



Policy: Clint Stamper Training Ltd – Reasonable Adjustments & Special Considerations (Centre Policy)

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Reasonable Adjustments & Special Considerations (Centre Policy)

1. Introduction

This policy sets out how Clint Stamper Training Ltd (CST) applies reasonable adjustments and special considerations for learners undertaking training and assessment on CST programmes. This policy applies to all learners, including those registered on accredited qualifications and non-accredited training.

CST is an approved centre and operates in line with the requirements of relevant awarding bodies, including the **EAL Reasonable Adjustments & Special Considerations Policy**, and associated regulatory guidance issued by Ofqual, JCQ and the Federation of Awarding Bodies.

This policy should be read in conjunction with awarding body guidance and CST's internal quality assurance procedures.

2. Policy Overview and Principles

CST is committed to providing fair and equal access to learning and assessment for all learners. We recognise that some learners may be placed at a substantial disadvantage due to individual needs or circumstances, and that reasonable adjustments or special considerations may be required to support access.

CST is committed to:

- Promoting equality of opportunity and inclusive practice.
- Removing unnecessary barriers to learning and assessment.
- Ensuring assessments remain valid, reliable and fit for purpose.
- Applying adjustments in line with awarding body rules and regulatory guidance.
- Maintaining consistent standards for all learners.

Reasonable adjustments and special considerations will not be used to give learners an unfair advantage or to lower assessment standards.

3. Definition of Reasonable Adjustments

A reasonable adjustment is any action taken by CST to reduce the effect of a disability, learning difficulty or other identified need which places a learner at a substantial disadvantage in the assessment or learning process.

Reasonable adjustments may relate to:

- A permanent disability or specific educational need.
- A temporary disability or medical condition.
- A learning difficulty or neurodiversity.
- Language or literacy needs.
- Sensory or physical impairment.

Adjustments must not compromise the integrity of the qualification or what is being assessed, and must enable the learner to demonstrate their knowledge, skills and understanding.

4. Definition of Special Considerations

Special consideration refers to post-assessment arrangements which may be applied where a learner has been temporarily disadvantaged at the time of assessment due to circumstances outside their control, such as:

- Illness or injury.
- Personal or exceptional circumstances.
- Disturbance or disruption during assessment.

Special consideration does not remove the need for the learner to meet assessment requirements and will not normally result in a significant change to a learner's result.

5. Identification of Learner Needs

Learner needs may be identified through:

- Pre-course information or enrolment forms.
- Learner disclosure.
- Tutor observation during delivery.
- Discussion with the learner.

Learners are encouraged to disclose any additional needs as early as possible so that appropriate support can be arranged. All information is treated confidentially and in line with CST's Data Protection and GDPR policy.

6. Types of Reasonable Adjustments at CST

In line with awarding body guidance, reasonable adjustments at CST may include (but are not limited to):

Delivery Adjustments:

- Adjusting the pace of delivery.
- Breaking content into smaller sections.
- Use of plain-English explanations.
- Additional demonstrations and practical examples.
- Use of visual aids and structured materials.
- Additional one-to-one tutor support.

Assessment Adjustments:

- Additional time (subject to awarding body approval).
- Alternative assessment formats (where permitted).
- Verbal clarification of instructions.
- Support with reading or understanding assessment tasks.
- Use of assistive technology (where appropriate).

Language Support:

- Simplified materials.
- Demonstration-based learning.
- Practical "show and do" approaches.
- Repetition and recap of key concepts.

All adjustments are applied in line with awarding body rules and must be recorded and evidenced where required.

7. Process for Applying Reasonable Adjustments and Special Considerations

The process for applying adjustments at CST is as follows:

1. Learner discloses a need or support requirement.
2. Tutor discusses needs with the learner.
3. CST determines whether the adjustment can be applied internally or requires awarding body approval.
4. Where required, CST submits a formal request to the awarding body with supporting evidence.
5. Approved adjustments are implemented and recorded.
6. Effectiveness of adjustments is reviewed throughout delivery.

Where special consideration is required, CST will follow awarding body procedures and timescales for submitting requests.

8. Roles and Responsibilities

Learners:

- Disclose needs as early as possible.
- Engage with agreed support.
- Provide evidence where required.

Tutors:

- Identify potential learner needs.
- Implement agreed adjustments.
- Maintain confidentiality.
- Record arrangements where required.

Lead Trainer / Centre Management:

- Ensure compliance with awarding body guidance.
- Submit requests for approval where required.
- Monitor adjustments through quality assurance processes.
- Maintain records and audit trails.

9. Quality Assurance and Monitoring

The application of reasonable adjustments and special considerations is monitored through CST's quality assurance processes, including:

- Internal Quality Assurance (IQA).
- External Quality Assurance (EQA).
- Learner feedback.
- Governance oversight.

Records relating to reasonable adjustments are retained in line with awarding body requirements and are available for inspection by EQA or awarding bodies.

10. Review of Policy

This policy is reviewed annually, or in response to changes in:

- Awarding body guidance.
- Regulatory requirements.
- CST operational practice.

11. Related Policies

This policy should be read alongside:

- Teaching, Learning and Assessment Policy
- Learner Attendance and Punctuality Policy
- Safeguarding Policy
- E-safety Policy
- Data Protection / GDPR Policy
- Qualification Quality Assurance Procedures
- EAL Reasonable Adjustments & Special Considerations Policy