

Reasonable Adjustments and Special Considerations Policy

1. Policy Statement

ARMR Training Academy is committed to providing an inclusive learning environment where all individuals have equitable opportunities to succeed. We recognise that some learners may have disabilities, learning difficulties, or other circumstances that could disadvantage them in accessing education, participating in learning activities, or demonstrating their knowledge and skills in assessments. This policy outlines our commitment to making reasonable adjustments and granting special considerations to ensure fairness, promote access, and support the diverse needs of our learners, in compliance with relevant legislation, Equality Act 2010.

2. Purpose

The purpose of this policy is to:

- Establish clear principles and procedures for identifying, requesting, granting, and implementing reasonable adjustments and special considerations.
- Ensure that learners with disabilities or other specific needs are not unfairly disadvantaged.
- Promote equitable access to learning, teaching, and assessment opportunities.
- Provide clear guidance for learners, staff, and assessors regarding their roles and responsibilities in the process.
- Maintain the academic integrity and standards of our courses and qualifications while facilitating inclusivity.
- Comply with legal obligations regarding equality and accessibility.

3. Scope

This policy applies to all learners enrolled in courses, qualifications, or programs offered by ARMR Training Academy, including prospective learners during the admissions process. It covers all aspects of the learning journey, including:

- Administration processes
- Learning materials and resources
- Teaching and learning methods
- Assessments (formative and summative)
- Access to facilities and services
- Work placements or practical components (where applicable)

4. Definitions

- **Disability:** As defined by the Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. This can include a wide range of conditions, both visible and invisible, including specific learning difficulties (e.g.,

dyslexia, dyspraxia), mental health conditions, chronic illnesses, and physical impairments.

- **Reasonable Adjustment:** A change or alteration made to a learning environment, course structure, assessment method, or service to remove a substantial disadvantage faced by a disabled person. Adjustments must be 'reasonable' in terms of effectiveness, practicality, cost, and impact on other learners or academic standards.
- **Special Consideration:** A post-assessment adjustment to a learner's mark or grade to mitigate the impact of temporary illness, injury, or other unforeseen short-term adverse circumstances that occurred immediately before or during an assessment, and which has had a material effect on their ability to perform. Special consideration does not involve changing the assessment conditions prior to the assessment.
- **Access Requirements Form (ARF) / Disability Disclosure Form:** A document completed by the learner, often with supporting evidence, to formally declare their need for reasonable adjustments.
- **Supporting Evidence:** Documentation from a qualified professional (e.g., medical practitioner, educational psychologist, specialist assessor) confirming a disability or specific learning difficulty and providing recommendations for adjustments.
- **Learning Support Plan (LSP) / Individual Support Plan (ISP):** A document detailing the agreed reasonable adjustments for an individual learner, shared with relevant staff.

5. Principles

Our approach to reasonable adjustments and special considerations is guided by the following principles:

- **Inclusivity:** We strive to create an accessible and welcoming learning environment for all.
- **Fairness and Equity:** Decisions will be made fairly, consistently, and transparently, ensuring no learner is unfairly advantaged or disadvantaged.
- **Individualised Approach:** Adjustments and considerations will be tailored to the specific needs of the individual learner and the demands of the course/assessment.
- **Proportionality:** Adjustments will be reasonable and proportionate to the need, impact, and resources available, without compromising academic standards.
- **Confidentiality:** All information regarding a learner's disability or personal circumstances will be treated with strict confidentiality, shared only on a need-to-know basis and with the learner's consent.
- **Collaboration:** We will work collaboratively with learners to understand their needs and determine appropriate adjustments.
- **Academic Integrity:** Reasonable adjustments and special considerations will not undermine the integrity or validity of the assessment or the standards of the qualification.

6. Reasonable Adjustments

6.1. Types of Reasonable Adjustments:

Reasonable adjustments can vary widely depending on the individual's needs and the nature of the course or assessment. Examples may include (but are not limited to):

- **Assessment Adjustments:**
 - Extended time for examinations or assignments.
 - Use of assistive technology (e.g., screen readers, speech-to-text software, magnifiers).
 - Alternative formats for assessment materials (e.g., large print, Braille, digital).
 - Separate examination room or reduced distractions.
 - Breaks during examinations.
 - Provisional marking arrangements for specific learning difficulties.
 - Oral examinations instead of written (where appropriate and maintaining learning outcomes).
 - Alternative ways to demonstrate competence (e.g., verbal presentation instead of written report, if the learning outcome is demonstration of understanding, not writing skill).
- **Learning Environment Adjustments:**
 - Accessible classrooms, facilities, and equipment.
 - Seating arrangements.
 - Access to lecture notes or recordings in advance.
 - Use of hearing loops or other communication aids.
 - Adapted laboratory equipment or practical spaces.
- **Learning Materials Adjustments:**
 - Materials in alternative formats (e.g., digital, large print, audio).
 - Access to accessible learning platforms.
- **Communication Adjustments:**
 - Use of sign language interpreters or communication support workers.
 - Preferred communication methods.

6.2. Requesting Reasonable Adjustments:

- **Early Disclosure:** Learners are strongly encouraged to disclose their needs as early as possible, ideally during the admissions process or at the start of their course. This allows for timely planning and implementation of adjustments.
- **Process:**
 1. **Contact:** Learners should contact Sam Roberts (Director) to discuss their needs.
 2. **Form Completion:** Learners will typically be asked to complete an Access Requirements Form (ARF) or equivalent.
 3. **Supporting Evidence:** Learners must provide appropriate and current supporting evidence from a qualified professional. This evidence should confirm the disability/condition and ideally recommend specific adjustments. ARMR Training Academy may, in some cases, arrange for an assessment if required and feasible.
 4. **Assessment of Needs:** The designated staff member will review the request and evidence, possibly in consultation with relevant academic staff and the learner, to determine appropriate and reasonable adjustments.

