



Special Consideration and Reasonable Adjustments Policy

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Contents

1. Background and Purpose	3
2. Aims and Objectives	4
3. Definitions	4
3.1. Progressive Conditions	5
3.2. Conditions Not Considered Disabilities	5
4. Application	5
4.1. Reasonable Adjustments Annual Review	5
4.2. Assessments	6
4.3. Reasonable Adjustments	6
4.3.1. Reasonable Adjustments for Pearson Assessments	7
4.3.2. Reasonable Adjustments for other Partners	7
5. Data Protection and Confidentiality	7
6. Referrals and Assessment	8
7. Policy Owner	8
8. Reasonable Adjustment Reviews	8

1. Background and Purpose

LCK Academy (LCKA) is committed to equality, equity and inclusion and strives to widen access and improve success and progression rates for people with protected characteristics under the Equality Act 2010. LCKA actively supports, therefore, students with disabilities or special educational needs by providing tailored services to meet the specific needs of individual who may face physical or mental health barriers to higher education. This policy applies to both current students and those applying for admission. Services offered to students with disabilities or special educational needs are designed to achieve the following:

- Improve access to education by ensuring equitable treatment that creates fair opportunities through reasonable adjustments.
- Encourage disclosure of disabilities or special educational needs during application, enrolment, and ongoing personal tutorials.
- Carry out assessments and interviews to identify individual needs.
- Deliver tailored support for individuals in need that enables them to overcome barriers to meeting the demands of academic programmes.
- Provide special consideration and make reasonable adjustments when conducting assessments or examinations in accordance with awarding body guidelines.
- Conduct regular reviews of the additional support students need to improve access and success of students with disabilities or special educational needs.
- Refer students who disclose disabilities to the LCKA Student Wellbeing Officer for counselling and consultations on what support may be available.
- Work closely with local authorities to ensure students gain access to the specialised services that are available to them.
- Work in partnership with local services providers to ensure that students have effective education, health, and care plans.

2. Aims and Objectives

The aims of this policy are to ensure that LCKA staff are aware of their obligations to provide fair and equitable opportunities to students with disabilities or special educational needs to ensure that they are not placed at a disadvantage. This is achieved through the following objectives:

- Promoting an inclusive culture that actively encourages disclosure, discourages people from concealing the disabilities or special educational needs and enables all students to realise their potential.
- Ensuring access to impartial guidance and high-quality support services.
- Creating opportunities for full participation in Academy life with appropriate assistance.
- Supporting national efforts to increase the participation of students with disabilities and special educational needs in higher education.
- Ensuring compliance with the [0 to 25 SEND Code of Practice](#) which provides guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25.
- Working closely with local authorities and service providers to meet the needs of students with disabilities or special educational needs.
- Proactively working to provide fair and equitable treatment for applicants and students with disabilities or special educational needs so that they can have an educational experience that is comparable to all other applicants and students.
- Meeting our legal obligations under the Equality Act 2010, including the duty to prevent discrimination and provide reasonable accommodations for individuals with protected characteristics which includes those with disabilities.
- Monitoring and evaluating the effectiveness of services provided to students with disabilities or special educational needs.

3. Definitions

Under the Equality Act 2010, a disability is defined as a physical or mental condition that has a substantial and long-term negative impact on a person's ability to carry out everyday activities. 'Substantial' means something that needs much longer than usual to complete a routine task like getting dressed. 'Long-term' refers to conditions lasting at least 12 months, such as chronic respiratory issues. Certain conditions that fluctuate or recur, like arthritis, are also subject to special considerations.

3.1. Progressive Conditions

A progressive condition worsens over time. Individuals may be considered disabled if their condition deteriorates. A diagnosis of HIV, cancer, or multiple sclerosis automatically qualifies a person as disabled under the Equality Act 2010.

3.2. Conditions Not Considered Disabilities

Some conditions are excluded from the definition of disability, including substance abuse and addiction unless medically prescribed.

4. Application

LCKA is committed to helping individuals achieve their full capacity. It is against the LCKA ethos and unlawful to treat applicants or enrolled students with disabilities or special educational needs unfairly due to their condition. LCKA applies reasonable adjustments where possible to ensure equitable opportunities for applicants and students with disabilities or special educational needs.

4.1. Reasonable Adjustments Annual Review

The **Academy Advancement Committee** conducts an annual review of the reasonable adjustments that are needed and are feasible, to support students with disabilities and special educational needs. When deciding what adjustments are needed and feasible, the following factors may be considered:

- The necessity of maintaining academic and institutional standards
- The availability of LCKA funding and resources
- Potential funding available for eligible students, such as [UK Government high-needs funding](#)
- The expenses involved in implementing specific reasonable adjustment(s)
- The practicalities involved in implementing the proposed reasonable adjustment(s)
- The availability of alternative support or services for students with disabilities or special educational needs
- Health and safety regulations
- The impact on others, including fellow students and staff

4.2. Assessments

In accordance with the Equality Act 2010 and the Disability Discrimination Act 2005, LCKA is committed to ensuring that students with disabilities or special educational support needs receive appropriate support during assessments or examinations including the implementation of reasonable adjustments where possible.

