

BTEC: Reasonable adjustments policy

The Hart School will *put in place reasonable adjustment arrangements for learners with particular requirements if they have, for example:*

- *a permanent or long-term disability or learning difficulty*
- *a temporary disability, illness or indisposition*

These arrangements are intended to allow learners to demonstrate their achievement. However, any reasonable adjustment arrangements must not:

- *advantage or disadvantage the learner*
- *alter the assessment demands of the qualification.*

The Hart School will *follow the policies and guidance on qualifications.pearson.com/policies.*

The Hart School understands that *Pearson reserves the right to request further clarification or information in relation to any proposed arrangements.*

The Hart School will follow the regulations and guidance in the JCQ document '*Adjustments for candidates with disabilities and learning difficulties access arrangements and reasonable adjustments general and vocational qualifications*' and apply reasonable adjustments to internal assessments.

For qualifications which are internally assessed, The Hart School does not need to apply to Pearson. However, the centre will make reasonable adjustments that are in line with Pearson's policies.

All reasonable adjustments made in relation to internal assessments will be recorded by the centre on Form VQ/IA and held on file within the centre for inspection purposes.

Form VQ/IA is available electronically at:

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms>.

Where The Hart School is unsure if the reasonable adjustment proposed is in line with this guidance, The Hart School will contact Pearson for advice.

Italic text indicates direct quotes from the publications below:

Pearson Qualifications, [Information Manual](#) 2016/17

- Chapter 11 *BTEC, NVQ, SVQ and Apprenticeships*, section 6.1 *Reasonable adjustments*

Pearson Qualifications, [Policies for centres, learners and employees](#) *Adjustments for candidates with disabilities and learning difficulties access arrangements and reasonable adjustments general and vocational qualifications*

- Chapter 2 *Vocational qualifications - information and guidance for centres*