



SEND, Special Consideration and Reasonable Adjustment Policy

Date of Next Review	June 2026
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**Purpose / Scope**

The Tess Group (TESS) aims to facilitate open access to all qualifications for learners who are eligible for SEND, reasonable adjustment and / or special consideration throughout their learner journey and assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured.

Reasonable Adjustment

This is agreed at the pre-assessment planning stage and any action that helps to reduce the effect of a disability or difficulty, which places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the learner an assessment advantage over other learners undertaking the same or similar assessments.

Special Consideration

This is a post assessment allowance to reflect SEND needs, temporary illness, injury or indisposition that occurred at the time of assessment. Any special consideration granted cannot remove the difficulty the learner faced at the time of assessment and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised. Special consideration cannot apply to “license to practice” units within a qualification, or to “license to practice” qualifications.

Guidance on SEND, Reasonable Adjustment and Special Considerations

A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the learning and assessment situation. Reasonable adjustments must not affect the validity or reliability of assessment outcomes, but may involve:

- Changing usual learning or assessment arrangements
- Adapting learning or assessment materials
- Providing assistance during assessment
- Re-organising the learning or assessment physical environment
- Changing or adapting the learning and assessment methods
- Using assistive technology



TESS understands that reasonable adjustments must be approved (internally or externally) and set in place to support on journey learning and prior to assessment commencing. It is an arrangement to give a learner access to a qualification. The work produced following a reasonable adjustment must be assessed in the same way as the work from other learners. It is important to note that not all adjustments described below will be reasonable, permissible, or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all learning and assessments.

Reasonable adjustments permitted by TESS may fall into the following categories:

- Changes to assessment conditions
- The use of mechanical and electronic aids
- Modification to the presentation of assessment material
- Alternative ways of presenting responses
- Use of and access to facilitators

Please note that a reasonable adjustment must never affect the validity or reliability of assessment, influence the outcome of assessment, or give the learner(s) in question an unfair assessment advantage.

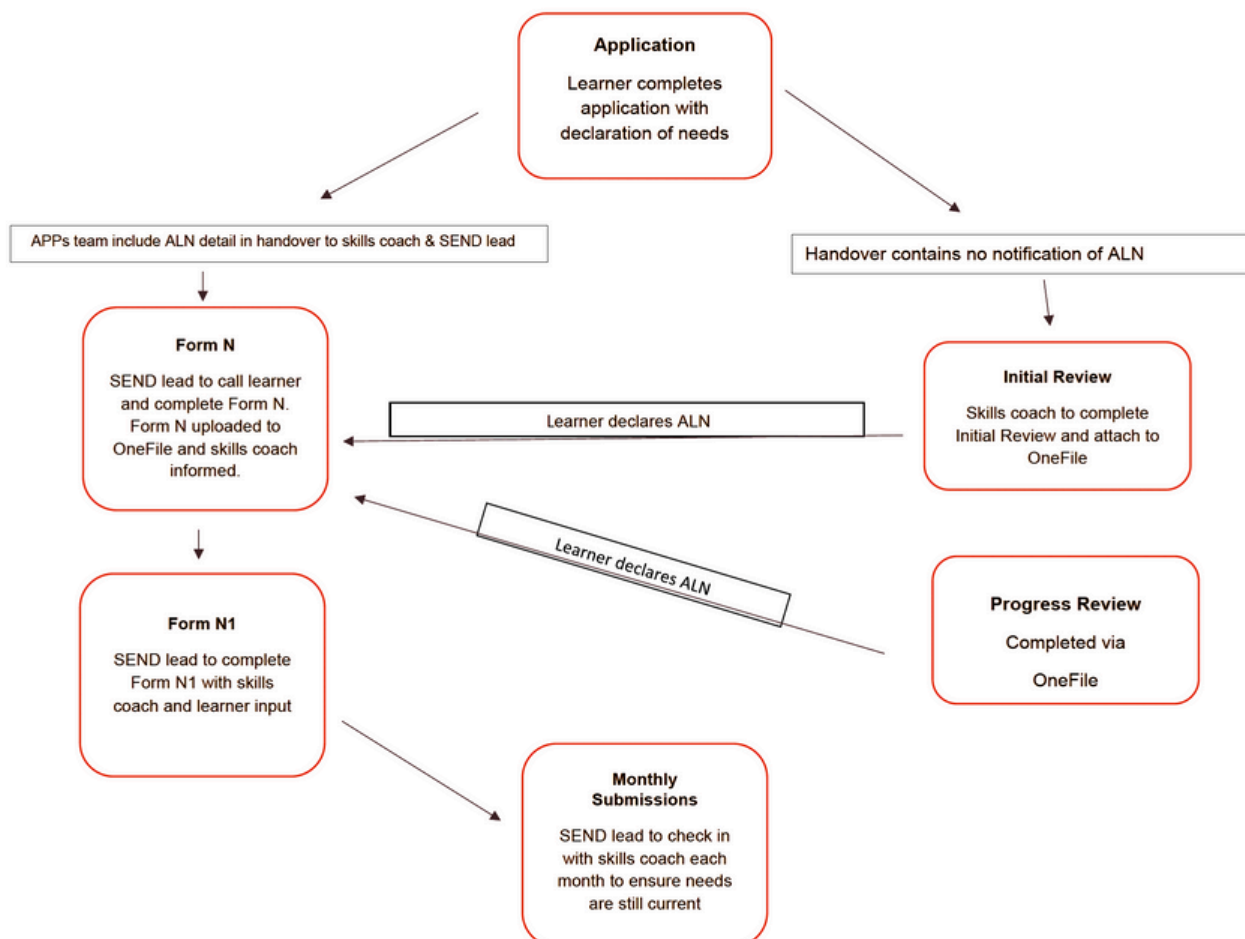
Examples of reasonable adjustments as defined by the above categories are listed below:

