Part of the Enginuity Group

Reasonable Adjustment & Special Consideration Policy

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Reasonable Adjustment & Special Consideration Policy

1. Policy Statement

This policy sets out EAL's requirements and expectations for the use of **reasonable adjustments** and **special considerations** across all EAL qualifications. It applies to all centres, providers, and individuals involved in the assessment of learners.

EAL is committed to ensuring that assessments are conducted fairly, consistently, and in accordance with regulatory requirements.

To support this, the policy:

- Defines the circumstances in which centres may apply for reasonable adjustments or special considerations;
- Outlines the process centres must follow when submitting such requests;
- Describes EAL's decision making principles to ensure all applications are reviewed consistently and transparently; and
- Explains how EAL communicates outcomes to centres in a clear and timely manner.

This policy is informed by the good practice guidance issued by the Federation of Awarding Bodies (FAB) and the Joint Council for Qualifications (JCQ), specifically the guidance on Access Arrangements, Reasonable Adjustments and Special Considerations. It also reflects the requirements of the following regulators:

- Ofqual General Conditions of Recognition (Conditions G6 & G7)
- Qualifications Wales Standard Conditions of Recognition (Conditions G6 & G7)
- Qualifications Scotland Accreditation Regulatory Principles (Principles 1.2, 13 & 14)
- CCEA Conditions of Recognition (Conditions G6 & G7)

This policy does not cover reasonable adjustments or special considerations for End-Point Assessment (EPA). For matters relating to EPA, please refer to the EAL EPA Reasonable Adjustment and Special Consideration Policy and Procedure.

Centres must use this policy alongside relevant EAL documentation, including Conducting Exams within EAL Qualifications Procedures (EAF1), Individual qualification manuals and assessment guides.

2. Reasonable Adjustments

A reasonable adjustment is an action or step taken to reduce or remove the disadvantage experienced by a disabled learner, or a learner with an impairment or long-term health condition, where that disadvantage would otherwise affect their ability to access or complete an assessment/examination.

Adjustments are made to the assessment/examination process for a qualification to enable the learner to demonstrate their knowledge, skills and understanding against the required standard, without compromising the validity, reliability or integrity of the assessment.

Reasonable adjustments are considered where a learner's disability, impairment or long-term health condition places them at a substantial disadvantage in an assessment/examination situation.

There is no automatic entitlement to a reasonable adjustment solely on the basis that English is not the learner's first language. Requests relating to language support will be considered on a case-by-case basis, taking into account the specific requirements of the qualification and the nature of the assessment.

A learner's first language, in itself, does not usually give rise to a reasonable adjustment under equality legislation. However, centres may support learners through teaching and learning activities using translation methods where appropriate.

Assessments must normally be completed in English (or Welsh where the qualification is available in Welsh), unless alternative arrangements have been explicitly approved by EAL in line with qualification and regulatory requirements.

Reasonable adjustments must not compromise the validity, reliability, integrity or comparability of the assessment, or alter the knowledge, skills, understanding or competence being assessed. Any adjustment must be appropriate to the learner's individual needs, proportionate to the disadvantage identified, and permitted within the requirements of the qualification.

Reasonable adjustments may include a range of arrangements designed to support access to assessment.

The examples below are illustrative and will depend on the qualification requirements, the competence being assessed, and whether prior approval is required:

- amending standard assessment arrangements, such as allowing additional time adapting assessment materials, for example providing materials in braille, large print, or other accessible formats
- permitting the use of assistive technology, such as screen-reading or voice-activated software, or approved specialist equipment
- providing approved support during assessment, such as a reader, scribe, practical assistant, prompter or sign language interpreter, where this does not affect the construct being assessed
- adjusting the assessment environment, such as seating arrangements, reduced visual stimuli, separate accommodation, or other environmental adaptations allowing supervised rest breaks where required
- providing alternative colour formats for assessment materials, including coloured paper or screen backgrounds
- allowing the use of overlays or transparencies to support reading
  changing the method of assessment, such as from written to spoken, only where permitted by the qualification and where this does not alter the skill being assessed.

