



Fairfield School of Business

Reasonable Adjustments Policy

Version 1.2

Approved by the Board of Governors

Last Amendment: September 2019

Fairfield School of Business is committed to providing an inclusive environment which enables all students to achieve their potential. The School has a wide range of provision to support disabled students including specialist support, support through academic departments, and appropriate policies and procedures.

This policy has been aligned with the following legislation and/or external quality assurance frameworks:

- i. *The Equality Act 2010 (Amended 2012)*
- ii. *The Disability Discrimination Act (DDA 1995 – Revised 2010)*
- iii. *The Special Educational Needs and Disability Act (SENDA),*
- iv. *2001JCQ Access and Reasonable Adjustments document 2018*
- v. UK Quality Code for Higher Education



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*The document owner is responsible for maintaining and updating the content of this document and ensuring that it reflects current practice at the School.

Contents

1. Introduction	2
2. The Equality Act 2010 Definition of Disability	2
3. Academic Standards	4
4. Students with Disabilities and Learning Difficulties	5
5. Adjustments for Students with Disabilities and Learning Difficulties	6



1. Introduction

- 1.1. This policy relates to the provision of access arrangements and reasonable adjustment for students with disabilities and learning difficulties. It has two main aims, namely:
 - i. To accord with the School's vision and mission statements.
 - ii. To accord where appropriate for the qualifications which the School offers with the guidance provided by the JCQ Access and Reasonable Adjustments document 2018.
- 1.2. Additionally, the School will be bound by any regulations promulgated by the awarding body for the qualifications it offers.

2. The Equality Act 2010 Definition of Disability

- 2.1. The clear starting point in the statutory guidance is that disability means 'limitations going beyond the normal differences in ability which may exist among people'. *The Equality Act 2010* definition of disability is usually considered cumulatively in terms of:
 - Identifying a physical or mental impairment;
 - Looking into adverse effects and assessing which are substantial;
 - Considering if substantial adverse effects are long term;
 - Judging the impact of long term adverse effects on normal day to day activities.
- 2.2. Factors that might reasonably be expected to have a substantial adverse effect include:
 - persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
 - persistent distractibility or difficulty concentrating;
 - difficulty understanding or following simple verbal instructions;
 - physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.
- 2.3. Factors that might reasonably be expected not to have a substantial adverse effect include:
 - Minor problems with writing or spelling;
 - Inability to read very small or indistinct print without the aid of a magnifying glass;
 - Inability to converse orally in a language which is not the speaker's native spoken language.
- 2.4. Reasonable Adjustments



The Equality Act 2010 requires reasonable adjustments to be made where a student, 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 education establishment 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 student 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 will include, but are not limited to:

- the needs of the disabled student;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the student and other students

2.5. 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.

2.6. In most cases it will not be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would likely undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the student. There is no duty to make adjustments which the qualifications regulators have specified should not be made. The student will be required to produce an Evidence of Need. The Evidence of Need will vary depending on the disability and the access arrangement(s) being applied for.

2.7. A disabled student may use mechanical, electronic and other aids in order to demonstrate competence. The aids must either be generally commercially available, or available from specialist suppliers, and can feasibly be used in the school. The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;



- reader;
- scribe;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

2.8. It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The student may not need, nor be allowed the same adjustment for all assessments.

2.9. Students must apply in a reasonable or by a set time for any reasonable or access requirement through Student Support and their decision will be communicated to them. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification. As the needs and circumstances of each learner are different, therefore, all application or request will be considered on a case by case basis and cannot be used as a reference by another student. Evidence of need will be required.

3. Academic Standards

3.1. Notwithstanding any adjustment made in accordance with this policy it is a primary tenet of the School that nothing shall compromise the academic standards of the qualification.

3.2. The academic standard or level which must be reached by each candidate to achieve a particular grade is identified by the grade boundary. These boundaries may be identified as marks, assessment criteria, the outcomes of verbal examination etc. The grade boundaries are applied equally to all candidates. To be awarded a grade, the candidate must be able to demonstrate the level of competence or ability against the assessment objectives.

3.3. Some types of disability may affect the candidate's ability to demonstrate one or more of the assessment objectives. An alternative route may be available in the specification and advice must be sought. In some cases, a disabled candidate may have to be exempted from a component if that is the only adjustment available to enable him/her to overcome a substantial disadvantage in accessing the specification.

3.4. In most cases it will not be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would likely undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the candidate. There is no duty to make adjustments which the qualifications regulators have specified should not be made.



4. Students with Disabilities and Learning Difficulties

4.1. Recruiting with Integrity

The school will ensure that prospective students have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs. The recruitment process will include assessing each potential student and making justifiable and professional judgements about their potential to successfully complete the assessments and achieve the qualification. The assessment will aim to identify, where appropriate, the support that will be made available to the student to facilitate access to the qualification(s).

Where the recruitment process identifies that the student may not be able to demonstrate attainment and thus gain achievement in all of the assessments for the selected qualification, this will be communicated clearly to them. If a student still decides to proceed with a particular qualification and not be entered for all or some of the assessments the implications and effects in all aspects will be made clear.

The school will ensure that students are aware of:

- the range of options available, including any reasonable adjustments that may be necessary, to enable the demonstration of attainment across all of the required assessments; and
- any restrictions on progression routes to the student as a result of not achieving certain outcomes.

4.2. Access Arrangements

Access arrangements are agreed before an assessment. They allow students with 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 student without affecting the integrity of the assessment. Access arrangements are the principal way in which the School will comply with its duty under the Equality Act 2010 to make 'reasonable adjustments'.

