

Highfield Reasonable Adjustments Policy



1. Introduction

- 1.1 Reasonable adjustments may be granted in circumstances which address and help to reduce the effect of a disability or difficulty which would substantially disadvantage a learner during an examination or assessment situation.

2. Scope

- 2.1 This policy applies to Highfield approved centres as well as training providers and other organisations Highfield may work with for the provision of End-Point Assessment services ("EPA"). For ease of reference, all hereafter are collectively referred to as "centres".
- 2.2 This policy applies to Highfield learners and apprentices. For ease of reference, all hereafter are collectively referred to as "learners".

3. Identification of learner needs

- 3.1 It is the centre's responsibility to have measures in place in which the requirement for a reasonable adjustment is identified prior to the learner undertaking the qualification and/or assessment. This may therefore be highlighted during the enrolment of the learner onto the qualification(s) or apprenticeship(s).
- 3.2 Any adjustment should be based on the individual learner's need to access the assessment. Centres have a responsibility to provide effective procedures for the identification of learners' needs which comply with the requirements of relevant Disability and Discrimination Legislation and Education Skills Funding Agency (ESFA) funding rules.
- 3.3 Centres should:
- 3.3.1 identify learners having or likely to have difficulties accessing assessment;
 - 3.3.2 advise learners to make any adjustment needs known to centre staff at the earliest opportunity;
 - 3.3.3 ensure centre staff decide, in conjunction with the learner, what adjustment may be required;
 - 3.3.4 when identifying the adjustment(s) necessary, take into consideration the learner's normal way of working and how previous

assessment has been made during teaching, as well as the assessment requirements of the qualification or standard; and

- 3.3.5 once the appropriate adjustment has been identified, the centre must document the request and rationale for audit purposes.
- 3.4 Any application for a reasonable adjustment must be supported, where appropriate, by information/evidence, which is valid, sufficient, reliable and justifies your decision. Highfield reserves the right to request a copy of this information/evidence to inform our decision or for audit purposes.
- 3.5 If the reasonable adjustment is permitted at the discretion of the centre, the reasonable adjustment form must be completed and submitted to Highfield at the end of the assessment together with the associated examination/assessment materials.
- 3.6 For onscreen centre permitted adjustments, please forward completed forms to your Customer Support Officer, post assessment. Please include learner details and relevant exam codes/ID.
- 3.7 Further guidance on learner needs can be found on the Institute for Apprenticeships and Technical Education ("IFATE") [website](#) and the Joint Council for Qualifications ("JCQ") [website](#) for end point assessment and qualifications respectively.

4. Language translators

- 4.1 Please note, Highfield **does not** allow the use of translators to assist learners who do not speak, write or understand English.
- 4.2 Highfield does; however, allow the provision of a reader and/or writer for learners who do not speak English as their first language, as well as the use of translation dictionaries. Centres wishing to provide these reasonable adjustments must notify Highfield prior to the assessment taking place and in accordance with procedures stated in section 7 of this document.

5. Translated examination papers

- 5.1 For further details on Highfield translated papers provision, please contact Highfield on 01302 363 277 or email your Customer Support Officer/ Employer Engagement Officer directly.

6. Role definition of readers and writers

- 6.1 A reader/writer is a person who, on request, will read or write for a learner who is able to demonstrate a need for this provision. This provision may be used for:
 - 6.1.1 all or part of the examination or assessment papers; and
 - 6.1.2 all or any part of the learner's answers.
- 6.2 The reader/writer should not normally be the learner's course tutor/trainer. On no account should such a facilitator be a relative or friend of the learner or anyone with a vested interest in the outcome of the assessment.
- 6.3 Any tutor approved to deliver functional skills qualifications may not act as a reader/writer for an examination/assessment of a subject in which they are approved to deliver for any learner.
- 6.4 Readers/writers must not in any way attempt to modify either the content of the answers given by the learner or to alter the specific qualification or end-point assessment requirements.
 - 6.4.1 Permitted readers/writers should not be related to the learners.
 - 6.4.2 Permitted readers must only read assessment questions and answers in English.
 - 6.4.3 Permitted readers/writers must not intentionally or unintentionally lead the learner, in any way.
 - 6.4.4 Permitted readers/writers are not allowed to provide definitions of words.
 - 6.4.5 Permitted readers/writers should not act as the invigilator.
- 6.5 Separate accommodation with its own invigilator should be made available for learners, single or as a group requiring the services of a reader/writer in order not to disturb other learners.
- 6.6 Invigilators/assessors supervising an assessment or examination may not act as a reader/writer.
- 6.7 Failure to act on these guidelines could result in the learner's disqualification.
- 6.8 Centres wishing to use over-writers for hearing impaired learners should only be carried out by a qualified teacher of deaf people and should be applied

according to the guidelines set out in the Language of Examinations booklet published by The British Association of Teachers of the Deaf or the guidelines produced by The National Association for Tertiary Education for Deaf People.