All reasonable adjustments are subject to the requirements of the qualification and must be approved where necessary before implementation.

Reasonable adjustments are **approved in writing by EAL** and set in place by the Centre **before the assessment/examination activity takes place**; they constitute an arrangement to give the learner access to the programme. The use of a reasonable adjustment will not be taken into consideration during the assessment/examination of a learner's work.

EAL will consider requests for reasonable adjustments in a fair, consistent and transparent manner, taking into account the individual needs of the learner and the requirements of the qualification.

Any adjustment must be proportionate to the identified need, practical to implement, and safe to deliver. Adjustments must not compromise the validity, reliability or integrity of the assessment, or the competence standards required for the qualification. Decisions will always be made on a case-by-case basis, with clear rationale provided where an adjustment is not approved.

3. Responsibilities – Reasonable Adjustments

3.1 EAL Responsibilities - Reasonable Adjustments

EAL is responsible for ensuring that reasonable adjustment arrangements are managed in a fair, consistent and transparent way, in line with relevant equality legislation, regulatory requirements and qualification conditions.

EAL will ensure that reasonable adjustments:

- comply with relevant equality legislation, regulatory requirements and qualification conditions
- are supported by relevant and sufficient evidence demonstrating the learner's need and normal way of working, where applicable
- uphold learners' rights to access qualifications and assessments in a way that meets their individual needs, where this is consistent with the assessment requirements
- take appropriate steps to remove any unjustifiable disadvantage, while ensuring that any decision not to approve an adjustment is clearly documented with the rationale and evidence considered
- do not provide learners with an unfair advantage or alter the knowledge, skills, understanding or competence being assessed
- are approved and applied through processes that are fair, consistent, transparent and capable of review
- are as robust and rigorous as the assessment methods used for other learners and maintain comparability of assessment outcomes
- can be moderated/sampled, verified or audited where required
- maintain the integrity, validity and reliability of qualifications and assessments at all times

3.2 Centre Responsibilities – Reasonable Adjustments

All centres delivering **EAL qualifications** must:

- ensure that all staff involved in the management, assessment and quality assurance of EAL qualifications, as well as learners undertaking them, are fully informed of this policy and its associated procedures
- appoint a named individual with clearly defined responsibility for reasonable adjustments
- have an assessment policy in place
- maintain a policy and supporting procedures for managing reasonable adjustments

- ensure an effective Appeals Policy and Procedure is in place, enabling learners to challenge any centre decision not to permit a reasonable adjustment
- ensure that all staff involved in the management, assessment and quality assurance of EAL qualifications, and learners undertaking them, are aware of the centre's Reasonable Adjustments Policy and Procedures and Appeals Policy and Procedures
- ensure that staff who advise or guide prospective learners receive appropriate training to understand the impact of learning difficulties, disabilities, or other relevant needs in relation to reasonable adjustment requests
- foster an environment that encourages learners to disclose any needs that may require reasonable adjustments to be requested from EAL
- plan for and make appropriate provision for potential reasonable adjustments that future learners may require
- ensure the centre has sufficient resources to implement any reasonable adjustment approved by EAL
- follow EAL procedures when submitting requests for reasonable adjustments
- implement reasonable adjustments in line with EAL guidance
- ensure that each application for a reasonable adjustment is supported by either the Head of Centre or the Examinations Officer
- ensure that appropriate evidence is collected and records are retained for each reasonable adjustment request, including the decision, rationale, approval status, implementation arrangements and any supporting evidence, for audit and monitoring purposes for three years.
- ensure that buildings used for assessment are accessible to all learners, as far as is practicable
- ensure health and safety is not compromised

3.3 Centre Staff Responsibilities - Reasonable Adjustments

All centre staff involved in the management, assessment and quality assurance of EAL qualifications must:

Role or responsibility area	What centre staff must do in practice	Evidence or record required	Escalation or approval point
Named reasonable adjustments lead	Coordinate reasonable adjustment activity within the centre, confirm who is responsible for each stage of the process, and ensure staff know how to raise potential learner needs.	Named role, internal process record, staff communication or training record.	Head of Centre or Examinations Officer where authority or resource is required.

