

Reasonable Adjustments and Special Considerations Policy

Aligned with Ofsted, NCFE, SEND Code of Practice, Equality Act, and KCSIE

This is a controlled document and, as such, will be kept read only. Any changes must be approved by the Author.

Author	Version No	Date Approved	Review Date
Adam Smyth	V1.0	November 2024	November 2025
Adam Smyth	V1.1	September 2025	September 2026

Table of Contents

1.	3	
2.	3	
3.	3	
4.	3	
5.	3	
	5.1	3
	5.2	3
	5.3	4
6.	4	
	6.1	4
	6.2	4
	6.3	4
	6.4	4
7.	4	
	7.1	4
	7.2	4
	7.3	4
8.	Monitoring and Review	4
	8.1	4
	8.2	5
9.	5	
	9.1	5
	9.2	5

REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS POLICY

1. INTRODUCTION AND SCOPE

Hatfield Wick Education (HWE) is committed to creating an inclusive, supportive, and safe learning environment. This policy ensures that learners with disabilities, special educational needs (SEND), or temporary adverse circumstances can access education and assessments equitably. The policy complies with the statutory requirements of the Equality Act 2010, SEND Code of Practice (2015), NCFE Annual Monitoring Review (AMR), and Keeping Children Safe in Education (KCSIE).

2. POLICY STATEMENT

HWE is committed to safeguarding and promoting the welfare of all learners. Reasonable adjustments and special considerations will be implemented to remove barriers to learning and assessment while maintaining assessment integrity and safeguarding standards.

3. PRINCIPLES

- 3.1 **Fair Access:** Every learner has the right to participate fully in learning and assessment.
- 3.2 **Individual Support:** Adjustments are tailored to learners' needs and implemented in a way that preserves dignity and independence.
- 3.3 **Safeguarding:** Measures comply with KCSIE to protect learners from harm, including online risks.

Adjustments will not compromise learner safety or welfare.

4. DEFINITIONS

- 4.1 **Reasonable Adjustments:** Pre-assessment changes to remove or reduce substantial disadvantage caused by a disability or long-term need.
- 4.2 **Special Considerations:** Post-assessment measures applied where learners experience temporary adverse circumstances beyond their control.

5. REQUESTING REASONABLE ADJUSTMENTS

5.1 Notification and Assessment:

- Learners, parents/carers and/or the Local Authority should disclose the student's needs during enrolment or as soon as they arise.
- The SEND Coordinator will evaluate needs and document agreed adjustments.

5.2 Examples of Adjustments:

- Additional time, adapted resources, assistive technology, modified learning or assessment environments.

5.3 **Approval:**

- Adjustments are implemented internally where permitted.
- Where required, applications are submitted to the awarding organisation (e.g. NCFE) in line with published guidance.

6. **SAFEGUARDING AND SAFETY CONSIDERATIONS**

6.1 **Risk Assessment:**

Adjustments involving physical arrangements, technology, or changes to supervision, risk assessments will be completed.

6.2 **Online Safety:**

Online or digital adjustments will follow HWE's Online Safety procedures and KCSIE guidance.

6.3 **Emotional Well-being:**

Learners requiring adjustments will be supported with appropriate pastoral or therapeutic input.

6.4 **DSL Oversight:**

The Designated Safeguarding Lead (DSL) will be consulted where adjustments have safeguarding implications.

7. **SPECIAL CONSIDERATIONS PROCESS**

7.1 **Eligibility:**

Learners affected by temporary adverse circumstances such as illness, bereavement, or significant disruption may be eligible.

7.2 **Submission:**

Applications are submitted by the SEND Coordinator or Course Leader within the awarding body's timeframe.

7.3 **Outcome:**

Outcomes are communicated to learners. Decisions are final unless an appeals process applies.

8. **MONITORING AND REVIEW**

8.1 **Documentation:**

All records relating to reasonable adjustments and special considerations are stored securely and retained in line with data protection and awarding organisation requirements.

8.2 **Annual Review:**

This policy is reviewed annually to reflect legislative changes, regulatory guidance, and feedback from learners and staff.

9. **COMMUNICATION**

9.1 **Staff Training:**

Staff receive regular training on the Equality Act, SEND Code of Practice, awarding organisation requirements, and KCSIE.

9.2 **Learner Awareness:**

Policy details are shared during induction and are available in accessible formats.