



# Reasonable Adjustments Policy

Ensuring fair access, inclusion, and support for every student.

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# 1. Introduction

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The International College of Musical Theatre (ICMT) is committed to ensuring that no student is unfairly disadvantaged because of a disability, long-term health condition, or specific learning difference. This policy explains how we meet that commitment by providing reasonable adjustments and practical steps to remove or reduce barriers to participation.

In a professional training environment, reasonable adjustments are not about lowering standards. They are about equity: ensuring every student has a fair opportunity to meet the high expectations of musical theatre training. This means anticipating needs, responding with integrity, and engaging each individual as an emerging professional.

This policy is designed to:

- Explain what reasonable adjustments are and how they work at ICMT.
- Outline students' rights and responsibilities when disclosing a need.
- Set out a clear, transparent process for requesting and reviewing adjustments.
- Help staff make fair, consistent, and legally compliant decisions.
- Promote an inclusive learning culture that is proactive and responsive.

## Who this policy applies to

- Current students on all programmes of study, regardless of level or mode.
- Prospective students, including applicants at auditions and interviews.
- Staff and decision-makers involved in admissions, teaching, assessment, and student support.

## What this policy covers

- Reasonable adjustments in teaching, rehearsal, assessment, scheduling, participation, and access.
- Adjustments made in response to a declared and evidenced need.
- Individual-level actions distinct from broader accessibility improvements.

Reasonable adjustments may relate to physical, sensory, cognitive, or mental health conditions. What matters is not the diagnosis but the impact on a student's ability to engage with training on equal terms.

The ICMT will always aim to resolve adjustment requests through collaborative conversation, not confrontation. Students are encouraged to come forward as early as possible so that we can work together to support their success from day one.

## **2. Guiding Principles**

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The ICMT applies reasonable adjustments within a values-led framework that balances individual needs with the professional realities of vocational training. Every decision is made with integrity, clarity, and respect for student development.

These principles guide how we interpret, deliver, and review reasonable adjustments so that we support equity without compromising excellence.

### **Equity, Not Advantage**

Adjustments exist to ensure students with a disability or long-term condition can access training equally. They are not privileges or exceptions, and they do not exempt a student from meeting the core demands of their course. Their purpose is to remove unfair barriers, not professional expectations.

### **Open and Respectful Dialogue**

The adjustment process is based on open, respectful conversation. Students are treated as adults who can speak for themselves, ask for what they need, and take an active role in finding solutions. Staff will respond with care, clarity, and professionalism.

### **Proactive, Not Reactive**

While the ICMT responds to individual disclosures, we also seek to anticipate and reduce systemic barriers before they arise. However, adjustments are most effective when needs are disclosed early. We encourage timely communication from all students without fear of stigma or judgement.

### **Individualised and Evidence-Based**

No two students are the same. Decisions are based on a condition's impact on a student's day-to-day engagement with training, not just on a diagnosis. Where appropriate, we use medical or specialist evidence to guide meaningful and proportionate adjustments.

### **Excellence Is Uncompromised**

Reasonable adjustments may alter how students demonstrate their skills, but never the standard they must reach. The ICMT will always uphold the artistic, academic, and professional standards expected in conservatoire-level training.

### **Dignity, Safety, and Trust**

We foster a culture where students feel safe to share their needs without shame or risk to their standing. All requests are handled with discretion, kindness, and a commitment to maintaining the student's dignity.

## Clarity and Accountability

Students have a right to know what has been agreed, why, and who is responsible for implementation. If an adjustment cannot be made, the reasons will be explained clearly and respectfully. Students also have defined routes to raise concerns or challenge decisions.

## 3. Legal and Regulatory Framework

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The ICMT delivers reasonable adjustments within a clear legal and regulatory framework. This ensures that students are treated fairly, decisions are transparent, and our actions meet the high standards expected of a regulated higher education provider.

Our duties are grounded in the following legislation and sector obligations:

### Equality Act 2010

This is the central piece of UK legislation governing disability rights in education. It places a proactive duty on providers such as the ICMT to make reasonable adjustments for disabled students, which includes:

- **Anticipating Barriers:** We must consider, in advance, what might disadvantage disabled students and plan accordingly.
- **Responding Individually:** When a student tells us about a need, we are legally required to consider and, where reasonable, implement adjustments.
- **Preventing Indirect Discrimination:** We must ensure that our policies and practices do not unintentionally exclude students with protected characteristics.