Teaching, support and assessment staff	Identify and record learner needs at the earliest opportunity, discuss support requirements with the learner, and provide relevant information to the named lead before assessment arrangements are finalised.	Learner support record, normal way of working evidence, relevant assessment planning notes.	Named lead where an adjustment may be required or where evidence is incomplete.
Examinations or administration staff	Check whether the adjustment is permitted at centre discretion or requires EAL approval, submit requests through the required EAL route within the published timeframe, and confirm the assessment arrangements once approved.	Application record, EAL approval outcome, assessment timetable or arrangement confirmation.	EAL approval is required where specified in Appendix 1 or where the centre is unsure.
Assessors and invigilators	Apply only the reasonable adjustment that has been approved or permitted, ensure it is delivered safely and consistently, and report any issue that may affect assessment validity, learner access or health and safety.	Assessment record, invigilation note, incident report where relevant.	Named lead immediately where arrangements cannot be delivered as approved.
Internal quality assurance staff	Check that reasonable adjustment decisions and implementation are consistent with the centre's procedures, EAL requirements and assessment standards.	IQA sampling record, internal review note, corrective action record where required.	Head of Centre where a process failure, repeated issue or risk to assessment integrity is identified.
Record retention and audit readiness	Retain sufficient evidence to show what was requested, who reviewed it, what decision was made, how the	Complete reasonable adjustment file retained in line	EAL EQA or Compliance where records indicate non-

	adjustment was implemented and how assessment standards were protected.	with EAL requirements.	compliance or uncertainty.

Centres are expected to take a practical and proportionate approach, ensuring that learners are supported while maintaining assessment standards.

3.4 Learner Responsibilities - Reasonable Adjustments

Learners are expected to:

- be aware of this policy and relevant centre procedures
- inform the centre, as early as possible, of any disability, condition or circumstance that may require a reasonable adjustment
- provide supporting evidence where required to support a request

Centres and EAL recognise that learners may not always be aware of their needs at the point of registration and will support learners where needs emerge during the course.

4. Process for Requesting or Applying Reasonable Adjustments

Learners should be fully involved in any decisions about reasonable adjustments. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment/examination criteria for a particular qualification.

As the needs and circumstances of each learner are different, centres must consider any request for a reasonable adjustment on a case-by-case basis.

There are two routes through which a learner may be granted reasonable adjustments to assessments/ examinations:

- Centres can apply for reasonable adjustments to EAL for permission, or
- Centres may apply reasonable adjustments at their discretion only where this is permitted by Appendix 1 and where the adjustment is consistent with the qualification requirements, assessment criteria and the competence being assessed.

For international centres, no reasonable adjustment may be applied without prior EAL approval, except for the use of bilingual dictionaries without extra time, where this is permitted by the qualification and assessment requirements and does not compromise the validity, reliability or integrity of the assessment. Where there is any doubt, centres must seek advice from EAL before applying the arrangement.

Appendix 1 provides possible reasonable adjustments that can be made and shows who is responsible for making the decision. It must be noted, however, that if your centre is in doubt, they must contact EAL for advice.

Where a reasonable adjustment is permitted at the discretion of the centre, the centre must retain a clear audit trail showing how the decision was made and how the adjustment was applied. This should include the learner request or identified need, the evidence considered, confirmation that the adjustment is permitted under Appendix 1, the rationale for the decision, the approval record signed and dated by a member of centre staff with delegated authority from the Head of Centre, and evidence that the adjustment was implemented as approved. Records must be available for EAL review, sampling, verification or audit.