- 6.9 Overwriting should commence as near as possible to the start time of the examination and should normally be in pen on the learner's paper. Should extensive modifications be necessary, a separate paper with the answers written in full should be attached to the original question paper.
- 6.10 Overwriting should only be carried out on the general English phraseology written by the learner, not any technical language contained in the answer.

7. Reasonable adjustment principles

- 7.1 Adjustments to assessments should be based on the following principles:
 - 7.1.1 Adjustments should not compromise the assessment requirements or validity of the qualifications or end-point assessment.
 - 7.1.2 They should not provide the learner with an unfair advantage.
 - 7.1.3 They should be consistent with the learner's normal way of working.
 - 7.1.4 They should be based on the individual need of the learner.
 - 7.1.5 They should allow learners an equal opportunity to show what they can do and what they know without altering competence standards.
 - 7.1.6 Adjustments should not pose an increased risk to the safety and/or wellbeing of the learner, assessor or invigilator.
- 7.2 A centre is required to ensure that where it makes an application to Highfield for an adjustment that:
 - 7.2.1 the information in the application is accurate;
 - 7.2.2 the centre will be able to provide the arrangements requested if Highfield gives permission;
 - 7.2.3 the centre provides an assurance that it will not exceed the allowed adjustment;
 - 7.2.4 any application for adjustment is supported by evidence which is valid, sufficient and reliable; and

- 7.2.5 all adjustments to assessment must be implemented in accordance with the guidance given by Highfield.

8. Reasonable adjustments permissions table

- 8.1 The following table indicates where the decisions on reasonable adjustments can usually be made. Centres must seek advice from Highfield in any case where they do not consider that they have the expertise to judge whether a reasonable adjustment is needed or are unable to apply these criteria.
- 8.2 In the case of end-point assessment ("EPA"), centres should also refer to the [IFATE guidelines](#), which gives an outline of which reasonable adjustments may be applied to different types of assessment methods.
- 8.3 This table outlines some of the decisions on reasonable adjustments that can be made. However, centres have a duty to seek advice from Highfield in any case where they are in doubt if an adjustment is needed or how it should be applied.
- 8.3.1 **Permitted** means: That the reasonable adjustment is permitted at the discretion of the centre without the need to notify Highfield beforehand.
- 8.3.2 **Apply** means: That the centre should seek permission from Highfield prior to the examination/assessment taking place in line with the timeframes outlined in 8.6.

| Reasonable Adjustment | Assessments under examination conditions | Non-exam assessments centre delivered | All EPA assessments including exams |
|--------------------------------------------------------------|------------------------------------------|---------------------------------------|-------------------------------------|
| Extra time up to 25 percent of the total exam time | Permitted | Permitted | Apply |
| Extra time in excess of 25 percent | Apply | Not applicable | Apply |
| Supervised rest breaks | Permitted | Permitted | Apply |
| Change in the organisation of assessment room | Permitted | Permitted | Apply |
| Assessment at an alternative venue | Apply | Apply | Apply |
| CCTV and OCR scanners | Apply | Apply | Apply |
| Use of coloured overlays, low-vision aids, tinted spectacles | Permitted | Permitted | Apply |
| Use of assistive software | Apply* | Apply* | Apply |
| Use of bilingual and bilingual translation dictionaries | Apply | Apply | Apply |

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|----------------------------------------------|-----------|------------|-------|
| Assessment material in enlarged format | Apply | Permitted | Apply |
| Assessment material in Braille | Apply | Permitted | Apply |
| Language modified assessment material | Apply | Apply | Apply |
| Assessment material in British Sign Language | Apply | Permitted | Apply |
| Assessment material on coloured paper | Apply | Permitted | Apply |
| Assessment material in audio | Apply | Permitted | Apply |
| Use of ICT | Apply* | Permitted* | Apply |
| Responses using electronic devices | Apply | Permitted | Apply |
| Responses in BSL | Apply | Permitted | Apply |
| Responses in Braille | Apply | Permitted | Apply |
| Reader | Apply | Apply | Apply |
| Scribe | Permitted | Permitted | Apply |
| BSL interpreter | Apply | Permitted | Apply |
| Prompter | Apply | Permitted | Apply |
| Practical assistant | Apply | Permitted | Apply |
| Transcriber | Apply | Permitted | Apply |
| Other | Apply | Apply | Apply |

8.4 In circumstances where a reasonable adjustment has been permitted at the discretion of the centre, the reasonable adjustments must be recorded by your centre on the learner assessment records and made available to Highfield upon request.