A student does not need a formal diagnosis or to use the term “disability” to be protected under this Act. What matters is whether a condition substantially affects their ability to carry out normal day-to-day activities, including training and performance.

### Protected Characteristics

Disability is one of nine protected characteristics under the Equality Act 2010. Our duties extend to any student with:

- A physical or sensory impairment.
- A long-term medical or mental health condition.
- A neurodivergent profile (e.g. dyslexia, ADHD, autism spectrum).
- A condition that may be hidden, fluctuating, or recently acquired.

The ICMT assesses each case based on how the condition affects the student in context, not by diagnosis alone.

## Consumer Protection Law

As a registered higher education provider, the ICMT is also bound by consumer protection law. This requires us to:

- Provide clear, accurate, and accessible information about available support before a student accepts a place.
- Honour commitments made in course information, handbooks, or pre-contract material.
- Ensure support is delivered in a timely, reliable, and student-friendly way.

These responsibilities are overseen by the Office for Students (OfS) and Trading Standards.

## Internal Policy Framework

This policy is part of an integrated system that ensures consistent and effective support. It aligns with and is supported by:

- Accessibility Plan.
- Equality, Diversity and Inclusion Policy.
- Admissions and Auditions Policy.
- Assessment and Feedback Policy.
- Student Complaints Procedure.
- Data Protection Policy.

Together, these policies enable the ICMT to deliver adjustments lawfully, respectfully, and in a way that protects student rights and institutional integrity.

## 4. What Counts as Reasonable Adjustment

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A reasonable adjustment is a change that helps remove or reduce a barrier a student faces because of a disability, long-term condition, or specific learning difference. An adjustment aims to create fair access, not to lower standards or bypass the essential demands of training.

At the ICMT, adjustments are made so that all students have an equal opportunity to succeed within the expectations of professional musical theatre training.

### What adjustments can do

A reasonable adjustment can change:

- How a student learns, rehearses, or is assessed.
- When and where training activities take place.
- What tools or resources a student has access to.

- How information is communicated or recorded.

Examples may include:

- Flexible rehearsal slots, call times, or deadlines.
- Use of assistive technology (e.g. screen readers, voice recorders).
- Alternative assessment formats that meet the same learning outcomes.
- Advance access to scripts, scores, or class materials in accessible formats.
- Permission to record taught sessions or take rest breaks during long rehearsals.
- Additional staff support (e.g. a learning support assistant or interpreter).
- Access to a quiet space for recovery, regulation, or sensory management.

Every adjustment is tailored to the individual. The same condition may affect students differently, and the same student may need different adjustments over time.

## What adjustments can't do

- Remove or change core learning outcomes
- Exempt a student from professional or safety-critical requirements.
- Undermine ensemble work, shared fairness, or assessment integrity.
- Place an unreasonable burden on space, staffing, or resources.

The ICMT will always explore creative solutions, but some requests may not be reasonable within the specific demands of a conservatoire setting. If an adjustment cannot be made, we will explain why and seek alternatives wherever possible.

## What makes an adjustment “reasonable”

We assess reasonableness on a case-by-case basis, considering:

- **Effectiveness:** Does it remove the disadvantage in a meaningful way?
- **Practicality:** Can it be implemented in a live training or performance environment?
- **Proportionality:** Does it balance individual needs with the impact on others (e.g. group work, timetabling)?
- **Sustainability:** Can it be maintained consistently across a term or production?
- **Professional coherence:** Does it uphold industry-level training standards, ethos, and safety?

Students are welcome to suggest adjustments, but the ICMT will determine what can reasonably be offered based on need, evidence, and context.



## **Our professional training context**

The ICMT operates as a conservatoire: learning is physical, embodied, time-sensitive, and ensemble-driven. Many sessions are practical and immersive. Students perform, rehearse, and collaborate in conditions that mirror industry environments.

This means that:

- Classes often involve shared, unseated studio spaces.
- Assessments may be public, physical, and cumulative.
- Rehearsals operate on fixed schedules and tight turnarounds.
- Some adjustments may have knock-on effects for others in the cohort or production team.

These realities shape what is reasonable but never prevent us from making fair and inclusive decisions.

We aim to address barriers wherever they exist with flexibility, creativity, and compassion—without compromising excellence.

## **5. Disclosure and Evidence**

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Students must disclose to the ICMT any condition that significantly affects their ability to participate in training so that a reasonable adjustment can be made.