Where EAL permission is required, centres must complete a reasonable adjustment request form via Smarter Touch providing relevant details such as learner name and their EAL reference number, and, where appropriate, supporting evidence.

4.1 Evidence - Reasonable Adjustments

Appendix 2 provides examples of evidence pertaining to Reasonable Adjustments. Centres must submit enough information and evidence to allow EAL to make a fair, consistent and auditable decision. Appendix 2 provides examples of acceptable evidence, but each request must include the minimum information needed to demonstrate why the adjustment is required and how it remains appropriate for the qualification and assessment.

As a minimum, the submission must identify the learner to include the full name, learner reference number and date of birth, the qualification and assessment affected, the adjustment being requested, the learner's identified need or disadvantage, the evidence relied on, the learner's normal way of working where relevant, and the centre's rationale for requesting or applying the adjustment. Centres must also confirm that the proposed adjustment does not alter the knowledge, skills, understanding or competence being assessed, and must avoid including unnecessary or excessive personal information that is not directly relevant to the decision.

Centres are required to retain evidence of approval for 3 years.

4.2 Timeframes - Reasonable Adjustments

Where approval from EAL is required (see appendix 1).

Reasonable adjustment requests for all examinations, including online examinations,

must be submitted via Smarter Touch as soon as the need is identified and no later than 25working days before the assessment. Requests for modified papers must be submitted no later than 50 working days before the assessment.

A decision will be communicated to the centre within 25 working days of the application being received.

Failure to submit a reasonable adjustment application within these timeframes could result in the application being rejected and sanctions applied to the centre for not following documented procedures. Reasonable adjustments cannot be applied and approved retrospectively.

5. Special Considerations

5.1 Definition of Special Considerations

A special consideration is an adjustment that may be applied after an assessment or examination where a learner has experienced an unexpected event, illness, injury or other circumstance at or near the time of assessment that may have affected their performance.

Special consideration is different from a reasonable adjustment. Reasonable adjustments are normally agreed before an assessment to support access, whereas special consideration is considered after the assessment where the learner was able to complete the assessment but may have been disadvantaged by circumstances beyond their control.

Special consideration must not give the learner an unfair advantage or misrepresent their achievement. The learner's result must remain a valid reflection of the standard they demonstrated in the assessment or examination, rather than their potential ability. Where a request is accepted, special consideration may result in a small post-assessment adjustment to the learner's mark or outcome. Any adjustment will depend on the nature, timing and severity of the circumstances, the evidence provided, and the extent to which the learner's performance is judged to have been affected.

5.2 Reasons for Special Considerations

The examples below indicate circumstances where special consideration may be considered by EAL. This list is not exhaustive, and each request will be reviewed on a case-by-case basis, taking into account the nature of the event, the timing, the evidence provided, and the extent to which the learner may have been disadvantaged.

Special consideration may be considered in circumstances such as:

- serious illness, injury or medical emergency at or near the time of assessment
- a significant worsening or acute episode of an existing medical condition
- recent bereavement of a family member, close friend or significant person
- serious illness or terminal illness of a close family member, dependant or significant person
- serious domestic crisis or significant personal disruption
- trauma arising from an accident, assault or other serious incident
- significant disruption or disturbance during the assessment that was outside the learner's control.

Special consideration will not be applied automatically. EAL will consider whether the circumstances were unexpected, whether they occurred at or near the time of assessment, and whether they are likely to have had a material impact on the learner's performance.

5.3 Examples Not Eligible for Special Considerations

The following are examples of circumstances where special consideration would not normally be applied by EAL. This list is not exhaustive, and EAL will consider each request on its individual facts, including the evidence provided, the timing of the circumstances, and the impact on the learner's assessment performance.

