



**Scottish Canoe Association**  
**Comann Curach na h-Alba**

## **Special Considerations and Reasonable Adjustments Policy**

**Effective from: December 2021**

**Purpose of policy:**

SCA supports the promotion of paddlesport for people of all abilities and encourages them to take British Canoeing Awarding Body Personal Performance Awards, Safety training, Leadership Awards and Coaching Qualifications.

This policy provides guidance to Tutors, Assessors and Providers on how they can best support people with special educational needs, disabilities, temporary illness or injury or other adverse circumstances outside their control, to ensure they are not unfairly disadvantaged when undertaking training and assessment.

This policy details appropriate modifications or adjustments that can be made to both Training and Assessments.

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## Special Considerations

A special consideration is a change to a training or assessment outcome made when the Learner has been affected by adverse circumstances beyond their control at the time of the course. Learners will be eligible for special consideration if:

- They have completed the majority of the training and the training missed accounts for no more than 20% of the formal training courses Guided Learning Hours
- Their performance in the assessment is materially affected by such adverse circumstances.

Special consideration can be given by SCA staff during or within 5 working days of any Learner assessment (both in advance and retrospectively).

**Examples of when a Learner may be eligible for special consideration:**

- Temporary illness or accident/injury at the time of assessment
- Bereavement at the time of assessment
- Domestic crisis at the time of assessment
- Disadvantage due to a Reasonable Adjustment failing to provide adequate provisions

In all cases, Learners should provide evidence of their circumstances as appropriate.

## For Training Courses

The Tutor or Provider must consider the Guided Learning Hours for the programme and ascertain if more than 20% of the programme has been missed. At a time when the Learner is able to consider their development needs the Tutor or Provider should arrange an opportunity to support the development of an action plan that clearly states the missed learning opportunities and identifies learning opportunities with the Learner so the learning can be covered before assessment.

Tutors and Providers should submit the course results as normal, identifying the special considerations and key points from the action plan in the course notes.

## For Assessment Courses

The Assessor must try to reschedule an assessment for the Learner in the first instance. Applying a special consideration should be a last resort and must not compromise the integrity of an assessment or the reliability and validity of its

outcome. SCA (SCA) may consider extending validity periods or registration periods where relevant to allow time for assessments to be completed. If a Learner is unable to attend alternative assessment sessions due to specific circumstances, a special consideration may be applicable and SCA staff would apply to British Canoeing Awarding Body (BCAB) for a Special Consideration. Assessors should support the Learner to make an application for a special consideration using the Special Consideration Form credential in JustGo.

## Reasonable Adjustments

SCA and BCAB are fully committed to unimpeded access to, and equal opportunities in, training and assessment and to considering the needs of all potential Learners. This includes those with a range of impairments provided the impairment would not prevent them from performing their coaching or leadership duties competently on qualifying.

Some types of physical impairment, sensory or learning disabilities, should not prevent access to qualifications but may require Tutors, Providers and Assessors to make some adjustments in their planning and/ or delivery. In these circumstances, learners wouldn't normally need to apply for a reasonable adjustment. Examples include but are not limited to:

- a moderate hearing or visual impairment
- a physical disability, resulting in restricted mobility
- Dyslexia

We recommend that Reasonable Adjustments are applied for at least 4 weeks prior to the course start date, using the Reasonable Adjustment Form credential. This will allow for clarity and agreement in advance of the training or assessment course.

**Note:** Tutors, Providers and Assessors can contact SCA staff for support in these considerations.

Learners with more complex support needs can apply for reasonable adjustments. This should be done through SCA, who will either put in place an adjustment or in

more complex circumstances, will apply to BCAB on their behalf.

Applications are made by using the Reasonable Adjustments Form credential in JustGo.

## Responsibility

The certificate or digital record for a training course or assessment, given to someone who required accommodations to perform part or parts of the training or assessment, will not have any comments or other statements on the certificate or digital record to indicate that accommodations were required.

Tutors, Providers, Assessors, and SCA Staff must instruct Learners or their Guardian in their responsibility to:

- not tackle any activity that their certificate might indicate they are capable of, but which they know their disability may impede;
- tell any responsible person of their disability if they believe it may impede their ability to take part in the activity appropriately and safely.

## Using Alternative Equipment

There are a number of reasons for using special equipment for a training or assessment course.

Certain disabilities may be mitigated through adaptations to craft, seats, backrests, paddles, etc. In some instances, it may be necessary to use totally different types of equipment, e.g. craft that may not perform in the same way as the more common kayak/canoe used in that discipline. Some paddlers may find hand paddles more appropriate than conventional paddles. These and other factors may alter how outcomes are achieved.

In these situations, the Provider needs to be confident that, in using such different equipment, the paddler is performing to the best of their ability, subject to appropriate coaching, and can demonstrate relevant knowledge, understanding and potential outcomes using a different approach.

