

## **ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS POLICY**

### **Underlying Principles of the Policy**

Hillingdon Adult and Community Learning aims to ensure that access to fair assessment is provided in order to maximise opportunity for every learner. We will allow learners the same level of support during assessments as they have received during the learning process, providing that the support does not present the learner with any unfair advantage or disadvantage over others who do not have such support.

### **Adjustments**

The Equality Act 2010 requires that Awarding Bodies adjust arrangements for assessment where a disability (defined by the Act) means a learner experiences discrimination that would amount to “substantial disadvantage” in an assessment.

**Requests for Reasonable Adjustments must be made when the learners are registered for assessments.**

The arrangements put in place must reflect the support given to the learner in the centre e.g:-

- In the classroom; or
- Working in small groups for reading and/or writing; or
- Literacy support lessons; or
- Internal tests and mock examinations

This is commonly referred to as ‘normal way of working’

### **Facilities available for Disabled Candidates During Exams**

The following facilities are available where necessary:

- Wheelchair access to all HACL centres
- Lift at Brookfield and South Ruislip large enough to accommodate a wheelchair
- Large height adjustable desk
- Large keyboards
- Sufficient space for wheelchair and large desk in exam room
- Separate room
- Print exam papers on coloured paper/enlarge to A3

### **Data Protection**

Learners will need to sign a declaration giving consent to sharing their personal data with Awarding Bodies. This is captured at the time of enrolment and on the Award Registration form

### **Special Consideration**

We are committed to implementing the special consideration procedures at the time of an examination to allow attainment to be demonstrated by a learner who has been disadvantaged by temporary illness, injury or adverse circumstances which arose at, or near, the time of examination.

## **Application of the Policy**

A cross Service approach to access to fair assessment will be implemented in the following ways:-

1. Methods of referral are captured in the learning support policy and procedures, where the needs for access arrangements are established.
2. Testing methods; include initial assessment and individual assessment for Learning Support and the resulting actions.
3. Failure to comply: defined as putting in place access arrangements that are not approved, or permitting access arrangements within the centre which are not supported by appropriate evidence. This can constitute malpractice and may impact on the learner's results.