Special consideration would not normally apply where:

- the assessment requires the demonstration of practical competence and applying special consideration would compromise the validity of the assessment or the competence being assessed
- the qualification directly leads to a licence to practise, and an adjustment would undermine required competence standards or public confidence in the qualification
- there has been only a minor disturbance during the assessment, such as a brief noise, a mobile phone ringing, or a momentary distraction
- the learner has a long-term illness, disability or condition that should have been addressed through reasonable adjustments or access arrangements before the assessment, unless there was an unexpected deterioration or acute episode at or near the time of assessment
- bereavement occurred more than six months before the assessment, unless there are significant ongoing circumstances that directly affected the learner at or near the time of assessment

- the circumstances relate to general or minor domestic inconvenience, such as moving house or routine personal disruption
- the issue arose from centre planning or delivery arrangements, such as staff shortages, lack of facilities, faulty equipment, or failure to conduct the assessment in line with the required timetable, location or procedure
- the learner was absent or disadvantaged because of personal arrangements, such as a wedding, holiday, optional trip or other planned commitment
- the disadvantage arose from the consequences of the learner's own misconduct, including being under the influence of alcohol or recreational drugs, or from the consequences of a criminal offence where formally charged
- the learner was not prepared for the assessment, including where they joined the programme partway through and had not completed the required learning or preparation
- the request is based solely on English not being the learner's first language
- the learner had an existing learning difficulty, disability or condition for which appropriate reasonable adjustments or access arrangements had already been approved and applied, unless there is evidence of an unexpected additional disadvantage at or near the time of assessment.

Where an issue relates to centre error, maladministration, equipment failure or failure to follow required assessment procedures, EAL may consider the matter under a different policy or process rather than as special consideration.

6. Responsibilities – Special Considerations

6.1 EAL Responsibilities - Special Considerations

EAL will ensure that all special consideration decisions:

- Fully comply with equality legislation and relevant regulatory requirements
- Are applied as a post-assessment measure, where an unexpected or adverse event has demonstrably affected a learner's performance
- Are based on a clear review of appropriate evidence, including the nature, timing and severity of the event
- Are made fairly, consistently and in line with published guidance and defined criteria
- Do not provide an unfair advantage over other learners or undermine the comparability of results
- Recognise that any adjustment will be proportionate and may not fully mitigate the impact experienced by the learner
- Maintain the validity, reliability and overall integrity of the qualification and assessment at all times

6.2 Centre Responsibilities - Special Considerations

All centres delivering EAL qualifications must ensure that special consideration requests are managed by appropriately informed staff and supported by a clear, auditable process. Centres must:

- Ensure that all relevant staff involved in the management, assessment and quality assurance of EAL qualifications are aware of EAL's special consideration policy and associated procedures, including appeals arrangements
- Appoint a named individual responsible for coordinating special consideration requests
- Have a documented process in place for identifying learners who may be eligible for special consideration following an unexpected or adverse event
- Submit applications for special consideration in line with EAL requirements and within the specified timescales
- Ensure that each application is supported and authorised by the Head of Centre or Examinations Officer
- Provide clear, accurate and sufficient evidence to support each request, demonstrating the nature, timing and impact of the event on the learner's performance
- Retain records of all applications and supporting evidence for audit and compliance purposes
- Inform learners of the outcome of their application and provide information on the appeals process where applicable

6.3 Learner Responsibilities - Special Considerations

Any learner undertaking EAL qualifications must:

- Be aware of EAL's special consideration policy and related procedures, including the appeals process
- Notify the centre as soon as possible where an unexpected event, illness, injury or other circumstance may have affected their performance at or around the time of assessment
- Provide accurate information regarding the circumstances affecting their assessment, in line with centre and EAL requirements
- Submit appropriate supporting evidence to the centre, where requested, to enable the consideration of their application

7. Process – Special Considerations

7.1 Identification and Submission

- Centres must submit requests for special considerations as soon as possible following the assessment, and no later than 7 working days after the assessment date.
- Applications must be made using the online form available on Smarter Touch under the Special Considerations section