We recognise that disclosure is personal. Students will never be judged, disadvantaged, or penalised for sharing a need. We will always handle this information with care, professionalism, and discretion.

### **When to disclose**

Students can disclose a disability, health condition, or learning difference at any time. However, early disclosure allows us to plan and implement support more effectively, especially in a conservatoire setting where timetables, rehearsals, and assessments move quickly.

We strongly encourage disclosure:

- During the application or audition process.
- At enrolment or induction.
- As soon as a diagnosis is received or a need becomes clear.
- Before key assessments, performances, or productions.

Delays in disclosure may limit the time available to make adjustments for specific activities. However, they will never limit a student's right to be heard.

## Who to disclose to

Students can speak to any of the following:

- Head of Musical Theatre
- Department Head
- Student Services Manager

## What to disclose

We do not require a formal diagnosis to begin a conversation. Students are encouraged to describe:

- What they experience, not just the label.
- How their condition affects their learning, rehearsal, or performance.
- What kinds of support or flexibility might help.

We focus on barriers, not just conditions. A student may not identify as “disabled” but may still be entitled to an adjustment under the law.

## What evidence is needed

We usually ask for supporting documentation to help tailor support and meet our legal responsibilities.

Acceptable evidence includes:

- A letter from a GP, consultant, or specialist.
- An educational psychologist’s report.
- A formal diagnostic report (e.g. ADHD, autism, dyslexia).
- A Disabled Students’ Allowance (DSA) needs assessment.
- A school or college support plan or Education, Health and Care Plan (EHCP).

Where evidence is delayed or unavailable, we may offer temporary or informal adjustments while documentation is arranged. No student will be denied an initial conversation because they do not yet have paperwork.

## Confidentiality and data handling

All disclosures and evidence are managed in line with the ICMT’s Data Protection and Confidentiality Policy. We ensure that:

- Information is stored securely and shared only on a strict need-to-know basis.
- Students are informed before any information is passed to teaching staff.
- Support records are reviewed regularly and kept up to date.
- Students remain in control of their own story.

We treat disclosure not as a box-ticking exercise but as an opportunity to build trust and understanding, so every student can train with dignity, confidence, and the support they need.

## **6. How to Request a Reasonable Adjustment**

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Requesting a reasonable adjustment at the ICMT is a straightforward process that supports open dialogue, timely action, and shared responsibility. You do not need specialist language or a formal diagnosis to begin; you simply need to recognise that something is making your training harder than it should be.

We will treat every request with respect, confidentiality, and care.

### **Step 1: Start the conversation**

You can raise a need at any time by speaking to:

- Head of Musical Theatre
- Department Head
- Student Services Manager

### **Step 2: Tell us what's going on**

You will be invited to describe:

- What you are finding difficult or unfair in the current setup.
- How your condition affects your learning, rehearsal, or performance.
- What kinds of changes or support you think might help.

You do not need to know the exact adjustment; just be honest about the barrier. We will work with you to explore suitable options.

### **Step 3: Share supporting evidence (if available)**

If you have not already shared documentation, we may ask for evidence to help us understand how your condition impacts your training.

You can still request an initial adjustment without formal evidence. We may provide temporary support while paperwork is being arranged.

### **Step 4: We review your request**

The Head of Musical Theatre will consider your request, usually in consultation with relevant academic or support staff, depending on the nature of the request.

We will consider:

- The impact of the barrier.
- The feasibility of the requested change.
- Whether it fits with programme requirements and the training context.

You will receive a written response within 10 working days of providing full information.

## **Step 5: Adjustment agreed and actioned**

If approved, you will receive:

- A written summary of the adjustment and how it will work.
- Confirmation of who will be informed (e.g. tutors, assessors).
- A timeline for when the support will begin.
- Adjustments will be logged confidentially and monitored to ensure they are effective.

If we cannot approve a request, we will explain the reasons clearly and explore alternative solutions with you.

## **Step 6: Review and follow-up**

Your adjustment will be reviewed regularly, typically:

- At the end of each term.
- Ahead of major assessments or performances.
- If your condition or circumstances change.

You can also request a review at any time. Adjustments are living agreements, not fixed forever. We will continually adapt where needed to support your success and wellbeing.

Note: If you are unsure whether your situation qualifies, you are still welcome to speak to someone. We will always listen and guide you.

