



Reasonable Adjustment and Special Consideration Policy

Ysgol Penrhyn Dewi VA

Reasonable Adjustment and Special Consideration Policy

(In line with JCQ Regulations)

1. Purpose

This policy sets out the principles and procedures used by Ysgol Penrhyn Dewi VA to ensure that all candidates can access assessments fairly, without compromising the integrity of the qualifications. It is aligned to the most recent JCQ publications on **Access Arrangements and Reasonable Adjustments** ("AARA") and **A Guide to the Special Consideration Process**.

[\[jcq.org.uk\]](http://jcq.org.uk)

2. Scope

This policy applies to all candidates undertaking **GCSE, GCE/AS-A level, Functional Skills, BTEC/VTQs, Cambridge Nationals/Technicals, WJEC general and vocational qualifications**, and other accredited awards administered by JCQ member awarding bodies. Coverage now also extends across a broader list of qualifications (including NCFE and Essential Skills where delivered under JCQ arrangements).

3. Definitions

3.1 Access Arrangements

Pre-assessment adjustments which allow a candidate with a disability, learning difficulty, or temporary injury to access an assessment **without changing what is being assessed** (e.g., supervised rest breaks, a reader, a scribe, extra time, use of a word processor, modified papers). Arrangements must reflect **clear evidence of need** and the candidate's **normal way of working**.

[\[jcq.org.uk\]](http://jcq.org.uk)

Update: JCQ emphasises **trialling supervised rest breaks before applying for 25% extra time** where the impairment is not a learning difficulty (e.g., anxiety, attention difficulties, medical/mental health needs). Evidence from timed classwork/mocks and teacher observations is required.

Clarification: Centres may implement certain **centre-delegated** adjustments (e.g., non-electronic headphones/ear defenders; individual desk timers) where evidenced as normal way of working.



New/clarified practice: Where appropriate for a substantial impairment, listening to **music or white noise** may be considered as part of an arrangement (subject to centre risk assessment and integrity safeguards).

3.2 Reasonable Adjustments

Adjustments beyond standard access arrangements which ensure that disabled candidates are not **substantially disadvantaged** in demonstrating their attainment. Any adjustment must not compromise assessment validity or standards. [\[jcq.org.uk\]](http://jcq.org.uk)

3.3 Special Consideration

A **post-assessment** adjustment to marks/grades to reflect temporary illness, injury or other adverse circumstances **at the time of assessment**—available only where the candidate was **fully prepared** but **materially affected** by circumstances beyond their control. Only **small adjustments** are possible; large adjustments would jeopardise standards. [\[jcq.org.uk\]](http://jcq.org.uk),

4. Principles

Ysgol Penrhyn Dewi VA commits to:

1. **Fair access** to assessments for all learners, in line with equality legislation and JCQ regulations. [\[jcq.org.uk\]](http://jcq.org.uk)
2. **Consistency and transparency** in applying JCQ criteria and processes, with robust record-keeping.
3. **Assessment integrity**, ensuring that arrangements do not confer advantage or alter the skills/knowledge being assessed.
4. **Confidentiality and dignity** in handling candidate information, in line with UK GDPR/Data Protection Act 2018.
5. **Preparation for the workplace:** selecting arrangements that build **transferable strategies** where appropriate (e.g., assistive tech, rest breaks), as highlighted in the latest JCQ direction and sector guidance.

5. Roles and Responsibilities

5.1 ALNCo/ Access Arrangements Coordinator

- Identify needs, coordinate assessments (where required), and gather **teacher evidence** of normal way of working across subjects.



- Ensure **Part 1 of Form 8** contains substantive teacher feedback and evidence; **skeleton information is not acceptable**.
- Trial **supervised rest breaks** and evaluate outcomes before requesting **25% extra time** where the impairment is not a learning difficulty. Record trials via timed classwork/mocks.
- Submit applications via **Access Arrangements Online (AAO)** where required, and retain all evidence for inspection.
- Select arrangements that, where suitable, foster **workplace-relevant** independence (e.g., assistive tech; timers).