- Allowing extra time e.g. assignment extensions
- Using a different assessment location
- Use of coloured overlays, low vision aid, CCTV
- Use of assistive software
- Assessment material in large format or braille
- Readers / scribes
- Practical assistants / transcripts / prompters / AI support
- Assessment material on coloured paper or in audio format
- Language modified assessment material
- British sign Language (BSL)
- Use of ICT / responses using electronic devices

How needs are identified and plans arranged:

TESS have a robust additional needs and special considerations assessment strategy that is implemented from (and where appropriate) prior to enrolment onto a learner's programme.

The additional need checks are carried out and maintained by TESS Group's SEND Lead, Kaley Bannister and monitored whilst learners are on programme by the Head of Data and MIS.





TESS Recruitment

TESS takes measures to ensure that learners have the correct information and advice on their selected learning programmes and that they will meet their needs. The recruitment process shall include TESS assessing each potential learner and making justifiable and professional judgments about the learner's potential to successfully complete the assessment and achieve the qualification. Such assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the assessment.

Where the recruitment process identifies that the learner may not be able to demonstrate attainment and thus gain achievement in all parts of assessment for the selected qualification, this must be communicated clearly to the learner. A learner may still decide to proceed with studying a particular programme and not be entered for all or part of the assessment.

Ensure learners are aware of the range of options available:

- Any reasonable adjustments that may be necessary to enable the demonstration of attainment across all required assessment
- Any part of the assessment is missed due to personal arrangements, including holidays or unauthorised absence
- Preparation for a component is affected by difficulties during the course e.g. disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes

The following are examples of circumstances which might be eligible for special consideration (this list is not exhaustive):

- Terminal illness of the learner
- Terminal illness of a parent or carer
- Recent bereavement of a member of the immediate family
- Serious and disruptive domestic crises leading to acute anxiety about the family
- Incapacitating illness of the learner
- Severe car accident
- Recent traumatic experience such as death of a close friend or distant relative
- Flare up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack



- Recent domestic crisis
- Physical assault trauma
- Broken limb on the mend

Unlike reasonable adjustment, there are no circumstances whereby TESS can apply its own special consideration. Applications must be made to the Awarding Organisation (AO) / End-Point Assessment Organisation (EPAO).

Applying for Special Consideration

TESS would put arrangements in place to enable a learner, in extenuating circumstances, to complete assessment and thus achieve the qualification. Only when this is unsuccessful should an application for special consideration be made. All applications for special consideration can only be made on a case-by-case basis and thus separate applications must be made for each learner.

The only exception to this is where a group of learners has been affected by a similar circumstance such as a fire alarm during an assessment; in this case a group application is permissible. In this situation, however, a list of learners affected should be attached to the application. Applications for special consideration should be submitted to the AO / EPAO:

- Application form
- The learner's report form
- Evidence to support the application such as a medical certificate, a doctor's letter, a statement from the invigilator (if relevant), or any other appropriate information

The Head of Operations shall be the one to authorise all applications for special consideration prior to sending these to the AO / EPAO. They will submit it to the AO / EPAO within seven days of the assessment having taken place. Following receipt, the AO / EPAO will usually give a decision within a further ten working days. Where a case is complex, the AO / EPAO will inform TESS if a decision cannot be made within the timescale specified.

During the processing of an application, the AO / EPAO will only liaise with TESS who are considered to be acting on the learner's behalf and not with the learner or their designated third-party. It is important to note that special consideration applications will not be considered where learner achievement has been claimed and certificated.



Lost or Damaged Work

When a learner's work has been lost or damaged, the AO / EPAO may consider accepting a grade for which there is no available evidence. In all cases, TESS shall be able to verify that the work was done and that it was monitored whilst it was in progress.

Complying with Policy

TESS understands that failure to comply with the requirements contained within this policy could lead to assessment malpractice, which will impact on the learner's result. Failure to comply is defined as any or all of the following:

- Where applicable, putting in place arrangements without the AO approval
- Agreeing delegated adjustments without the supporting evidence
- Failure to maintain records
- Failing to report delegated adjustments when requested to do so by the AO /EPAO
- Implementing delegated adjustments that affect the validity and reliability of assessment, compromises the outcome of assessment, or gives the learner in question an unfair assessment advantage over other learners undertaking the same or similar assessment

For further information about malpractice in assessment, please refer to the Malpractice and Maladministration Policy.

Right to Appeal

If TESS fails to agree with the AO / EPAO decision made in respect of this policy, then the centre has the right of appeal. Upon receipt of an appeal, the AO will usually acknowledge receipt within two working days and adjudicate within a further ten working days.

A small, stylized handwritten signature in black ink, appearing to read "LO'Reilly".

Lisa O'Reilly
CEO/Director