## **7. Decision Making and Delivery**

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Every request for a reasonable adjustment is assessed fairly, promptly, and with full regard to the student's needs and the ICMT's responsibility to uphold professional training standards.

We aim to strike the right balance: adjustments must be effective for the student, workable for staff, and credible within a conservatoire environment.

### **Who decides**

Adjustment decisions are led by the Head of Musical Theatre, who may delegate aspects of the process to an appropriate staff member. In reaching a decision, we may consult with:

- The relevant Programme Leader, Head of Department, or assessor.
- An external professional (e.g. medical specialist, educational psychologist) with the student's consent.

Only staff who need to know are involved. We always minimise the number of people who see sensitive information.

## How decisions are made

Each request is assessed individually based on the following principles:

- **Effectiveness:** Will the adjustment reduce the disadvantage meaningfully and practically?
- **Feasibility:** Can the adjustment be implemented without disrupting the delivery of training?
- **Fairness:** Does it maintain equity for all students, especially in ensemble or collaborative settings?
- **Academic and professional integrity:** Does it preserve the core requirements of the course and reflect industry expectations?
- **Sustainability:** Can it be delivered consistently and without over-reliance on short-term fixes?

If a request is unclear, incomplete, or requires more information, we will ask for clarification before making a final decision.

We do not assess a student's "worthiness" or compare one student's needs against another. Every request is judged on its own merits.

## Communicating the outcome

You will receive a clear, written decision, normally within 10 working days of completing your request.

The outcome will include:

- What has been agreed, including how and when it will be implemented.
- Any adjustment we cannot offer, with a clear explanation why.
- Suggestions for alternative support, if relevant.
- Who to contact if you have questions or wish to request a review.
- We will use plain, respectful language. You will not be expected to interpret technical or legal terms.

## What happens next

If an adjustment is approved:

- It will be recorded in a confidential support plan.

- Only staff directly involved in delivering or supporting the adjustment will be informed.
- You will be given a point of contact to help monitor how things are working.
- Adjustments will begin as soon as reasonably possible, with a clear timeline for review.

At the ICMT, agreeing to an adjustment is not the end of the conversation but the start of a shared commitment. If something is not working, we want to know. Our aim is always to support you in training, performing, and progressing with fairness, dignity, and confidence.

## **8. Monitoring and Review**

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A reasonable adjustment is not a fixed arrangement but an evolving commitment. At the ICMT, we monitor and review all adjustments to ensure they continue to support the student's progress while remaining appropriate for the demands of conservatoire-level training.

Reviews are collaborative. They aim to keep support effective, not to question the student's needs.

### **When adjustments are reviewed**

Adjustments are reviewed:

- At least once per academic year, during a structured support review.
- Ahead of high-stakes points, such as public assessments, performances, or industry placements.
- When a student's needs or circumstances change, including mental or physical health, medication, injury, or diagnosis.
- At the student's request, at any time.

We will never wait for a problem to arise before checking in. Regular review is part of our commitment to sustainable, student-centred support.

### **What a review involves**

Each review is a chance to:

- Confirm that the adjustment is still reducing the barrier it was designed to address.
- Check whether anything has changed in the student's needs, training, or programme delivery.
- Identify concerns or feedback from either the student or staff.
- Update the support plan where needed.

Where adjustments are no longer required, or if a new barrier has emerged, the plan will be updated accordingly, with the student fully involved in that process.

All updates will be confirmed in writing and logged in the student's record.

## Who takes part

Review conversations typically involve:

- The student.
- The Head of Musical Theatre.
- Student Services Manager
- A relevant academic contact (e.g. Programme Leader, Head of Department) if the adjustment affects teaching, performance, or assessment.

Other staff (such as choreographers, assessors, or pastoral leads) may be consulted if their input is directly relevant, but only with the student's knowledge.

## If an adjustment is not working

If a student reports that an adjustment is not helping, or if staff raise concerns about its feasibility, we will:

- Explore the issue in conversation with the student.
- Identify what is not working and why.
- Look for alternative strategies or adaptations.
- Consult external professionals if needed (with the student's consent).

An adjustment may be changed or withdrawn if it is no longer reasonable or effective, but never without open discussion, proper explanation, and, where possible, an alternative in place.

## Student-led reviews

Students can request a review at any time for any reason. This may include:

- A change in condition or new diagnosis.
- A scheduled assessment or production with new demands.
- Concern that the adjustment is no longer suitable or is not being appropriately delivered.
- The emergence of a new barrier not previously covered.