8.5 Prior to awarding a reasonable adjustment, centres must check the content of the qualification specification and/or contact Highfield to ensure the reasonable adjustment is permitted to be granted. On occasion, the reasonable adjustment may not be required due to externally regulatory requirements of the qualification (for example, SIA licence linked (Security) qualifications).

8.6 In circumstances where the centre needs to apply to Highfield for a decision on permitted reasonable adjustments, the relevant Reasonable Adjustment Application found on the Highfield Qualifications website or members area for [Qualifications](#) and [EPA](#) must be submitted to Highfield, at the earliest opportunity and in any event by:

8.6.1 20 working days (in the case of EPA) before the start of the assessment/examination.

- 8.6.2 5 working days (in the case of vocational qualifications) before the assessment/examination.
- 8.7 Highfield will respond in writing to the application within two working days, providing details of reasonable adjustments permitted.
- 8.8 If the potential adjustments fall outside the scope of those permitted, centres should complete the relevant Reasonable Adjustment Application and submit in accordance with the guidelines set out in this policy.
- 8.9 In the case of learners for whom the implications of a difficulty are not immediately obvious, specialist advice will need to be taken. This may mean requesting an opinion from a qualified medical practitioner as to the adjustments that could be made. It would then require specialists within the centre to make a decision as to whether such adjustments are reasonable and/or whether such adjustments would give the learner an unfair advantage over others without the difficulty/disability.
- 8.10 If centres have any queries, Highfield strongly advises they contact their Customer Support Officer / Employer Engagement Officer.

9. Reasonable adjustments for functional skills English

- 9.1 Speaking, listening and communication:
- 9.1.1 It is recognised that British Sign Language ("BSL") is not a form of English; however, BSL is permitted as an alternative to English for the assessment of this component where BSL is the learners' normal way of communicating in the contexts described by the standards.
- 9.1.2 No other languages are permitted as alternatives to English.
- 9.1.3 Access to augmentative speech equipment is permissible where it reflects the learner's normal way of working.
- 9.1.4 A human reader is allowed to read the instructions only.
- 9.1.5 As a last resort, learners who are disabled under the terms of the Equality Act 2010 and have no accessible means of communication may request an exemption from this component.
- 9.1.6 Extra time is allowed dependent of needs.
- 9.2 Reading:

- 9.2.1 The use of a word processor with the spell check facility switched on is permitted for all learners.
- 9.2.2 A human reader cannot be used to demonstrate the requirements of the standards for the reading component as this does not meet the requirement of independence. Learners who are classed as disabled under the terms of the Equality Act 2010 and use assistive technology as their normal way of reading can demonstrate they are able to independently meet the requirements of reading standard through the use of technology.
- 9.2.3 As a last resort, an exemption from the reading requirement can be requested for learners with disabilities who cannot use assistive technology tasks only.
- 9.2.4 Extra time is allowed dependent on needs*.
- 9.3 Writing:
 - 9.3.1 The use of a word processor with the spell check facility switched on is **not** permitted for learners.
 - 9.3.2 A human reader is allowed to read the instructions to writing in tasks only.
 - 9.3.3 A human scribe cannot be used to demonstrate the requirements for the standards as this does not meet the requirement for independence. Learners who are classed as disabled under the terms of the Equality Act 2010 and use assistive technology as their normal way of producing written texts can demonstrate that they are able to independently meet the requirements of the written standard through the use of a computed and appropriate software. As a last resort, and exemption from the writing requirements can be requested for the learners with disabilities who cannot use assistive technology.
 - 9.3.4 Extra time is allowed dependent on needs.
- 9.4 For onscreen assessment, extra time must be selected when scheduling the assessment as this cannot be added once the learner has started the assessment. See Highfield FS English Centre Support pack for instructions.

Document control

| Version | Date | Author | Notes |
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