Shaftesbury Millie College

Reasonable adjustments and access arrangements

Reasonable Adjustments Statement

What are reasonable adjustments?

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage.

An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors which include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or

- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries, to access the assessment and show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

What evidence is needed?

Applications to the awarding body must be accompanied by evidence and a statement that records the candidate's normal way of working as seen in the classroom/education setting and/or workplace. Evidence of need can include a SEND statement, an Education, Health and Care Plan, educational psychologist report, dyslexia report, a GP or health specialist's letter, within an approved date. Learners with a learning difficulty or cognitive processing difficulty may also require a recent assessment of 'speed of working', showing at least one standardised score of less than 84 (see **Appendix 1**).

Who approves reasonable adjustments and who can apply for them?

The ultimate responsibility lies with the awarding body in making reasonable adjustments for a candidate defined as disabled within the meaning of the Equality Act 2010. The awarding organisation will make a judgement based on the Evidence of Need and the candidates Normal Way of Working statement submitted by the training provider.

Requests for a reasonable adjustment are processed internally by the Quality Assurance SLT who will carry out a full assessment of need, gather the required evidence and advice on the appropriate adjustments, before presenting a case to the awarding organisation for final approval.

Reasonable adjustments cannot be applied without the appropriate evidence and the approval from the awarding organisation and can take up to 21 working days to process.

Reasonable adjustments for examinations: What's available?

Supervised rest breaks

25% extra time

Extra time up to 50%

Extra time over 50%

Computer reader

Read aloud or use of an examination reading pen

Scribe/Speech recognition technology

Word Processor

Braille transcript

Prompter

Language modifier

Live Speaker for pre-recorded examination components

Communication Professional (for candidates using sign Language)

Practical Assistance Alternative Site for the conduct of examinations

Arrangements for candidates with disabilities

Bilingual translation dictionaries with 10% extra time

On-Demand Modified paper examinations

Braille papers

Enlarged papers

Coloured Papers

Modified Language papers and transcripts of listening test/video

However, there may be candidates who suffer from particular disabilities who may require other adjustments which are not listed in this document. Accordingly, the list of access arrangements is not exhaustive.

Use of a reader – the rules

A reader may:

- enable a vision impaired candidate to identify diagrams, graphs and tables, but **must not** give factual information nor offer any suggestions, other than the information which would be available on the paper for sighted candidates.
- read numbers printed in figures as words (eg. 356 would be read as three hundred and fifty-six), but when reading the number, it should also be pointed to on the question paper. An exception would be when the question

is asking for a number to be written in words (eg. write the number 356 in words).

- decode symbols and unit abbreviations in maths and science examinations as this will not affect the integrity of the assessment.
- if requested, give the spelling of a word which appears on the paper but otherwise spellings must not be given.
- read back, when requested, what the candidate has written without any emphasis on any errors.
- must read accurately.
- must have appropriate subject knowledge in order to act effectively as a reader in maths and science examinations, and decode symbols and formulae with accuracy.
- must only read the instructions on the question paper and questions, and must not explain or clarify.

Use of a scribe – the rules

A scribe:

- write or type accurately, and at a reasonable speed, what the candidate has said.
- draw or add to maps, diagrams and graphs strictly in accordance with the candidate's instructions, unless the candidate is taking a design paper, in which case a scribe will only be permitted to assist with the written parts of the paper.
- abide by the regulations since failure to do so could lead to the disqualification of the candidate.
- write or word process a correction on a typescript or Braille sheet if requested to do so by the candidate.
- immediately refer any problems in communication during the examination to the invigilator or examinations officer.
- must not give factual help to the candidate or indicate when the answer is complete.
- must not advise the candidate on which questions to do, when to move on to the next question, or the order in which questions should be answered.
- may, at the candidate's request, read back what has been recorded.

Ownership

Name	Version
Reasonable adjustments and access arrangements	V2.0

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November 2024	September 2025

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V1.0	September 2022	Aaron Gregory	Created
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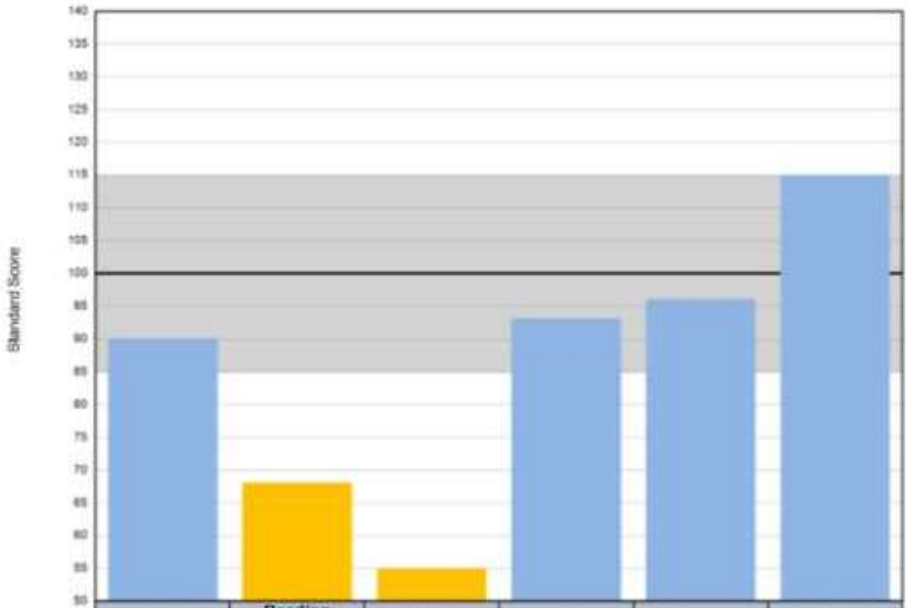
V2.0	November 2024	Aaron Gregory	Reviewed, branding updated

Appendices

Appendix 1 – Example GL Assessment report graph



	Word recognition	Reading comp accuracy	Reading comp speed	Spelling	Typing speed	Handwriting speed
Standard score	90	68	55	93	96	115
Percentile score	25	2	1	32	39	84
Test date	12/03/2020	12/03/2020	12/03/2020	12/03/2020	12/03/2020	12/03/2020
Test age	21:00	21:00	21:00	21:00	21:00	21:00