



## Reasonable Adjustments Policy for Learners

### Introduction:

Turtle CYP seeks to provide equal access for its disabled students through inclusive design where possible and, otherwise, through reasonable adjustments. This commitment builds upon the foundation of equality legislation and anti-discrimination guidance.

The Reasonable Adjustment Procedure provides a framework for the effective implementation of reasonable adjustments for all disabled students at Turtle CYP.

The Equality Act (2010) (and 2023 Amendment regulations) provides protection against discrimination, harassment, and victimisation on the grounds of disability and other protected characteristics.

A person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This encompasses individuals with physical or sensory impairments, mental ill health, specific learning difficulties, and a range of chronic or fluctuating conditions.

It is unlawful to discriminate against a disabled person in relation to the provision of education and related services. However, it is lawful to treat a disabled person more favourably because of their disability.

It is a legal duty for higher education institutions to anticipate needs and make reasonable adjustments so that disabled students are not placed at a substantial

<b>VERSION CONTROL MATRIX</b>			
<b>Date:</b>	<b>Version:</b>	<b>Effect:</b>	<b>Due for Review</b>
September 2021	V1	September 2021	September 2022
September 2022	V2	September 2022	September 2024
October 2024	V3	October 2024	October 2026

disadvantage compared to students who are not disabled. The duty arises in relation to all aspects of the student experience, including:

- provisions, criteria, or practices (for example, procedures, policies, course materials, and teaching and assessment methods);
- physical features (for example, access to buildings, fixtures and fittings);
- providing auxiliary aids or services (for example, equipment or human support).

Inclusive design of curriculum content can ensure that accessibility is embedded in activities for all students' learning, teaching, and assessment.

The duty to make reasonable adjustments is anticipatory: it requires Turtle CYP to plan ahead and anticipate the likely needs of disabled students, rather than waiting until adjustments are proposed. Turtle CYP should therefore ensure, where possible, that adjustments to policies, practices, and procedures have been made in advance to reduce or remove the barriers to disabled students.

The purpose of the duty is to take reasonable steps to remove or avoid disadvantage so that disabled students can effectively participate in the education and other benefits, facilities, and services provided for students. Failure to comply with the duty to make reasonable adjustments is considered discrimination.

The duty requires that only adjustments that are reasonable are made. What is reasonable will usually depend on the individual circumstances of the case. In assessing what is reasonable, Turtle CYP should take the following into account: .

- the effect of the disability on the individual student;
- the effectiveness of the particular steps in removing or overcoming the relevant disadvantage; the relevant interests of other people, e.g. whether an adjustment would result in a significant disadvantage for other students;
- the practicality of the changes;
- any potential health and safety issues;
- the resources available (both those of Turtle CYP and other financial assistance such as the Disabled Students' Allowances)
- the financial and other costs of making the adjustment;
- the type of education/provision or other benefit, facility, or service being provided by Turtle CYP;
- the extent to which aids and services will otherwise be provided to disabled students (e.g. local authority support)

<b>VERSION CONTROL MATRIX</b>			
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Reasonable adjustments should not compromise the academic standards of programmes or modules, as the Equality Act places no duty to make a reasonable adjustment to a competence standard.

A competence standard is ‘an academic, medical, or other standard, applied for the purpose of determining whether a person has a particular level of competence or ability’. A competence standard must apply equally to all students, be genuinely relevant to the programme, and be a proportionate means to achieving a legitimate aim. There is however a duty to make reasonable adjustments to the way in which a competence standard is assessed so that disabled students are not disadvantaged as a result of their disability. Reasonable adjustments must not affect the validity or reliability of the assessment outcomes. However, they may involve, for example, changing the usual assessment arrangements or method, adapting assessment materials, providing a scribe or reader in the assessment, and re-organising the assessment environment.

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### Policy:

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The purpose of this policy is to:

- Inform students about how to access support,
- Support Turtle CYP in complying with the requirements of relevant legislation,
- Clarify where responsibility lies for the identification and implementation of reasonable adjustments,
- Outline the necessary steps for the effective implementation of reasonable adjustments,
- Inform students how to appeal a decision made in relation to a reasonable adjustment.

Turtle CYP requires Equality Impact Assessments (EIA) to be carried out on all new and existing policies and practices. These are helpful in identifying whether any policies or practices would disproportionately disadvantage certain groups of users and enable Turtle CYP to consider anticipatory adjustments.

Turtle CYP quality assurance processes ensure that Turtle CYP reflect on equality and diversity of learning, teaching, and assessment.

