

Access to Fair Assessment Policy

Access to Fair Assessment Statement

Sport Structures is committed to providing ongoing support to learners with particular requirements and aspires to eliminate discrimination. On this basis, we ensure accessible services and make appropriate adjustments, where required, to facilitate learners in completing the courses/qualifications/programmes as independently as possible.

Access arrangements ensure that the conduct of reasonable adjustments and special considerations reduces substantial disadvantages caused due to a learner's disability or difficulty. In accordance with the Equality Act 2010, we have the commitment to provide access for learners with particular needs to prevent discrimination in the delivery of courses/qualifications/programmes and the assessment of learners.

Reasonable Adjustments

Reasonable adjustments are any arrangements made prior to the delivery or assessment of a course/qualification/programme to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage. These arrangements are required to be granted by the awarding organisation for the assessment of learners with a permanent, long-term or temporary disability, a learning difficulty, illness or indisposition.

Special Consideration

Special consideration is the implementation of arrangements at the time of an assessment to allow competence to be demonstrated by learners who have been disadvantaged or were unable to attend the assessment due to emotional/physical difficulties or adverse circumstances. These arrangements are required to be granted by the awarding organisation for the assessment of learners who have experienced temporary difficulties.

Our staff is committed to contributing to this practice and the overall aim is to assist learners in managing their individual situations and create a more accessible learning and assessment environment for all. In order for this to be achieved, we aim to determine learners' particular requirements and requests for the provision of access arrangements at an early stage. In making sure our access to fair assessment statement is implemented effectively and all learners are treated fairly, we aim to:

- Ensure that access to fair assessment statements and practices is understood and complied with by any personnel involved in the assessment, including learners.
- Promote equality in relation to the provision of the learning programme and assessment of the course/qualification/programme.
- Adhere to related procedures and regulations regarding reasonable adjustment and special consideration.
- Ensure buildings and assessment sites for delivery and assessment are accessible to all learners, as far as is practical.
- Request permission for the implementation of specific adjustments from the awarding organisation where required.

- Ensure appropriate equipment and personnel (technological equipment or any assistants i.e., reader, scribe, practical assistant etc.) are available for selected adjustments to delivery and/or assessment.
- Use assistive equipment and personnel within the reasonable adjustment framework, set forth by the awarding organisation, without disadvantaging others who do not require such adjustments.

It is ultimately the responsibility of the Head of Centre, Kath Percival, to ensure that this statement and related procedures are published and accessible to all personnel including learners and any relevant third parties. However, the member of staff coordinating each course/qualification/programme is responsible for ensuring this information is fully understood by the learners and anyone one else who should reasonably know it.

Procedure for Access Arrangements

Stage	Reasonable Adjustments	Special Consideration
Stage 1	<p>The learner must request reasonable adjustments from the centre at the application stage of their course/qualification/programme or by informing their tutor/assessor of the difficulty.</p> <p>This information will be passed to the appropriate member of staff for that course/qualification/programme who will evaluate the request and will liaise with the learner to validate their difficulties and disability and to ensure the relevant reasonable adjustments are identified. At this stage, the learner must provide all necessary evidence (medical evidence/certification, diagnostic test results, a statement from the invigilator/tutor/assessor, an EHCP or similar official documentation or any other appropriate information) to support their request. Outcomes will be confirmed via email to the learner (Validated requests will then be forwarded to the relevant Awarding Organisation. For invalidated outcomes, no further action will be taken).</p>	<p>The learner must request all special considerations from the centre at the application stage of their course/qualification/programme or by informing their tutor/assessor of the difficulty.</p> <p>This information will be passed to the appropriate member of staff for that course/qualification/programme who will evaluate the request and will liaise with the learner to validate any difficulties/disability and to ensure the relevant reasonable adjustments are identified. At this stage, the learner must provide all necessary evidence (medical evidence/certification, diagnostic test results, a statement from the invigilator/tutor/assessor, an EHCP or similar official documentation or any other appropriate information) to support their request. Outcomes will be confirmed via email to the learner (Validated requests will then be forwarded to the relevant Awarding Organisation. For invalidated outcomes, no further action will be taken).</p>
Stage 2	<p>The member of staff will request reasonable adjustments or special considerations from the relevant awarding organisation in accordance with their standard procedure.</p>	

Stage 3	The member of staff will ensure all reasonable adjustments and special considerations are implemented in accordance with outcomes confirmed by the awarding organisation. They will evaluate the implementation and audit all outcomes. All records relating to the application, relevant evidence and monitoring forms are securely retained for five years.
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Equality and Access Appeals

Where learners have requested reasonable adjustments or special consideration for an assessment but are not satisfied with the access arrangements applied or the rejection of any access arrangements granted, they have a right to make an appeal as detailed in the Sport Structures Appeals Policy.

Equality and Access Complaints

Learners have the right to raise any issues relating to equal treatment and or the implementation of access arrangements or make a formal complaint as detailed in the Sport Structures Complaints Policy.