

Reasonable Adjustments for Speech Assessments: Guidance for Centres

This guidance is for centres with learners who require reasonable adjustments to complete their assessment. Reasonable adjustments can only be applied after approval from English Speaking Board (International) Ltd.

Please prepare learners for their assessments by practising and completing mock assessments using the adjustment that has been agreed with ESB International. The adjustment should reflect the normal way of working for learners.

Note: A Special Consideration is different to a Reasonable Adjustment and can only be applied after an assessment has happened. A Special Consideration involves making an adjustment to a learner's mark or grade after the assessment has been completed. If you have learners who you think require a Special Consideration because of a temporary disability, illness or indisposition, or some other event outside of their control that occurred at or near the time of the assessment, please use a Special Consideration Request Form.

Contents

1. Additional time	2
2. Supervised rest breaks between each section of the assessment.....	2
3. Practical assistant	2
4. Prompter.....	2
5. Modified materials	3
6. Pre-selected reading tasks.....	3
7. A small group	3

1. Additional time

Example

Learners with specific learning difficulties that require longer processing and/or completion time, e.g. dyslexia, may have additional time.

If additional time has been agreed with ESB International, then additional minutes should be added on to each stage of the assessment for the individual learner. The centre organiser must include this additional time when planning the day.

2. Supervised rest breaks between each section of the assessment

Example

Learners who have a disability which means they struggle to concentrate for sustained periods of time may require one or more supervised rest breaks.

Note the time at the beginning and end of the break and calculate the end time of the assessment. If 25% additional time has been agreed then these breaks are not included in that time. During the supervised rest break the learner is not allowed to discuss the assessment with anybody or use any electronic devices.

3. Practical assistant

Example

Learners who need physical support to access the assessment room and materials.

A practical assistant offers physical assistance as instructed by the learner, e.g. organising materials, helping them move around the room and ensuring they keep safe.

- Prepare the room and organise the materials before the learner arrives.
- Do not speak to the learner about the content of the assessment.

4. Prompter

Example

Learners who have difficulty following instructions and/or maintaining focus/concentration for sustained periods of time.

A prompter reminds learners what they are required to do during the assessment and keeps them on task. A prompter can also use visual aids / cue cards / a whiteboard to remind learners what to do next.

- Familiarise yourself with the assessment format.
- Sit where learners can see you but you do not distract them.
- Do not speak to learners about the content of the assessment.

5. Modified materials

Example

Learners with visual impairments.

Centres may enlarge texts or print them on coloured paper, and learners may read aloud from texts formatted in Braille.

6. Pre-selected reading tasks

Example

Learners with dyslexia.

The centre may select the extract from the reading passage. The extract should contain a range of language appropriate to the level of the qualification, so the learner can achieve all the assessment criteria.

7. A small group

Example

Learners with autism or extreme anxiety.

The learner may deliver the speaking sections of their assessment to a smaller group, and participate in the larger group for the listening section.

- Ensure that your timetable for the day allows for the additional time for a small group.