5. **Learning Support Plan (LSP):** An LSP will be created, outlining the agreed adjustments, responsibilities for implementation, and review dates. The LSP will be shared with relevant staff (e.g., tutors, assessors) on a need-to-know basis and with the learner's consent.
 6. **Implementation:** Agreed adjustments will be implemented by the relevant staff members.
- **Review:** LSPs will be reviewed periodically or if there are significant changes in the learner's needs or course requirements.

6.3. Limitations on Reasonable Adjustments:

Reasonable adjustments will not be made if they:

- Undermine the academic integrity or essential standards of the course or qualification.
- Compromise the safety of the learner or others.
- Are disproportionately expensive or impractical for ARMR Training Academy to implement, considering its resources and the benefit to the learner.
- Are not genuinely required by the learner's disability.

Decisions on whether an adjustment is reasonable will be made on a case-by-case basis.

7. Special Considerations

7.1. Circumstances for Special Consideration:

Special consideration may be granted in cases of temporary illness, injury, or other unforeseen short-term adverse circumstances that occurred immediately before or during an assessment and demonstrably affected the learner's performance. Examples include:

- Serious illness or injury (learner or close family member).
- Bereavement of a close family member.
- Serious disruption to transport or accommodation.
- Flare-up of a long-term condition that is usually managed.
- Significant personal circumstances (e.g., victim of crime, house fire).

Special consideration is **not** applicable for:

- Long-term conditions for which reasonable adjustments should have been sought.
- Minor ailments (e.g., common cold, hay fever) unless demonstrably severe.
- Misreading the examination timetable or failure to attend due to negligence.
- Poor time management or exam stress (unless diagnosed as a specific mental health condition).
- Holidays or routine appointments.

7.2. Requesting Special Consideration:

- **Timeliness:** Applications for special consideration must be made as soon as possible after the affected assessment, and typically no later than 5 working days

after the assessment date. Late applications will only be considered in exceptional circumstances.

- **Process:**

1. **Application Form:** Learners must complete a Special Consideration Application Form.
2. **Supporting Evidence:** The application must be supported by independent, verifiable, and current evidence from a qualified professional (e.g., doctor's note, police report, death certificate). This evidence must clearly state the nature of the circumstances and the period affected.
3. **Submission:** The completed form and evidence should be submitted to Sam Roberts (Director).
4. **Review:** A designated individual will review the application and evidence.
5. **Decision:** A decision will be made on whether to grant special consideration and, if so, the appropriate adjustment. This typically involves a small uplift to the mark/grade, a re-sit opportunity without penalty, or allowing the assessment to be completed at a later date. The original mark/grade cannot be changed without appropriate academic justification.
6. **Notification:** The learner will be formally notified of the decision in writing.

7.3. Outcomes of Special Consideration:

If special consideration is granted, the outcome typically aims to mitigate the impact of the adverse circumstances without providing an unfair advantage. Possible outcomes include:

- A percentage uplift to the raw mark achieved in the affected assessment (e.g., 1-5%). The uplift will reflect the severity and duration of the impact.
- Waiving of late submission penalties.
- Opportunity to take a deferred assessment without academic penalty (e.g., treated as a first attempt).
- In very rare and exceptional cases, a pass might be awarded if the learner has demonstrated competence elsewhere and the impact of the circumstances was overwhelming.

Special consideration does not:

- Guarantee a pass.
- Change the learning outcomes or assessment criteria.
- Exempt a learner from completing a required assessment.

8. Confidentiality and Data Protection

All information regarding a learner's disability, medical condition, or personal circumstances will be treated with the utmost confidentiality, in accordance with ARMR Training Academy's Data Protection and Privacy Policy and relevant legislation (e.g., GDPR). Information will only be shared on a need-to-know basis with relevant staff involved in providing support, and only with the explicit consent of the learner.

9. Appeals

Learners who are dissatisfied with a decision regarding reasonable adjustments or special consideration have the right to appeal. The appeals process will follow ARMR Training Academy's standard Student Appeals Policy. Appeals must typically be submitted within 10 working days of receiving the decision notification and must be based on one or more of the following grounds:

- Procedural error.
- New material evidence that could not reasonably have been provided at the time of the original application.
- Evidence of bias or prejudice.

10. Roles and Responsibilities

- **Director(s):** Overall responsibility for the policy and ensuring adequate resources for its implementation.
- **Academic/Course Leaders/Tutors:** Responsible for implementing agreed reasonable adjustments in teaching and learning, understanding the impact of disabilities on learning, and supporting learners.
- **Assessors/Examiners:** Responsible for implementing agreed reasonable adjustments in assessments, maintaining academic standards, and applying special consideration fairly.
- **Learners:** Responsible for disclosing their needs in a timely manner, providing necessary supporting evidence, engaging in the process, and communicating any changes in their needs.

11. Training and Awareness

ARMR Training Academy will provide ongoing training and awareness sessions for all relevant staff to ensure they understand their responsibilities under this policy, are sensitive to the needs of learners with disabilities, and are competent in implementing reasonable adjustments and processing special consideration requests.

12. Policy Review

This policy will be reviewed periodically every academic year or as required by changes in legislation, best practice, or internal procedures, to ensure its effectiveness, relevance, and compliance.

13. Related Policies and Procedures

This policy should be read in conjunction with other relevant ARMR Training Academy policies, including:

- Assessment Policy
- Student Appeals Policy
- Data Protection and Privacy Policy
- Safeguarding Policy

14. Policy Review Date: 09/06/2025



15. Next Review Date: 01/08/2026

Contact us

If you have any queries about the contents of this policy, please contact ARMR Training Academy via info@armrta.co.uk