When a student discloses a disability or special educational need, they will be referred to the LCKA Student Wellbeing Officer for consultation. The Student Wellbeing Officer will inform the Head of Programme if the student requires specific accommodations for assessments. The Head of Programme must then notify the Head of Exams and Assessments, who will consult with the Student Wellbeing Office in order to determine the appropriate support that may be provided so that the student can complete their assessment or exam. The Student Wellbeing Officer may refer the Head of Programme to professional support or services for advice and guidance on how to accommodate particular needs.

The Head of Exams and Assessments is responsible for ensuring that students with disabilities or special educational needs have access to suitable facilities and equipment. If appropriate, candidates may be offered a private room for their exam, under the supervision of the Head of Exams and Assessments or delegated Exams Officer. If required, the Head of Exams and Assessments will submit access arrangement requests to the relevant awarding body. These arrangements ensure that candidates with special educational needs, disabilities, or temporary injuries are able to complete an assessment or exam on an equal basis with their peers. This requires evidence that an individual needs the accommodation and putting all the required accommodations place before the assessment or exam takes place.

4.3. Reasonable Adjustments

Students who experience significant challenges during assessments due to a disability, injury, or special educational need may benefit from reasonable adjustments to reduce those barriers. These adjustments must not compromise the integrity of the assessment or exam or give the student an unfair advantage over others taking the same or similar assessment or exam.

Adjustments should be discussed and agreed upon with the student during the planning phase before the assessment or exam. They should reflect the student's usual working methods whilst studying at LCKA, or it may reflect their vocational setting. For example, if a student who is partially sighted uses a screen reader, they should be provided with the same equipment during their assessment or examination.

4.3.1. Reasonable Adjustments for Pearson Assessments

If reasonable adjustments are needed for any student doing an assessment or examination for a Pearson BTEC HND programme, the Head of Exams and Assessments must complete the Pearson RA1 [Application for Reasonable Adjustment \(RA1\) Form](#) for BTEC Qualifications. This form should be completed and stored in the student's file for future reference or inspection.

If reasonable adjustments are needed for any doing taking an externally-set Pearson BTEC test a Pearson RA2 [Application for Reasonable Adjustment \(RA2\) for BTEC Qualifications](#) must be completed and submitted to Edexcel.

If a student is studying on a Pearson BTEC HND programme delivered by LCKA in partnership with another institution, the partner institution must be informed about the student with the disability or special educational need and the reasonable adjustment(s) being proposed. A copy of the completed RA1 Form must also be provided.

More information can be found in Pearson's guidance on [Pearson Special Requirements: Reasonable Adjustments, 2025](#)

4.3.2. Reasonable Adjustments for other Partners

If a student is studying on a programme other than a Pearson programme, which is delivered by LCKA in partnership with another institution, LCKA will follow the partner's regulations regarding special considerations and reasonable adjustments. In the absence of such a policy, or if the partner agrees to LCKA utilising its own policy, LCKA will following the process established in this policy and will inform the partner about any reasonable adjustment(s) provided to a student with a disability of special educational need.

5. Data Protection and Confidentiality

The Academy respects the importance of privacy and adheres to the Data Protection Act 1998. Student information is processed and shared only in accordance with this legislation.

Confidentiality is also maintained where possible. If a student requests anonymity under the Disability Discrimination Act, their information will not be shared for the purposes of arranging reasonable adjustments. Students will be asked whether they require support and to disclose any previous assistance they have received. They should also be aware of the following:

- Students are encouraged to allow the sharing of relevant information with professionals working on their behalf, both within and outside LCKA.
- If a student chooses not to share information, their decision will be respected, but they will be informed that this may affect access to services, resources, and academic outcomes.
- Both LCKA and the student acknowledge that support may not be provided to a student with a disability or special educational need unless and until a disclosure is forthcoming.

6. Referrals and Assessment

The **Academy Advancement Committee** will undertake the following commitments:

- When students with diagnosed disabilities requiring significant support are referred or self-refer, the Academy Advancement Committee may require the Student Wellbeing Office to arrange for an assessment.
- Students may be directed to qualified professionals to meet awarding body criteria and determine appropriate support.
- For students with an Education, Health, and Care Plan, the Academy will engage in consultation with the relevant Local Authority as required.

7. Policy Owner

The Student Wellbeing Officer oversees the implementation of this policy. They collect input from staff members who support students with disabilities and special educational needs, such as Tutors and Admissions Officers, to evaluate the effectiveness of the policy and report findings to the Academy Advancement Committee.

8. Reasonable Adjustment Reviews

A member of the Senior Leadership Team will be designated to review reasonable adjustments. This reviewer will gather feedback from students with disabilities or special educational needs and serve as a point of contact for staff and students with concerns. Success will be measured by an increase in the number of students making disclosures, the number a decrease in concerns or complaints related to disability or special educational need issues and an increase in positive feedback.