

Reasonable Adjustments and Special Considerations

Purpose

The Inspire and Achieve Foundation (IAF) is committed to ensuring that every learner has fair and equitable access to learning, development, and assessment opportunities. This policy outlines the procedures, responsibilities, and principles that guide how the organisation supports learners who may require reasonable adjustments or special considerations due to disabilities, long-term conditions, learning difficulties, temporary impairments, or exceptional circumstances. The intention is to meet legislative requirements, promote inclusive practice, and ensure all learners can participate fully without compromising the integrity of assessments or programme outcomes.

Scope

This policy applies to all learners enrolled on any programme delivered or funded by the Inspire and Achieve Foundation. It also applies to all staff, volunteers, delivery partners, and assessors who are involved in planning, delivering, or evaluating learning and assessment activities. The policy covers all learning formats, including classroom-based delivery, remote learning, community outreach, practical sessions, and both formal and informal assessment environments.

Legislative and Regulatory Framework

This policy operates within the obligations set out by the Equality Act 2010, the SEND Code of Practice (2015), the Children and Families Act 2014, and the Data Protection Act 2018 including UK GDPR requirements. Where applicable, it also aligns with Ofqual's General Conditions of Recognition. The policy supports and is supported by the organisation's safeguarding, wellbeing, and data management procedures.

Definitions

Reasonable adjustments are changes, adaptations, or provisions put in place before or during learning and assessment to minimise disadvantage for a learner who has a disability, long-term condition, or learning need. These adjustments must not undermine the validity, reliability, or required standards of any assessment but are intended to ensure equitable access for individuals.

Special considerations refer to support or allowances applied retrospectively when a learner has been affected by temporary illness, injury, trauma, or other unforeseen personal circumstances that could impact their performance or ability to attend or complete learning or assessment activities. Special considerations cannot remove the disadvantage entirely but aim to ensure a fair and sensitive response.

Principles

The Inspire and Achieve Foundation adopts a learner-centred approach that recognises the value of individual needs, experiences, and voices. All decisions regarding adjustments and considerations must be fair, evidence-informed, and proportionate. The organisation is committed to confidentiality and sensitivity when handling learner information and strives to act promptly so that support is implemented at the earliest opportunity. Adjustments should be practical, effective, and achievable within the context of programme delivery while ensuring academic integrity remains intact.

Responsibilities

Learners are expected to disclose any needs they are aware of, although non-disclosure will always be respected. They should participate in planning discussions, provide evidence when available, and engage with agreed support plans.

IAF staff must remain vigilant to potential barriers to learning, record concerns, make appropriate referrals, implement agreed adjustments, and review the effectiveness of support. They are responsible for ensuring that reasonable adjustments are embedded into everyday practice and that special considerations are applied consistently when required.

Team Leaders and the QTLP and Teaching Delivery Manager oversee the assessment of needs, review documentation, design Individual teaching learning and inclusion plans, offer guidance to all delivery staff, and monitor the ongoing effectiveness of the measures put in place.

Senior leadership holds the responsibility for ensuring that the organisation complies with this policy, that sufficient resources and training are available, and that the policy remains relevant through regular formal review.

Identifying Need

During induction, learners are invited to share information about disabilities, learning difficulties, mental health conditions, access needs, or any previous support received. While some learners may not feel comfortable disclosing immediately, staff are encouraged to build trust and remain observant throughout the learner's engagement with the programme. Needs may emerge later through classroom observation, self-reporting, referral from external professionals, safeguarding disclosures, or specialist assessment.

Evidence Requirements

The organisation welcomes any relevant documentation, including medical reports, educational psychologist assessments, EHCPs, social worker reports, or workplace support documents. However, the absence of formal diagnosis or professional paperwork must never prevent a learner from receiving appropriate support. Staff may use professional judgement and learner self-report to create an effective and ethical support plan where necessary.

Process for Reasonable Adjustments

A request for adjustments may be made verbally or in writing either by the learner or by staff acting on the learner's behalf. Following the request, the learner's needs are reviewed alongside any available evidence and programme requirements. A support plan is then developed, specifying the nature of the adjustments, the rationale, the staff responsible for implementation, and any required review dates. Adjustments are then put into place and monitored to ensure they remain appropriate and effective over time.

Process for Special Considerations

When a learner experiences unexpected circumstances that may affect their participation or performance, they or a member of staff should notify the organisation as soon as possible. Evidence may be requested, although sensitive situations may be accepted without formal documentation at the organisation's discretion. The QTLP and Teaching Delivery Manager will assess the situation and determine an appropriate response. This may include deadline extensions, rescheduled assessments, adapted assessment methods, temporary enhanced pastoral support, or referral to external agencies. Decisions are recorded and communicated to the learner and relevant staff members.

Types of Support Available

Support for learning may include one-to-one mentoring, additional processing time during sessions, structured breaks, simplified or chunked instructions, visual aids, differentiated resources, and the use of specialist equipment or assistive technology. Assessment support may include extended time, alternative formats, the use of readers or scribes, access to quiet rooms, or modified assessment tasks that maintain the required learning outcomes. Special considerations may involve extensions, deferrals, additional pastoral support, or repeat opportunities without penalty where justified.

Monitoring and Review

All plans must be reviewed regularly, at least once per programme phase, or sooner if the learner's needs change. This policy will be reviewed annually by Senior Leadership or earlier in response to legislative updates or organisational developments. Feedback from learners, staff, and external partners will be used to improve support measures and ensure the organisation's approach remains inclusive and effective.

Appeals

Learners who disagree with a decision regarding their adjustments or special considerations may submit an appeal under the organisation's Complaints and Appeals Procedure. Appeals should normally be submitted within ten working days of the decision being communicated.