment if there was a reason the student may have been disadvantaged during the assessment, and as a consequence their performance in the assessment.
- All applications must be made to the Examination Officer. By completing the special consideration and reasonable adjustment form for that season. The form can be found on the JCQ website. This will be processed by the Examination Officer with timeframe outlined in regulations.
- The Examination Officer will make applications for special consideration on a case-by-case basis. The head of centre must authorise all applications for special consideration.
- Students cannot enter a request for special considerations for assessment solely on the grounds of disability or learning difficulty.
- Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the student. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the student. The centre will not be informed of the size of the adjustment.

7. Appealing a decision

If you wish to appeal against a decision to decline requests for reasonable adjustments or special consideration arrangements, please do so in writing to the Head of Centre within 10 working days of notification of decision.

8. Monitoring and review

This policy will be reviewed alongside all exam related policies on an annual basis and in line with guidance provided by Pearson. Updated policies will be distributed to the Examinations Officer, SENDCO and Lead IVs.

9. Links

The key policies guiding BTEC policies are informed by the 'Information manual' published by Pearson each year which provides detailed information for Exams Officers about registration and certification procedures for all Pearson programmes.

[Entries & information manual | Pearson qualifications](#)