4.3. Application for Access and Reasonable adjustments

The student must contact Student Support to discuss their needs and make contact as earliest as possible to inform any medical condition that might affect their learning. There is no set deadline but this must be informed or applied well before the assessment due date.



4.4. Determining of the need for reasonable adjustment

Where a learner has been identified during recruitment as having a permanent or long-term (likely to last beyond the period of the course) disability requiring an adjustment to the assessment process this will be agreed and recorded as a Permanent Mitigating Circumstances Adjustment by the Registry and applied at each appropriate assessment stage. If at this stage the learner disagrees with the determined adjustment they may appeal in accordance with the Recruitment Appeals policy.

If during the course the learner becomes aware or is identified as having a new long or short term disability which might qualify for an adjustment they will be advised each semester by Student Support or can make direct application themselves to apply for Mitigating Circumstances. This will then be assessed under the Mitigating Circumstances Policy. If they disagree with the determined adjustment they may appeal in accordance with the School Appeals policy.

4.5. Assessment Boards

Assessment Boards convened by the School in accordance with the regulations of the awarding body are concerned solely whether a student has reached the appropriate grade boundary for the assessment concerned. Any Mitigating Circumstance and any adjustment made as a consequence are not a factor in Assessment Board determinations.

Progression Boards convened by the school in accordance with the regulations of the awarding body are concerned whether a student may progress from one stage of a course to another. They are primarily consequent on the results of academic assessments and criteria imposed by awarding bodies but the Board may take into account Mitigating Circumstances in making its decision.

Students may appeal against the decision of Assessment Boards in accordance with School Appeals Policy.

5. Adjustments for Students with Disabilities and Learning Difficulties

5.1. Adjustments for Assignment-based Assessment

- **Extra Time:** to apply for extra time students are advised to follow the procedure defined in Mitigation Circumstance Policy.
- **Word Processor:** The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification. Students are allowed and recommended to use the spelling and grammar check facility provided by the word processor.



- **Special Equipment:** Although the school does not commit to provide any special equipment to support the disability it will make reasonable provision to adjust the use of such equipment.

5.2. Adjustments for Examination-based Assessment

- **Supervised rest breaks:** The student must satisfy that he/she has an impairment which has a substantial and long term adverse effect, giving rise to persistent and significant difficulties; and the student is disabled within the meaning of the Equality Act and that there is a genuine need for the arrangement.

Supervised rest breaks will be awarded on account of:

- cognition and learning needs;
- communication and interaction needs;
- a medical condition;
- sensory and physical needs;
- Social, mental and emotional needs.

The timing of the examination should be paused and re-started when the student is ready to continue.

During the supervised rest break the student will not have access to the question paper/answer booklet.

There will be some constraints on timing if the candidate has more than one examination to take each day. The supervised rest break is not included in any extra time allowance.

- **Extra Time**

Extra time must not be confused with supervised rest breaks.

In order to award extra time, the needs of the student will be pre-determined based on the provided evidence.

Appropriate evidence of need must be submitted to the school and approved before the provision could be provided.

- **Read-aloud or use of Reading Pen**

The arrangement must reflect the candidate's normal way of working in internal school tests and mock examinations.

A candidate who reads aloud to himself/herself will be accommodated separately within the centre.



A permitted examination reading pen will not have an in-built dictionary or thesaurus, or a data storage facility.

- **Scribe / Speech recognition technology**

The student must confirm that he/she has persistent and significant writing difficulties and is disabled within the meaning of the Equality Act 2010.

A scribe is a responsible adult who, in non-examination assessments and/or in an examination but not in a Speaking Test, writes or types a candidate's dictated answers to the questions.

A scribe is not a practical assistant, a prompter or a reader. The same person may act as a practical assistant, a prompter, a reader and/or a scribe as long as permission has been given for these arrangements.

In cases where a candidate is dictating to a scribe for the entire duration of the examination an extra time will always be considered.

A scribe will not be permitted to perform tasks which are part of the assessment objectives

- **Prompter**

A prompter may be permitted where a student has a substantial and long term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating.

- **Modified Papers**

Modified enlarged papers are only produced when orders are made by the deadline. They are not produced automatically and are intended for candidates who cannot read a standard examination paper.

The standard modified paper formats will, in the vast majority of cases, enable a candidate with a substantial and long term vision impairment to access his/her examinations. However, in rare and exceptional cases, a candidate with a substantial and long term vision impairment may require question papers in an alternative format. The candidate will require a reasonable adjustment on account of his/her disability.

Where a disabled candidate requires question papers in an alternative format the school will discuss his/her particular requirements at the earliest opportunity with the relevant awarding body's Modified Papers Unit, ideally at the start of the course.

- **Other arrangements**

Following are some other arrangements that school will consider based on the application and evidence provided:

- Amplification equipment



- Closed circuit television (CCTV)
- Colour naming by the invigilator for candidates who are Colour Blind
- Coloured Overlays (this would also include reading rulers, virtual overlays and virtual reading rulers)
- Examination on coloured/enlarged paper
- Low vision aid/magnifier
- Optical Character Reader (OCR) scanners
- Separate invigilation within the centre

5.3. Adjustments for Oral Assessment

- **Sign Language Interpreter:** The role of a Sign Language Interpreter may be undertaken by a Communication Support Worker, a Sign Language Interpreter, a Teaching Assistant or a Teacher of the Deaf.

Sign Language interpretation is done 'live' in the presence of the candidate during the examination in order to allow for the candidate's regional variations in BSL/ISL signs.

The Sign Language Interpreter must not sign texts/source material or literary extracts.

Extra time will always be considered on account of the additional repetition which may be required.



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