



**ESTAR**

ELITE SKILLS, TRAINING  
& RECRUITMENT

**CP-014**

**Reasonable  
Adjustments and  
Special Consideration  
Policy and Procedure**

**REV: 00**



## Reasonable Adjustments and Special Consideration Policy and Procedure

Form: CP-014

Revision: 00

**Policy owner:** Head of Quality & Compliance

**Operational leads:** SEND / Additional Learning Support (ALS) Lead, Programme Managers, Lead IQA, Exams Officer

**Applies to:** All learners and apprentices on ESTAR programmes (funded and non-funded)

**Review cycle:** Annual, or earlier if awarding, funding or regulatory requirements change

**Version:** 00

### 1. Purpose

ESTAR Education is committed to ensuring that **all learners are treated fairly and are not disadvantaged in assessment** due to disability, learning difficulty, temporary illness, injury or other circumstances beyond their control.

This policy sets out how ESTAR:

- identifies and implements **reasonable adjustments** to assessment; and
- applies **special consideration** where a learner's performance has been temporarily affected,

while maintaining the **validity, reliability and integrity of assessment decisions**.

### 2. Scope

This policy applies to:

- internal assessments delivered and assessed by ESTAR;
- examinations and controlled assessments hosted by ESTAR;
- apprenticeship assessments prior to End-Point Assessment (EPA).

This policy **does not override**:

- awarding organisation or EPAO rules (which must always be followed);
- EPA decisions made by an EPAO (which follow EPAO procedures).

Where assessment is owned by an awarding body or EPAO, ESTAR will support learners to apply, but **final approval rests with the external body**.

### 3. Key definitions

#### 3.1 Reasonable adjustment

A **reasonable adjustment** is a change made **before or during assessment** to reduce disadvantage for a learner with:

- a disability;
- a long-term physical or mental health condition;
- a learning difficulty or SEND.

Adjustments **must not**:

- change the assessment standard;
- compromise competence requirements; or
- give unfair advantage.

#### 3.2 Special consideration

**Special consideration** is applied **after an assessment** where a learner's performance was temporarily affected by circumstances beyond their control, such as:

- short-term illness or injury;
- bereavement;
- serious personal circumstances;
- disruption during an assessment.



Special consideration does not guarantee a pass and does not lower assessment standards.

#### 4. Principles

ESTAR's approach is based on the following principles:

- **Equity, not advantage** – support removes barriers but does not lower standards.
- **Individual need** – decisions are made case by case.
- **Evidence-based** – appropriate evidence supports decisions.
- **Early identification** – needs are identified as early as possible.
- **Auditability** – decisions and actions are clearly recorded.

#### 5. Legal and regulatory context

This policy aligns with:

- Equality Act 2010 (duty to make reasonable adjustments);
- awarding organisation and EPAO requirements;
- ESFA and funding audit expectations;
- internal quality assurance standards.

#### 6. Roles and responsibilities

##### 6.1 Learners and apprentices

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

##### 6.2 Tutors / Assessors

- Identify potential needs and refer learners to ALS/SEND support.
- Implement approved adjustments consistently.
- Record use of adjustments in assessment records.

##### 6.3 SEND / ALS Lead

- Coordinates requests, evidence and recommendations.
- Maintains the **Reasonable Adjustments & Special Consideration Log**.
- Reviews effectiveness of arrangements.

##### 6.4 Lead IQA / Exams Officer

- Confirms assessment validity is maintained.
- Ensures exam and invigilation arrangements are compliant.

##### 6.5 Head of Quality & Compliance

- Approves internal reasonable adjustments and special consideration decisions.
- Ensures compliance with awarding, funding and inspection requirements.

#### 7. Reasonable adjustments procedure

##### 7.1 Identifying need

Needs may be identified:

- during enrolment and initial assessment;
- through ongoing review or tutor observation;
- via learner self-disclosure.



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## 7.2 Requesting an adjustment

Requests must be submitted using the **Reasonable Adjustment Request Form** and should include:

- learner details and programme;
- assessment(s) affected;
- nature of the need;
- supporting evidence (where available).

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## 7.3 Evidence

Evidence may include:

- medical or diagnostic reports;
- EHCP or SEND documentation;
- workplace evidence (apprenticeships);
- previous access arrangements;
- professional judgement supported by learner history (where permitted).

Evidence must be **proportionate** and relevant.

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## 7.4 Decision-making

ESTAR will consider:

- the learner's needs;
- assessment requirements and standards;
- awarding or EPAO rules (where applicable).

Decisions may be:

- approved as requested;
- approved with modification; or
- declined with clear rationale and alternatives offered.

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## 7.5 Timescales

- Decisions are normally confirmed within **10 working days** of receiving complete information.
- For exams or high-stakes assessments, requests should be made **at least 6 weeks in advance** where possible.

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## 7.6 Implementation

Approved adjustments are:

- communicated to relevant staff;
- implemented consistently;
- recorded in assessment and IQA documentation.

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## 8. Typical reasonable adjustments (examples)

Adjustments may include:

- additional time (where permitted);
- rest breaks;
- separate or quieter assessment room;
- reader or computer reader;



- scribe or speech-to-text;
- assistive technology;
- alternative evidence methods where criteria allow (e.g. professional discussion instead of written response).

This list is not exhaustive and does not guarantee approval.

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## 9. Special consideration procedure

### 9.1 When special consideration applies

Special consideration may be considered where:

- an event occurred at or close to the assessment;
- the event was beyond the learner's control; and
- the learner's performance was affected.

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### 9.2 Requesting special consideration

Requests must:

- be made as soon as possible after the assessment;
- include details of the circumstances;
- include supporting evidence where appropriate.

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### 9.3 Decision and outcomes

Possible outcomes include:

- rescheduling assessment (where permitted);
- allowing a missed component to be completed;
- applying awarding body special consideration processes.

Special consideration **does not** involve marking leniency beyond permitted rules.

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## 10. End-Point Assessment (EPA)

For apprentices:

- ESTAR supports learners to request reasonable adjustments or special consideration from the EPAO;
- final decisions rest with the EPAO;
- ESTAR will provide evidence and learning history where required.

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## 11. Appeals

If a learner disagrees with a decision:

- they may request a review within **10 working days**; and
- the review will be conducted by a senior member of staff not involved in the original decision.

Further escalation may follow the **Enquiries and Appeals Policy for Learners**.

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## 12. Record keeping

ESTAR maintains auditable records of:

- requests and evidence;
- decisions and rationale;
- adjustments implemented;
- reviews and outcomes.



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Records are retained in line with the **Document Retention and Secure Storage Policy**.

### 13. Confidentiality and data protection

Information relating to disability, health or personal circumstances is:

- treated as confidential;
- stored securely; and
- processed in line with ESTAR's **Data Protection Policy**.

### 14. Monitoring and review

Effectiveness of this policy is monitored through:

- IQA activity;
- learner feedback;
- complaints and appeals analysis.

This policy is reviewed:

- annually; and
- following changes to legislation, awarding rules or funding requirements.

Date of last Review	Print Name	Position
02/02/2026	Keiran Casey	Chief Executive Officer
	Darren Beach	Quality Manager