



## REASONABLE ADJUSTMENTS POLICY

### 1. SCOPE

A reasonable adjustment is an alteration that would enable a disabled person or someone who may experience difficulty to carry out training or assessment activities without being at a disadvantage compared to others. Under the Equality Act 2010, there is a legal duty to make reasonable adjustments for disabled people.

### 2. RESPONSIBILITIES

It is the responsibility of instructors and assessors to identify learners who are having difficulty or are likely to have difficulty in undertaking training or assessment activities and inform Greenway Training Ltd at the earliest opportunity. It is important that the learner is involved in all discussions to set any reasonable adjustments.

### 3. DEFINITION OF REASONABLE ADJUSTMENTS

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty in a training or assessment situation

- Reasonable adjustments may include, but not limited to:
  - Giving extra time to complete the training or assessment
  - Providing an interpreter, sign language or reader
  - Changing the assessment method from written to verbal
  - Adapting training materials
  - Changes in the organisation of the training/assessment room

### 4. PRINCIPLES

- A risk assessment must be carried out to ensure health and safety is not compromised by setting a reasonable adjustment
- Adjustments to training or assessment should not invalidate the training or assessment requirements
- A reasonable adjustment must be in place before the training or assessment takes place
- A reasonable adjustment must not give the learner an unfair advantage
- A reasonable adjustment must reflect the learner's normal way of working
- Adjustments should be based on the individual needs of the learner
- Adjustments should not compensate the learner for lack of knowledge and skills
- Any adjustments must be supported by evidence
- All reasonable adjustments must be recorded.

### 5. REASONABLE ADJUSTMENTS

Learners are only eligible for reasonable adjustments if their disability or difficulty places them at a disadvantage in a training or assessment situation, in comparison to a person who is not disabled. A learner does not necessarily have to be disabled (as defined in the Equality Act) to be entitled a reasonable adjustment.

Any reasonable adjustment will be based on learner needs, examples may include:

- Communication and interaction needs – a learner may have problems with reading and writing, the effects could be reduced through the use of a reader, word processor, and interpreter. learners may also benefit from extra time
- Cognition and learning needs – learners may benefit from extra time and assistance with reading and writing
- Sensory a physical need – a learner may need to have their training/assessment /materials modified for hearing or visual impairment



- Behavioural, emotional and social needs – a learner may benefit from 1:1 supervision
- English as an additional language – a learner may benefit from extra time and or an interpreter

### 5.1 Range of reasonable adjustments

- **Extra time**

The amount of extra time should accurately reflect the extent to which the task can be completed, unlimited extra time is not allowed. Extra time will not be allowed in practical activities where the timing is a crucial element of the training or assessment. Extra time for online assessments may have to be customised

- **Supervised rest breaks**

The duration of the breaks will not be deducted from the training or assessment time.

- **Change in the organisation of the training/assessment room**

Visually impaired learners may benefit from sitting near a window so that they have good lighting. Deaf learners may benefit from sitting near the front of the room. Some learners may benefit from using chairs with arm rests or adjustable heights. Autistic learners may benefit from having visual/noise distractions removed from the training/assessment room.

- **Modifications to materials**

Enlargements of paper-based materials or assessments may be used. Training materials and assessments may be provided in braille.

- **Language modification**

A learner can sign full responses in British Sign Language (BSL). Interpreters may be used where English is used as an additional language.

- **Reader**

A reader is a person who, when requested, will read to the learner all or part of the training or assessment material. The reader should read only as requested by the learner and read accurately and not advise the Learner regarding the choice of assessment questions.

- **Scribe**

A scribe is a person who writes down a learner's dictated response. A scribe must be given clear instructions and should immediately refer any problems in communication during training or assessment questions.

- **Practical assistant**

A practical assistant is a person who, during training or assessment, carries out practical tasks at the instruction of the learner. Examples of the kinds of tasks which a practical assistant may assist are turning the pages on a workbook or question paper. A practical assistant would not undertake any practical skills on behalf of the learner.

- **Transcriber**

A transcriber may be used where the learner's handwriting is illegible, and the learner is unable to use computer or the learners' response is in braille or BSL.

## 6. SPECIAL CONSIDERATION

Special consideration may be given to a learner who is present for the training or assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances outside of their control.



The learner will need to submit evidence in support of a special consideration.