As a student, you are responsible for:

<b>VERSION CONTROL MATRIX</b>			
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September 2021	V1	September 2021	September 2022
September 2022	V2	September 2022	September 2024
October 2024	V3	October 2024	October 2026

- disclosing a disability at the earliest opportunity;
- providing evidence to support the disability (such as a diagnostic assessment for learning impairments, medical or GP's letters/reports for physical or mental health conditions, or existing DSA needs assessment);
- attending meetings as requested to discuss your needs;
- disclosing any changes such as increased impairment (e.g. because of a deteriorating condition) requiring new adjustments or a modification of existing adjustments;
- providing documentation to support the recommended adjustments.

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### Procedure for identifying and implementing individual reasonable adjustments

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The Tutor undertakes needs assessments to find out the support and reasonable adjustments required to enable you to engage with your programme of study. The tutor will take into account supporting evidence, e.g. GP's letter, educational psychologist's report, a needs assessment report and your account of your needs.

Applicants who have disclosed a disability and have accepted an offer are asked to provide more information about their disability together with supporting evidence, and to work with the tutor to ensure that reasonable adjustments are in place as soon as possible. The tutor will contact applicants to advise on reasonable adjustments.

You should also disclose a disability whilst on your course as soon as you become aware of it or its impact on your ability to access your course. If you want your disability information to remain confidential, you will be advised if this will restrict the adjustments that can be made for you. This would be the case if circumstances are such that staff would need to know who you are in order to make the relevant adjustment.

You will have the opportunity to have a needs assessment to identify reasonable adjustments. In cases where you request support prior to the needs assessment, if standardised reasonable adjustments are recommended by the supporting evidence, the tutor will advise if these can be made in the interim until a needs assessment is conducted.

The tutor will consider whether the standardised adjustments meet your specific needs and will then consider whether individual adjustments are also required. In

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September 2022	V2	September 2022	September 2024
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determining individual reasonable adjustments, the tutor will take into account the factors set above relating to reasonableness, and in particular:

- Your individual circumstances and the programme;
- The effectiveness of the adjustment;
- Your previous experience of the adjustment, and the time and resource required to implement the adjustment.

If you are able to access external funding for a reasonable adjustment, Turtle CYP expects you to access such funding and will support you with this process.

Turtle CYP will liaise with NOCN where there are concerns that it may not be possible to put an adjustment in place, e.g. because it may relate to a competence standard.

Turtle CYP is not obliged to offer the student their preferred adjustment when an alternative reasonable adjustment would be equally effective.

Once reasonable adjustments have been agreed, the reasonable adjustments will be detailed in an Individual Support Adjustment Notification.

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### Reasonable adjustments: Tutors / Assessors

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All reasonable adjustments are recorded on your student record and made available to only to relevant staff.

Reasonable adjustments will be considered on an individual basis, which means that a broad and diverse range of adjustments may be recommended. However, there are a number of standardised reasonable adjustments that are put in place to help to overcome common barriers. In the case of standardised reasonable adjustments, it is the expectation that these will be implemented without the need for further consultation. Standardised adjustments include:

- Providing electronic copies of session material in advance electronically
- Providing a recording of sessions where possible
- Reasonable Adjustments in Assessments
- Reasonable adjustments in respect of marking and the identification of work from students with disabilities affecting written expression.

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October 2024	V3	October 2024	October 2026

- Alternative forms of assessments and standardised adjustments in written work.

Where the mode of assessment puts a disabled student at a substantial disadvantage when compared with students who do not have that disability and the standardised adjustments to examinations are not effective in preventing the disadvantage, Turtle CYP will consider other alternative modes of assessment, where it does not impact on the competency standards.

Requests for consideration of an alternative mode of assessment will be for exceptional cases and will be considered on a case-by-case basis by the tutor who will liaise with NOCN to assess what is possible and does not compromise competency standards.

In deciding on the appropriateness of an alternative mode of assessment the tutor will need to be guided by the competence standards for the course. The course specification should provide the basis for determining them.

It may not always be possible to provide an alternative mode of assessment, for example, where the mode of examination and the competence standard are inextricably linked. However, where a request is declined, the reasons for this decision will be stated with reference to the key competencies of the programme.

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### Consultation process:

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As a student you will be able to discuss your recommended adjustments and agree them with the tutor. If you have any issues with the implementation of your support adjustments, you should arrange to discuss this with the tutor.

Turtle CYP recognises that your ability to access learning and teaching may be hampered without your support adjustments in place and will work with all parties to ensure adjustments can be made in a timely way.

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