

Created	August 2020
By	Senior Team
Reviewed	August 2022
Next review	August 2023
Approved by	Governors
Dissemination	Staff Training, Shared folders on Gdrive

VLUK SPECIAL CONSIDERATION POLICY 2022-2023

1. PURPOSE

The purpose of this policy is to identify roles and responsibilities in the special consideration process and confirms that VLUK will submit any applications for special consideration where candidates meet the published criteria. *Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, injury or some other event outside of the candidate's control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.*

2. ELIGIBILITY FOR SPECIAL CONSIDERATION

Roles and responsibilities:

Head of centre

- Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publication.
- Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies by the exams officer.

Exams officer

- Understands the criteria as detailed in publications to determine where candidates will/will not be eligible for special consideration.
- Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies.

Teaching staff and/or SENDCo

- Provide any appropriate evidence or information that may be required to determine a candidate's eligibility for special consideration.

Candidates (or parents/carers)

- Provide any medical or other evidence that may be required to determine eligibility for special consideration.

Applying for special consideration:

Where eligible, special consideration will be applied for in a specific exam series where candidates have been fully prepared and have covered the whole course but performance in the examination, or in the production of controlled assessment, coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control.

Examples of situations where special consideration may be needed:

- Where a candidate may arrive for an exam and is clearly unwell, extremely distressed or having sustained an injury that requires emergency access arrangements to be put in place.
- Where a candidate may be affected by a major disturbance in the exam room.

- Where a candidate takes multiple exams (three or more exams) timetabled for the same day and the total duration for those papers is more than 6 hours for GCE exams or more than 5 hours 30 minutes for GCSE exams including *any approved extra time but not any time taken for supervised rest breaks*, special consideration for an allowance on last paper taken will be applied for.

4. PROCESSING APPLICATIONS FOR SPECIAL CONSIDERATION

Roles and responsibilities:

Head of centre

- Ensures where a candidate may be a member of the family (which includes step-family, foster family and similar close relationships) or close friend and their immediate family (e.g. son/daughter) of a member of exams office staff, the application will be authorised by an alternative member of VLUK staff

Senior leadership team

- Produce/provide signed evidence in support of an application where this may be requested by an awarding body

Exams officer

- Ensures applications will be processed as required by the awarding bodies
- Keeps evidence to support applications on file until after the publication of results and provides evidence in support of an application where this may be requested by an awarding body
- Meets the required deadline(s) for submitting applications

Teaching staff and/or SENCo

- Provide any appropriate evidence or information that may be required to support a candidate's application for special consideration.

Candidates (or parents/carers)

- Will be asked to provide any required medical or other evidence that may be required to support an application for special consideration.

1. TIMETABLED WRITTEN EXAMS

- For GCSE qualifications, applications for individual candidates will be submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration.
- The processes for submitting a single application to cover all exams *where a candidate is present but disadvantaged* and a separate application for each day *where a candidate is absent from an examination for an acceptable reason* will be followed.
- For other qualifications, applications will be submitted online where the awarding body's secure system accepts these, otherwise a paper form will be completed.

- For groups of candidates, applications will be made online where the awarding body's secure system accepts group applications or form 10 will be completed.

2. INTERNALLY ASSESSED WORK

- Where appropriate, applications will be made online where the awarding body's secure system accepts them or form 10 will be completed and submitted to the awarding body
- Where a short extension to a deadline is being requested an application will be submitted online or by direct email, dependent on the awarding body
- Where an application relates to a shortfall in work, this will be submitted online or by completing form 10, dependent on the awarding body

3. POST ASSESSMENT ADJUSTMENTS – VOCATIONAL QUALIFICATIONS

- Where relevant and eligible, the **Application for special consideration Vocational qualifications** form will be completed and submitted to the awarding body

4. LATE APPLICATIONS

If, after the publication of results for a particular exam series, a claim is made that special consideration was not applied for at the time of an assessment where a candidate was eligible, the claimant will be informed that late applications will only be accepted by an awarding body in the most exceptional circumstances and where a member of the senior leadership team is able to produce evidence to support a late application.

If a claim is made after the completion of a review of results, the claimant will be informed that an application for special consideration cannot be submitted.

5. REASONABLE ADJUSTMENT

A 'reasonable adjustment' helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not affect the validity or reliability of assessment outcomes, but may involve:

- Changing usual assessment arrangements;
- adapting assessment materials;
- providing assistance during assessment;
- re-organising the assessment physical environment;
- changing or adapting the assessment method and/or
- using assistive technology.

Reasonable adjustments must be approved by the SENCO and set in place prior to assessment commencing. It is an arrangement to give a learner access to a qualification.

The work produced following a reasonable adjustment must be assessed in the same way as the work from other learners.

Below are examples of reasonable adjustment. It is important to note that not all adjustments described below will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

A reasonable adjustment must never affect the validity or reliability of assessment, influence the outcome of assessment or give the learner(s) in question an unfair assessment advantage.

Examples of reasonable adjustments as defined by the above categories are listed below.

- Allowing extra time, e.g. assignment extensions;
- using a different assessment location;
- use of coloured overlays, low vision aids, CCTV;
- use of assistive software;
- assessment material in large format or Braille;
- readers/scribes;
- practical assistants/transcribers/promoters;
- assessment material on coloured paper or in audio format;
- language-modified assessment material;
- British Sign Language (BSL) and/or
- use of ICT/responses using electronic devices.

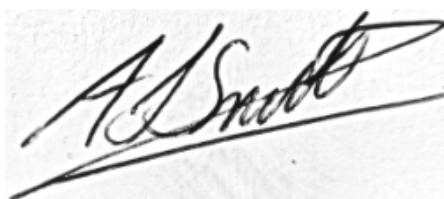
APPLYING REASONABLE ADJUSTMENT

Reasonable Adjustments are the responsibility of VLUK, they are intended to allow attainment to be demonstrated. A learner does not have to be disabled to qualify for reasonable adjustment; nor will every learner who is disabled be entitled to reasonable adjustment; allowing reasonable adjustment is dependent upon how it will facilitate access for the learner. A reasonable adjustment is intended to allow access to assessment, but can only be granted where the adjustment does not:

- Affect the validity or reliability of the assessment;
- give the learner(s) in question an unfair advantage over other learners taking the same or similar assessment and/or
- influence the final outcome of the assessment decision.



CEO



Chair of Governors