7.2 Late Applications (Exceptional Circumstances)

- Requests received after the release of results will only be considered in exceptional cases, such as:
  - where medical evidence becomes available after the assessment, confirming that a learner was affected at the time, despite the condition not being apparent earlier
  - for onscreen assessments where results are issued immediately

7.3 Supporting Evidence Requirement

- Centres must provide clear and appropriate evidence to support the application, demonstrating the nature, timing and impact of the event on the learner's performance

7.4 Acknowledgement and Review

- EAL will acknowledge receipt of the application within 2 working days
- All requests will be reviewed in line with EAL's policy and assessment criteria, taking into account the evidence provided and the specific circumstances of the case

7.5 Decision and Outcome

- A decision will be communicated to the centre within 10 working days of receipt of the application
- Where an application is approved, the learner's performance will be reviewed in light of the available evidence
- Approval of special consideration does not guarantee a change to the learner's result

8. Application of Special Considerations

- Adjustments, where appropriate, will typically be applied as an allowance of additional marks to the affected component(s)
- The level of adjustment will reflect the timing, nature and severity of the circumstances and will not exceed 5% of the total raw marks available for the component, including coursework or non-examination assessment
- All decisions regarding adjustments are determined by a panel convened by the EAL Compliance team

All decisions regarding adjustments are determined a panel which is convened by the EAL Compliance team.

Centres must note that:

Where an assessment requires the learner to demonstrate practical competence or where criteria have to be met fully, or in the case of qualifications that confer a Licence to Practise, it may not be possible to apply a special consideration.

In some circumstances, e.g. on-demand assessments or Externally Verified qualifications, it will usually be more appropriate to offer the learner an opportunity to take the assessment at a later date.

Where the request for special consideration fails to meet the criteria, it will be rejected.

8.1 Evidence - Special Considerations

Evidence must be submitted with the special consideration form. Centres must provide sufficient information to allow EAL to make a fair, consistent and auditable decision, but must avoid including unnecessary or excessive personal information that is not directly relevant to the request.

Appendix 3 provides examples of evidence that may be required. Evidence should focus on the nature, timing and impact of the event on the learner's assessment performance, rather than broader medical, personal or family information that is not needed to determine the application.

Where an incident occurs during an examination and leads to a request for special consideration, EAL may request the examination invigilation report. This should include a factual description of the occurrence as witnessed by the invigilator, including the time, duration and impact on the learner, without including irrelevant or disproportionate personal details.

8.2 Appeals - Special Considerations

Centres or learners may appeal a decision relating to special consideration where there are grounds to believe that EAL has not applied its policy or procedures correctly, has made an administrative or procedural error, or has not considered the available evidence appropriately.

Appeals must be submitted in line with the EAL Appeals Policy. Appeals should normally be submitted by the approved centre on behalf of the learner. Where a learner wishes to appeal directly, this will only be considered in exceptional circumstances, for example where centre support is not available.

An appeal will not normally be accepted solely because the centre or learner disagrees with the outcome of the special consideration decision. The appeal must be supported by clear grounds and relevant evidence.

9. Use of Personal Information and Confidentiality

EAL and centres must handle personal information collected for reasonable adjustment and special consideration requests lawfully, securely and proportionately. Information must only be collected, shared and retained where it is needed to assess the request, make a decision, implement an approved arrangement, respond to an appeal, or meet audit, quality assurance or regulatory requirements.

Centres must apply data minimisation when submitting evidence. This means providing sufficient information to support a fair, consistent and auditable decision, while avoiding unnecessary or excessive medical, personal, family or other sensitive information that is not directly relevant to the request.

Access to learner information must be restricted to staff who need it to carry out their role. Evidence and decision records must be stored securely and retained in line with EAL requirements, centre procedures and any applicable data protection obligations.