There is no penalty or stigma in asking for a review. We welcome student input at every stage of the process.

## 9. If You Are Not Happy with Your Decision

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The ICMT is committed to making reasonable adjustment decisions that are fair, well-informed, and clearly explained. However, if you disagree with a decision or feel the process has not been followed correctly, you have the right to raise concerns and be treated with respect at every stage.

We believe that constructive challenge is part of professional life. Our goal is not to defend decisions but to reach the right outcome.

## **Step 1: Seek clarification**

If you do not understand the decision you received, or if something was unclear or unexpected, start by contacting the person who made the decision. You can ask for:

- A further explanation of the reasoning.
- A follow-up conversation or meeting.
- The opportunity to share additional information or evidence.

This is not a complaint. It is a chance to open respectful dialogue, clear up confusion, or correct an oversight before taking further steps.

## **Step 2: Request an informal review**

If you remain dissatisfied after clarification, you can ask for an informal review. This will be carried out by a senior staff member not involved in the original decision.

They will:

- Review the decision and how it was reached.
- Consider any new or overlooked evidence.
- Consult relevant staff (with your knowledge).
- Respond to you in writing within 10 working days.

At this stage, most concerns can be resolved through dialogue and, where appropriate, adjustments to the original decision.

## **Step 3: Make a formal complaint**

If informal resolution is unsuccessful, or if you believe there has been a serious error, unfair treatment, or a failure of process, you may submit a formal complaint under the ICMT's Student Complaints Procedure.

You may do this if:

- The adjustment process was not followed.
- You believe the decision was discriminatory or unlawful.
- There was a breach of confidentiality or professional conduct.
- Your concern has not been resolved informally.



Your complaint will be investigated impartially, and you will be kept informed throughout. Making a complaint will not affect your standing at the ICMT.

The ICMT is committed to transparency, accountability, and continuous improvement. If something has gone wrong or doesn't feel right, we want to hear about it. Every concern is an opportunity to strengthen trust and improve how we support our students.

## **10. Oversight, Monitoring and Impact**

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The ICMT recognises that the duty to make reasonable adjustments is not only a legal requirement but also cultural, strategic, and educational. We take full ownership of this responsibility through clear governance, regular review, and a commitment to student-centred improvement.

This section sets out how we ensure that adjustments are delivered effectively, monitored responsibly, and continuously refined to meet the needs of our student community.

### **Institutional oversight and accountability**

The Senior Management Team (SMT) is responsible for ensuring that:

- This policy is applied consistently across all programmes and departments.
- Resources are allocated to enable adjustments to be delivered professionally and without delay.
- Anonymised monitoring data is reviewed annually to identify trends, gaps, or risks.
- Practice remains aligned with the Equality Act 2010, consumer protection law, and the expectations of higher education regulators such as the OfS.

Day-to-day oversight sits with the Head of Musical Theatre, who ensures that decisions are timely, proportionate, and uphold the integrity of professional training.

### **Annual review and equality impact**

This policy is reviewed every year or earlier if:

- There is a change in relevant legislation or sector guidance.
- Feedback indicates that the policy is not operating as intended.
- Significant changes are made to curriculum delivery, assessment design, or studio practice.

Each review includes a formal Equality Impact Assessment to identify any unintended consequences, direct or indirect, for students with protected characteristics. Recommendations are reported to the SMT and inform planning and staff training cycles.

## **Student feedback and co-creation**

The ICMT is committed to learning from the experiences of students who use this policy in practice. We gather feedback through:

- End-of-year surveys and anonymised reflections from supported students.
- Post-decision check-ins to gather views on clarity, timeliness, and tone.
- Voluntary participation in policy review panels, working groups, or curriculum forums.

Student insights are used to:

- Improve the clarity of written communications and support materials.
- Identify points where the system feels inaccessible, slow, or overly formal.
- Share examples of good practice across teams and training contexts.

## **Staff development and culture**

All staff are trained annually on the principles and processes set out in this policy. This includes:

- The legal context for reasonable adjustments.
- The difference between academic rigour and procedural inflexibility.
- How to respond to disclosures with professionalism and compassion.
- How to implement agreed adjustments confidently and without delay.

Specialist training is provided for course leaders, assessors, and staff involved in public-facing performances or ensemble work.

The ICMT aims to build a shared culture where inclusion is embedded in everyday teaching, rehearsal, and assessment practice.