

# SCALBY SCHOOL

## BTEC Special Considerations Policy

### HISTORY OF DOCUMENT

Issue No.	Author	Date Written	Approved by Governors	Comments
1	A. Wappat	November 2010	2.2.11	
2				

### Context of Policy

Scalby School aims to facilitate open access to BTEC qualifications for learners who are eligible for reasonable adjustment and/or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured.

This will be achieved through:

- **Reasonable Adjustment** – This is agreed action at the pre-assessment planning stage that helps reduce the effect of a disability or difficulty, which places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments will not, however, affect the reliability or validity of assessment outcomes nor will they give the learner an assessment advantage over other learners undertaking the same or similar assessments.
- **Special Consideration** – This is a post-assessment allowance to reflect temporary illness, injury, bereavement or indisposition that occurred at the time of assessment. Any special consideration granted cannot remove the difficulty the learner faced at the time of assessment and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised.

### Reasonable Adjustment

Scalby School recognises disabilities are of a diverse nature and the School does not tolerate discrimination on the basis of disability. Scalby School complies with the Disability Discrimination Act 1995 (DDA) and the amendments to the Act.

Further information on reasonable adjustments in assessments can be found on the Joint Council for Qualifications website [www.jcq.org.uk](http://www.jcq.org.uk)

Scalby School expects all subject departments to apply reasonable adjustment in a transparent and unbiased manner. All reasonable adjustments made must be recorded using the relevant form from the Examinations Manager, and are subject to meeting the requirements of the appropriate assessment strategy for the BTEC qualification specification and assessment criteria. Once completed, these will be

held by the centre in the learner's file and should be available at all times for scrutiny by awarding bodies if so requested.

It is the responsibility of the Vice Principal and/or the Examinations Manager in liaison with the Assistant Principal (Deep Support) and/or Inclusion Manager to ensure that any access arrangement implemented by the centre on behalf of the learner, is based on firm evidence of a barrier to assessment.

### **Special Educational Needs**

Scalby School notes that a Statement of Special Educational Needs (SEN) does not automatically qualify the learner for reasonable adjustment to assessment. Students who are School Action (SA) or School Action Plus (SA+) do not qualify for reasonable adjustment to assessment. Students who are considered disabled under the Act may qualify for reasonable adjustment to assessment.

### **Special Consideration**

BTEC Heads of Department, in consultation with the relevant subject teachers, should liaise with the Examinations Manager (and where appropriate the Head of Inclusion) over possible Special Consideration cases. Applications will be submitted to the BTEC Quality Standards Team within seven days of the assessment having taken place. Following receipt, the Awarding Body will confirm receipt within two working days and will usually give a decision within a further ten working days. Where a case is complex, the Awarding Body will inform the centre if a decision cannot be made within the time scale specified. During the processing of an application, the Awarding Body will only liaise with the centre making the claim on the learner's behalf and not with the learner or their designated third party. It is important to note that special consideration applications will not be considered where learner achievement has been claimed and certificated.