Information must not be used for any purpose unrelated to the request or disclosed more widely than necessary.

10. Related Policies and Linked Documents

This policy should be read alongside other relevant EAL and centre documents. These may include, where applicable:

- EAL qualification manuals

- EAL assessment guidance
- Instructions for Conducting Examinations Within EAL Qualifications (EAF1),
- the EAL Appeals Policy
- the EAL Feedback and Complaints Policy
- the EAL Malpractice and Maladministration Policy

Where there is any difference between this policy and a qualification-specific requirement, the qualification-specific requirement must be followed. Centres should contact EAL for clarification where they are unsure which requirement applies.

11. Regulator Contact Details

If you wish to contact or raise an enquiry with a regulator, please use the contact details below:

The Office of Qualifications and Examinations Regulation (Ofqual), England
https://www.gov.uk/guidance/contact-ofqual
Telephone: 0300 303 3344

Qualifications Wales / Cymwysterau Cymru, Wales
https://www.qualificationswales.org/

Council for the Curriculum, Examinations & Assessment (CCEA), Northern Ireland
https://ccea.org.uk/regulation

Qualifications Scotland Accreditation, Scotland
https://www.qualifications.gov.scot/

12. Training, Communication and Continuous Improvement

EAL will communicate policy requirements, updates and procedural changes to centres and relevant staff through appropriate channels. Centres must ensure that staff involved in learner support, assessment delivery, administration, invigilation, internal quality assurance and appeals understand their responsibilities under this policy.

Centres should provide appropriate briefing or training for staff who identify learner needs, advise learners, manage applications, apply approved arrangements or retain supporting evidence. Training should be proportionate to the role being performed and should support fair, consistent and timely handling of requests.

EAL will use learning from applications, appeals, centre feedback, external quality assurance activity, audit findings, complaints, incidents and regulatory updates to

review whether this policy and associated processes remain effective. Where improvement is required, EAL may update guidance, strengthen controls, issue clarification to centres or amend the policy through the relevant governance route.

13. Review and Monitoring

This policy will be reviewed annually, or sooner where necessary, as part of our self-evaluation process, in response to feedback from customers, learners, regulatory authorities, or external agencies, or to reflect changes in our practices. The policy may also be amended following regulatory or qualification changes, audit findings, operational issues, appeal outcomes, or any other evidence indicating that it is no longer effective, fit for purpose, or sufficiently clear.

EAL will monitor the operation of this policy to support compliance, consistency and assessment integrity. Monitoring may include review of application volumes, decision outcomes, timescales, evidence quality, appeal themes, centre queries, sampling activity, audit findings and any issues raised through external quality assurance or regulatory engagement.

Centres must retain sufficient records to demonstrate that reasonable adjustments and special considerations have been requested, approved, applied and communicated in line with this policy. Records must be available to EAL for review, sampling, verification, audit or investigation where required.

14. Contact Us

If you have any queries about the contents of this policy, please contact EAL Exams Services Team at: exams@eal.org.uk

Appendix 1

EAL Reasonable Adjustments – Decision Authority Table

The table below shows whether centres can apply reasonable adjustments internally, or whether they must apply to EAL for approval prior to assessment.

For reasonable adjustments which are approved internally for non-exam assessments, the centre is expected to have an internal process of approval, with evidence of approval by the IQA. This evidence must be retained for review by the EAL EQA.

