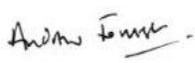


Great Yarmouth Community Trust
Horatio House Independent school
Reasonable Adjustments and Special
Considerations Policy



Date policy approved by Trustees	1/9/2018
Date policy to be implemented	1/9/2018
Person/s responsible for policy review	Senior management Team
Date of next review	01/08/2020
	 Andrew Forrest Chief Executive Officer

Introduction

Horatio House Independent School aims to facilitate open access to a range of qualifications for learners who are eligible for reasonable adjustment and/or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured.

Statement

We aim to achieve this through:

- **Reasonable Adjustment** – This is agreed action at the pre-assessment planning stage that helps reduce the effect of a disability or difficulty, which places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments will not, however, affect the reliability or validity of assessment outcomes nor will they give the learner an assessment advantage over other learners undertaking the same or similar assessments.
- **Special Consideration** – This is a post-assessment allowance to reflect temporary illness, injury, bereavement or indisposition that occurred at the time of assessment. Any special consideration granted cannot remove the difficulty the learner faced at the time of assessment and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised.

Procedure

Reasonable Adjustment

Horatio House Independent School recognises disabilities are of a diverse nature and the School does not tolerate discrimination on the basis of disability. The School complies with the Disability Discrimination Act 1995 (DDA) and the amendments to the Act.

Further information on reasonable adjustments in assessments can be found on the relevant Examining Body Qualifications website.

The School expects all subject departments to apply reasonable adjustment in a transparent and unbiased manner. All reasonable adjustments made must be recorded using the relevant form from the Examinations Officer, and are subject to meeting the requirements of the appropriate assessment strategy for the relevant qualification specification and assessment criteria. Once completed, these will be held by the centre in the learner's file and should be available at all times for scrutiny by awarding bodies if so requested.

Special Educational Needs

Horatio House School notes that a Statement of Special Educational Needs (SEN) does not automatically qualify the learner for reasonable adjustment to assessment.

Students who are considered disabled under the Act may qualify for reasonable adjustment to assessment.

Special Consideration

The Deputy Headmaster, in consultation with the relevant subject teachers, should liaise with the Examinations Manager over possible Special Consideration cases. Applications will be submitted to the relevant Quality Standards Team within seven days of the assessment having taken place. Following receipt, the Awarding Body will confirm receipt within two working days and will usually give a decision within a further ten working days.

Where a case is complex, the Awarding Body will inform the centre if a decision cannot be made within the time scale specified. During the processing of an application, the Awarding Body will only liaise with the centre making the claim on the learner's behalf and not with the learner or their designated third party.

It is important to note that special consideration applications will not be considered where learner achievement has been claimed and certificated.

Roles and Responsibilities

It is the responsibility of the Deputy Headmaster and/or the Examinations Manager in liaison with the Headmaster to ensure that any access arrangement implemented by the centre on behalf of the learner, is based on firm evidence of a barrier to assessment.

Other

Horatio House Independent School recognises the expectation of schools to promote Community Cohesion across all aspects of school life. We are aware that the work done within the learning environments of school embraces many elements of Community Cohesion. This policy is intended to formalise our coverage of this area of learning.

The process of the school aim is to ensure equality and consistency of service to learners; to ensure that no learner is disadvantaged in learning and opportunity by gender, ethnicity, sexuality, religion or disability; to ensure that all learners are treated equally and with respect by staff and peers.