



Reasonable Adjustment Policy for Oxfordian College

Aligned with ATHE Standards

Oxfordian College is committed to providing equal opportunities and promoting accessibility for all pupils. This policy ensures that reasonable adjustments are made to reduce any barriers to assessment, facilitating a fair and equitable process for students with disabilities or difficulties, in compliance with ATHE (Awards for Training and Higher Education) standards.

Purpose and Scope of Reasonable Adjustments

A reasonable adjustment mitigates the impact of a disability or difficulty that may place a pupil at a substantial disadvantage during assessments. Adjustments are made to maintain the validity, reliability, and fairness of assessment outcomes, while providing a supportive environment to facilitate equal access to qualifications. The College's reasonable adjustments include, but are not limited to:

- Modifying standard assessment arrangements
- Adapting assessment materials
- Providing additional support during assessments
- Altering the physical environment of assessment settings
- Adjusting assessment methods to meet accessibility needs
- Employing assistive technologies as required

Grounds for Making a Reasonable Adjustment

A reasonable adjustment is applied when a learner faces a substantial disadvantage in assessments due to a disability or learning difficulty. Adjustments aim to mitigate this disadvantage while ensuring the validity, reliability, and fairness of the assessment process. Reasonable adjustments could include one or more of the following provisions, based on individual needs and assessment requirements:

- Additional time allowances, such as assignment extensions
- Alternative assessment locations suited to individual needs
- Use of coloured overlays, low vision aids, or closed-circuit television (CCTV)
- Assistive software for enhanced accessibility
- Provision of assessment materials in large print or Braille formats
- Availability of readers, scribes, or other supportive roles
- Assistance from practical aids, transcribers, or prompters

Process for Requesting a Reasonable Adjustment

1. Request Submission:

Learners or their guardians may submit a request for a reasonable adjustment to the Examinations Officer or relevant assessor. This request should be submitted no later than 10 working days prior to the scheduled assessment date to allow for appropriate planning.

2. Documentation:

Requests must be accompanied by supporting evidence, such as a medical certificate, SEN statement, or educational psychologist's report.

3. Review and Approval:

The Examinations Officer, in consultation with relevant staff, will review the request within 5 working days. Approval is based on the necessity, feasibility, and appropriateness of the adjustment.

4. Implementation:

Approved adjustments will be documented and communicated to all relevant staff at least 3 working days prior to the assessment.

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Responsibilities

- **Examinations Officer:** Oversees the request, ensures compliance with ATHE standards, and documents all decisions.
- **Assessors and Internal Verifiers:** Implement adjustments and assess learners consistently across all assessment criteria.
- **Learners/Guardians:** Submit requests on time with required documentation and understand the available adjustments.

Approval and Implementation of Adjustments

All reasonable adjustments must be approved, either internally or in consultation with the relevant examination board at Oxfordian College, to comply with ATHE and regulatory guidelines. Adjustments are determined and documented in advance of assessments, ensuring pupils have adequate access to the qualification process.

Timescales for Decision-Making Process

Stage	Timeframe
Submission of Adjustment Request	10 working days before the assessment
Review of Reasonable Adjustment	5 working days
Implementation of Adjustment	3 working days prior to assessment
Submission of Special Consideration Request	5 working days post-assessment
Review of Special Consideration	7 working days

Consistency in Assessment Standards

Work produced by pupils who have had reasonable adjustments is assessed in the same manner as work from other pupils. This ensures consistency in grading standards and fairness across all assessments.

Evaluation of Adjustment Necessity

Not all adjustments will be reasonable, permissible, or practical in every assessment scenario. Each adjustment request is evaluated to determine its necessity and feasibility, as not all pupils may require the same adjustment for every assessment.

Course Recruitment and Integrity

Curriculum Leaders and admissions officers must ensure that pupils are recruited with integrity, providing accurate information about qualifications and their requirements. The goal is to align each pupil's educational path with their needs and potential to complete assessments successfully.