Reasonable Adjustment	Centre Delivered Assessments (internally and externally set)	EAL Delivered Assessments ~~(onscreen and paper-based exams)~~
Extra time up to 25%	Centre	EAL
Extra time exceeding 25%	Centre	EAL
Supervised rest breaks	Centre	Centre
Changes in organisation of the assessment room	Centre	Centre
Separate accommodation within the centre	Centre	Centre
Taking the assessment at an alternative venue	Centre	EAL
Use of coloured overlays, low vision aids, tinted spectacles, CCTV and OCR scanners	Centre	Centre
Use of assistive technology	Centre	EAL
Use of bilingual dictionaries and	Centre	Centre

bilingual translation dictionaries without extra time		
Use of bilingual dictionaries and bilingual translation dictionaries with extra time up to 25%	EAL	EAL
Assessment material in enlarged format for paper-based exams	Centre	EAL
Assessment material in braille	EAL	EAL
Language modified assessment material	EAL	EAL
Assessment material in British Sign Language (BSL)	EAL	EAL
Assessment material on coloured paper for paper-based exams	Centre	EAL
Responses in BSL	EAL	N/A
Reader	Centre	EAL
Scribe	Centre	EAL
BSL interpreter	Centre	EAL
Prompter	Centre	EAL
Practical assistant	Centre	EAL

Note: If in doubt, centres must contact EAL for advice. Where EAL permission is required, requests should be submitted via Smarter Touch within the published timeframes

Appendix 2

EAL Reasonable Adjustments Evidence Requirements

Circumstance	Required evidence
Disability	A current Statement of Special Educational Needs, or an Education, Health and Care Plan, or an Individual Development Plan, which confirms the candidate's disability (supplemented by the required centre-based evidence); or a fully completed EAL Reasonable Adjustments form or JCQ Form 8 with an assessment (Part 2 of Form 8) carried out no earlier than the start of school year 9 (aged 13-14yrs) by a specialist assessor, access arrangements assessor or an appropriately qualified psychologist confirming a learning difficulty relating to secondary/further education.
Long-term medical condition	Medical evidence from a qualified healthcare professional confirming the nature of the condition, its likely duration, and its impact on the learner's ability to access assessments. This should support the need for adjustments to reflect the learner's normal way of working.
Mental Health Condition	Evidence from an appropriate healthcare professional confirming the condition and its impact on the learner's ability to undertake assessment under standard conditions, supported where possible by centre evidence of established support arrangements.

Temporary Injury or Condition (anticipated to affect assessment access)	Appropriate evidence confirming the nature of the condition and its expected impact for the duration of the assessment period, where this can be reasonably anticipated in advance.
Other	The list of circumstances cannot be exhaustive, and it is possible that other circumstances will arise that must be considered as acceptable.

Appendix 3

EAL Special Consideration Evidence Requirements

Circumstance	Required evidence
Illness	An original medical certificate or letter from an appropriate medical professional confirming the nature of the illness and the likely impact it is having on the learner's ability to undertake formal assessment and/or study.
Hospitalisation	A medical letter/certificate from the relevant hospital confirming the nature and severity of the learner's circumstances and the likely period of impact on the learner's ability to undertake formal assessment and/or study.
Family	A medical certificate/letter from an independent medical professional confirming the nature and severity of the family circumstances and the likely impact it is having on the learner's ability to undertake formal assessment and/or study.
Bereavement	A death certificate or a letter confirming the death from an independent person eg doctor or counsellor (usually not a family member) with their contact details provided and including a view on the closeness of the relationship and the impact it is having on the learner's ability to undertake formal assessment and/or study.
Acute personal/emotional circumstances	An original medical certificate or letter from an appropriate medical professional confirming the nature of the illness and/or circumstances and the likely impact it is having on the

	learner's ability to undertake formal assessment and/or study.
Victim of crime	A written statement of events which is supported by written evidence from the Police (including a crime reference number). Where the impact of the crime has led to a medical or other professional consultation, an original medical certificate or letter from an appropriate medical professional confirming the likely impact the reported crime had/is having on the learner's ability to undertake formal assessment and/or study.
Domestic disruption	Where significant and unforeseen domestic disruption has occurred very close to a timetabled examination a letter from an appropriate independent individual/authority detailing the relevant circumstances and an indication of the likely impact with their contact details provided.
Other	The list of circumstances cannot be exhaustive, and it is possible that other circumstances will arise that may be considered as acceptable