5.2 Examinations Officer

- Ensure approved arrangements are in place and correctly implemented for internal and external assessments.
- Submit **special consideration** requests via awarding bodies' online portals, **within the awarding body's deadlines** for the series (deadlines vary by board/series).
- Keep secure, auditable records of all applications and outcomes.

5.3 Teachers

- Alert their line manager and ALNCo to learners who may require support and provide **subject-specific evidence** (timed tasks, mock analyses, observation notes) to evidence normal way of working.
- Alert their line manager and senior management team of any potential special considerations

5.4 Students and Parents/Carers

- Inform the school promptly of any medical, emotional, or social changes that may affect assessments and provide relevant documentation (e.g., medical notes, professional letters) including for special consideration.

6. Reasonable Adjustments & Access Arrangements: Process

1. Identification

Potential need identified by staff, ALNCo, parents/carers or the candidate.

2. Assessment & Evidence of Need

- a. Where relevant, formal assessments (e.g., processing speed, literacy) are undertaken by a qualified assessor.



- b. **Teacher evidence** (across subjects), timed classwork/mocks, and records of support in lessons are compiled to show **normal way of working**. **Parent/carer comments are not accepted for Part 1 evidence.**

3. Trial & Selection of Arrangements

- a. For non-learning-difficulty impairments, **supervised rest breaks are trialled and evaluated before any 25% extra time application.**
- b. Consider **assistive technology**, desk timers, non-electronic headphones/ear defenders, and (where justified) **music/white noise** as targeted supports that may be more effective and **transferable**.

4. Application

Applications are submitted via **AAO** or awarding body systems where required; some adjustments remain **centre-delegated**.

5. Implementation & Monitoring

Approved arrangements are implemented in internal assessments and public exams and reviewed periodically to ensure suitability.

Data protection update:

JCQ **withdrew the Candidate Personal Data Consent Form and the Data Protection Confirmation form**. Centres must **inform candidates** that applications will be processed online under UK GDPR/Data Protection Act 2018 when using AAO.

7. Special Consideration: Process

7.1 Eligibility

Special consideration applies where a candidate was **fully prepared**, but their performance was **materially affected** by **temporary** illness/injury or adverse circumstances **at the time of assessment**. Only **small** post-assessment mark adjustments are possible; some scenarios may mean entry is inappropriate because significant adjustment cannot be made.

7.2 Typical Scenarios

- Temporary illness, accident, or injury at the time of the assessment.
- Bereavement affecting the candidate during the assessment period.
- Domestic crises that arise at the time of the assessment.
- Serious disturbances during the examination, such as disruptions caused by other candidates.
- Accidental events, such as receiving the wrong examination paper or equipment failure.

(Decisions are evidence-led and must follow the awarding body's criteria for that series.)



7.3 Procedure

1. Candidate/parent/carer or staff **notifies the Exams Officer as soon as possible and SIT**
- 2. Supporting evidence** is collected (e.g., medical/professional letters).
3. Exams Officer **submits via the awarding body's portal** in line with series deadlines; outcomes are recorded.

Examples of tariff guidance (for context): In some specific timetabling scenarios (e.g., three+ exams in a day), the indicative allowance for the **last paper** may be around **2%**, but centres must follow the current series guidance from the awarding body/JCQ.

8. Confidentiality & Data Protection

All evidence and applications for access arrangements and special consideration are treated as **confidential** and processed in line with **UK GDPR/Data Protection Act 2018**. Candidates are informed that their personal data will be processed through **AAO** or awarding-body systems for the purposes of administering arrangements. **Historic JCQ data-consent forms are no longer required.**

9. Policy Review

This policy is **reviewed annually** (and after any in-year JCQ update) by the ALNCo and Examinations Officer to ensure compliance with the latest JCQ guidance and awarding-body instructions. The Exams Officer will also check each exam series notice/portal update for **deadline changes** and **operational updates**.

10. Sign-off

Signed:

Headteacher: _____

ALNCo: _____

Examinations Officer: _____

Date: _____