Assessment of Pupil Suitability for Qualification

During recruitment, Curriculum Leaders assess each prospective pupil's ability to complete assessments for their selected qualification. Professional judgments are made to determine each pupil's capacity to meet the qualification standards, and any necessary support requirements are identified. If it is determined that a pupil may not meet certain assessment standards for their chosen qualification, this information is communicated clearly, enabling the pupil to make an informed decision about their course of study.

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Information on Reasonable Adjustments and Progression

As an examination centre, Oxfordian College will ensure that pupils are aware of available reasonable adjustment options, enabling them to demonstrate their capabilities in required assessment areas. Pupils will also be informed of any potential limitations on progression if certain assessment outcomes are unmet. This will be covered as part of the orientation session.

Eligibility for Reasonable Adjustments

Reasonable adjustments are designed to allow a fair demonstration of attainment. While adjustments are intended for pupils facing barriers to assessment, not all pupils with disabilities qualify automatically for adjustments. Eligibility is assessed on a case-by-case basis, ensuring compliance with both ATHE and the Disability Discrimination Act (DDA) guidelines.

Documentation and Record Keeping

All approved adjustments are documented transparently and without bias, following examination board protocols. Records of adjustments are maintained in compliance with regulatory standards and stored securely within the College.

Limitations of SEN Statements

A Statement of Special Educational Needs (SEN) does not automatically entitle a pupil to adjustments. Reasonable adjustments are determined based on current evaluations of each pupil's needs. An outdated SEN statement or an adjustment that could compromise assessment standards may not qualify. Oxfordian's sample SEN statement is included here in Appendix I.

This policy is designed to align with ATHE standards and promote a fair, inclusive approach to assessment at Oxfordian College, ensuring that all pupils have equitable opportunities to achieve their qualifications.

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Appendix I Statement of Special Educational Needs (SEN)

Statement of Special Educational Needs (SEN)

<p>Student Information</p> <ul style="list-style-type: none"> • Name: • Date of Birth: • School/Institution: • Year/Grade Level: • Date of SEN Statement Issue:
<p>Diagnosis/Condition:</p> <ul style="list-style-type: none"> • Diagnosis/Condition: • Impact on Learning:
<p>Educational and Assessment Needs</p> <ul style="list-style-type: none"> • Extended Time: • Assistive Technology: • Alternative Assessment Formats: • Physical Breaks:
<p>Reasonable Adjustments Recommendations</p> <ul style="list-style-type: none"> • Assignment Extensions: • Additional Time in Assessments: • Assistive Software: • Coloured Paper Materials: • Reader Assistance:
<p>Support in the Classroom and Beyond</p> <p>To facilitate a supportive learning environment, the following accommodations are recommended:</p> <ul style="list-style-type: none"> • Classroom Seating: • Instructional Adaptations: • Regular Review Meetings:
<p>Review and Evaluation Process</p> <ul style="list-style-type: none"> • SEN Review Frequency: This SEN Statement will be reviewed twice a year, with adjustments made as necessary based on John's progress and any changes in assessment requirements. • Evaluation Methods: Continuous tracking of academic performance, teacher feedback, and regular consultations with learner's parents/guardians and relevant specialists. • Reporting and Adjustments: Any modifications to support measures will be documented in learner's SEN profile, with updates shared with relevant staff.
<p>Authorization and Acknowledgments</p> <p>Approved By: [School SEN Coordinator or Case Manager's Name]</p> <p>Date of Approval:</p> <p>Parent/Guardian Acknowledgment:</p> <p>Signatures</p> <p>SEN Coordinator: _____ Date: _____</p> <p>Parent/Guardian: _____ Date: _____</p> <p>Student (if applicable): _____ Date: _____</p>

This sample outlines a comprehensive and practical approach to identifying and supporting the specific needs of a student with SEN. Adjustments are tailored to the student's condition, and the document provides clarity on support strategies, reasonable adjustments, and responsibilities for all involved parties.



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