## Learning Needs

It is recognised that due to a learning/memory disability, some paddlers may be able to perform parts of the training or assessment within, or shortly after, the coaching session but may not retain that ability; may need more time to perform a task; may not be able to focus for sufficient time to complete all assessment tasks in one session.

It is acceptable for these Learners to complete the training or assessment on a 'modular' basis. Learners may be assessed after being coached on each part of the syllabus.

The Assessor should track the progress of the Learner in such a way that if another Assessor were required to take over the assessment, they could easily 'pick up' what has been covered to date. Courses would be authorised in the normal way and the start and end date of the assessment identified should occur within 8 weeks of each other. If a longer period of time between start and end date is required, a reasonable adjustment will need to be applied for in advance. Once all parts of the syllabus have been covered, the normal end-of-course process is completed and the certification and or digital records updated in the usual way.

## Complaints and Appeals

If a Learner is dissatisfied with a decision regarding reasonable adjustments made or special consideration given by a Tutor, Provider or SCA, please see Complaints Procedure and Appeals Procedure.

## Appendix 1. Examples of considerations and practical adjustment

Consideration and suggested options for Provider/ Tutor/ Assessor (Reasonable Adjustment not required)

Consideration	Practical Training and Assessment	Online Learning, eLearning and written requirements
Moderate hearing impairment.	<ul style="list-style-type: none"> <li>• Meet with the learner and/ or guardian and explore what works for them, how they manage their learning.</li> <li>• Consider the structure of activities and agree/manage when hearing aids can, cannot or may not be safe to be worn.</li> <li>• Raise awareness within the group</li> <li>• Consider a “Hearing Buddy”</li> <li>• Allow more time for questions and questioning. Assessor derived questions, group work, breakouts and professional discussions would benefit from the written questions being provided ahead of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with the learner and/ or guardian and explore what works for them, how they manage their learning.</li> <li>• Use auto captioning or manual captioning in meeting software, videos and ensure narrated sections either have a script or the full information in a hand out/ presentation.</li> <li>• Use of images and diagrams works well but ensure the purpose of an image is clear and use image alt text when required.</li> <li>• Allow more time for questions and questioning. Assessor derived questions, group work and breakouts and professional discussions would benefit from the written questions being provided ahead of time (25% more time is a good rule of thumb).</li> </ul>

<p>Moderate visual impairment.</p>	<ul style="list-style-type: none"> <li>• Meet with the learner and/ or guardian and explore what works for them, how they manage their learning.</li> <li>• Run the session in a well-lit area or room.</li> <li>• Consider the area, removing objects which are not necessary but complicate the area, provide distraction or trip hazards.</li> <li>• Consider buddying learners up</li> <li>• Assessment materials, tasks, professional discussions can be recorded and/ or screen reading software used.</li> <li>• The Learner may use an assistant or video to make observations and enhance what they 'see' so the learner can demonstrate their competence and describe what they would do next, focused areas for coaching, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with the learner and/ or guardian and explore what works for them, how they manage their learning.</li> <li>• Use Screen Reading Software or an assistant to enhance meeting software, videos and ensure narrated sections either provide the full information or in a hand out/ presentation the screen reader can access.</li> <li>• Use of images and diagrams need to have descriptive image alt text to give the detail of what the image is for. Allow more time for questions and questioning. Assessor derived questions, group work and breakouts and professional discussions would benefit from the questions being recorded and/ or provided ahead of time (25% more time is a good rule of thumb).</li> </ul>
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<p>Physical disabilities, resulting in restricted mobility.</p>	<ul style="list-style-type: none"> <li>• Meet with the learner and/ or guardian and explore what works for them, how they manage their learning.</li> <li>• Ensure the areas to be used are uncluttered to enable unrestricted movement, use of support to transition between land and water is acceptable, as long as the Learner can meet the responsibilities regarding the safety of their peers/ group.</li> <li>• The Learner may have the relevant pieces of equipment adapted for use.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with the learner and/ or guardian and explore what works for them, how they manage their learning.</li> <li>• Any adjustment already discussed can be applied as is required, for example, time, assistant, screen readers, etc.</li> </ul>
<p>Dyslexia</p>	<ul style="list-style-type: none"> <li>• Meet with the learner and/ or guardian and explore what works for them, how they manage their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with the learner and/ or guardian and explore what works for them, how they manage their learning.</li> </ul>

	<ul style="list-style-type: none"><li>• Learners may need more time to locate positions, read instructions etc.</li></ul>	<ul style="list-style-type: none"><li>• Consider the purpose of images and diagrams to ensure the reason for their use is clear.</li><li>• Allow more time for questions and questioning. Assessor derived questions, group work and breakouts and professional discussions would benefit from the questions being recorded and/or provided ahead of time (25% more time is a good rule of thumb).</li></ul>
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