Procedure title	Managing Reasonable Accommodation
Associated Policy	Section 7. Learner Supports
Version number & adoption date	V1 18/6/2021
Document owner	Education Coordinator
Review Date	+1 year

Purpose
To set out a clear step-by-step process for promoting and providing reasonable accommodation

Scope
Applies to all learners

Definitions/Acronyms
Reasonable accommodation is the adaptation of training delivery ~~as~~ necessary to cater for the needs of learners whose personal situation means that the training would otherwise be unfair. In the context of assessment, reasonable accommodation is the term for the adaptation of assessment ~~as~~ necessary to cater for the needs of learners whose personal situation means that the assessment would otherwise be unfair e.g. learners with a disability, and/or other learners covered by equality legislation.

Steps for Implementation
Programme delivery and assessment 1. There is a question on the application form asking the applicant if they have any specific requirements. This is also highlighted at induction and in the Learner Handbook. 2. The applicant is responsible for requesting reasonable accommodation using an Application for Reasonable Accommodation Form and may be required to provide documentation to verify and confirm their need. 3. The applicant should ensure, if possible, that we have sufficient time to put arrangements in place and preferably make the request when they are applying. However, we will consider a request at any point. 4. The Education Coordinator • Reviews applications and may meet the applicant on a one-to-one basis to discuss their specific needs • Discusses any requests for additional supports with the tutor, agrees and records details of any arrangements • Contacts the learner with the additional support needs to agree the necessary arrangements • Confirms the agreed arrangements in writing and records details on the learner record and on the Internal Verification Report for the information of

the External Authenticator

5. The tutor monitors the implementation of the agreed arrangements and the learner progress during the programme
6. If the programme is being delivered by a collaborative provider, the same procedure applies and this is stated in the Memorandum of Agreement

Reference Documents
Teaching and Learning; Making learning accessible for Learners with disabilities in further education. Ahead Educational Press 2011

Supporting Documents
Reasonable Accommodation Application form Internal Verification Report form

Examples of Accommodation by Disability Type

Disability Type	Accommodation Examples
Low vision	• Seating near front of the class • Modified presentation of assignments/examination papers such as enlargements, special fonts or coloured paper • Large print handouts, signs, equipment/material labels • Contrast-enhanced printed materials • Image-enlarging technology such as TV monitor or magnifier • Electronic format for course materials, assignment briefs/examination papers and resources • Glare guards for computer screens • Supplementary light sources
Blindness	• Audio-recorded, braille or electronic-formatted programme materials, handouts, and texts • Modified presentation of assignments/examination papers • Verbal or audio descriptions of visuals and videos • Raised-line drawings and tactile models of graphic materials • Braille signs and labels • Adaptive equipment (such as talking calculators, tactile timers) • Computer with optical character reader, speech output, Braille screen display and Braille printer output
Hearing loss	• Sign language interpreter • Seating near the tutor/speaker with an unobstructed view of the speaker's face • Real-time captioning • Note-taker or scribe • Alternative location for practical assessment that has reduced auditory and visual distraction

	• Visual aids and written supplements to spoken instructions • Written assignments, instructions, summaries and notes • Use of email for class and private discussions
Learning disability	• Note taker, scribe or reader • Audio recorded face-to-face teaching sessions • Extended time for assignments • Oral examinations (as opposed to written) • Instructions provided in multiple formats, including visual, aural and tactile • Computer with voice output, spell-checker and grammar-checker • Concise oral instructions, clear written instructions and well organised visual aids
Mobility/ motor impairment	• Physical modifications to the training location such as seating arrangements • Wheelchair-friendly furniture and room arrangement such as adjustable tables, space for a wheelchair, equipment located within reach • Note-taker or scribe • Classrooms, workshops and field trips in accessible locations, using accessible transportation • Computer with speech input, voice output and alternative keyboard • Use of ramps and raised platforms for learner access • Class materials available in electronic format • Extended time for completion of activities
Speech impairment	• Alternative assignments for oral presentations (such as written assignments or one-to-one presentation) • Flexibility with in-class discussions
Chronic health condition	• Note-taker or scribe • Separate room/space for examinations or practical skills tests • Flexible attendance requirements • Additional time to complete assignments with allowances for breaks • Assignments made available in electronic format • Use of email to facilitate communication

Examples of situations which do not qualify for reasonable accommodation:

- English is not the first language of the learner
- Literacy ability which is not as a result of a specific learning difficulty
- Injuries/disabilities that do not have an impact on the learner's ability to demonstrate the required standard of knowledge, skill and competence