

Access and Reasonable Adjustment Policy

This policy outlines The Development Manager's (TDM) commitment to promoting inclusive learning environments and ensuring fair access to learning, assessment, and support for all learners, including those with disabilities, learning difficulties, or other individual needs. It sets out how we will identify needs, implement reasonable adjustments, and monitor effectiveness.

Scope

This policy applies to:

- All learners enrolled on programmes delivered by TDM
- All staff involved in teaching, learning, assessment, and support
- Partner organisations, subcontractors, and employers involved in the delivery of our programmes

Legal and Regulatory Context

This policy is underpinned by:

- The Equality Act 2010
- The SEND Code of Practice (2015)
- Ofsted Further education and skills inspection toolkit
- The Department of Work and Pensions funding rules and apprenticeship guidance
- Awarding organisations and End Point Assessment Organisation (EPAO) requirements

Key Principles

- **Equity of Access:** All learners should be able to access learning and assessment on a fair and equitable basis.
- **Individual Needs:** Adjustments will be tailored to individual circumstances, guided by evidence and professional advice where appropriate.
- **Confidentiality:** All personal and sensitive information will be handled securely and in line with our Data Protection Policy.
- **Collaborative Working:** We work in partnership with employers, support services, and external agencies to meet individual needs.

Responsibilities

- The Quality Manager and Business Operations Director have overall governance of this policy.
- The Performance and Development Coach Manager and a designated Performance and Development Coach (PDC) are responsible for monitoring and checking the Additional Learning Support (ALS) learners' action plans and following up with coaches.
- Individual coaches (both PDCs and Skills and Knowledge Coaches (SKCs)) are responsible for creating the ALS assessment plans, scheduling the support and delivering the support.
- The Compliance Manager is responsible for checking the ALS plans that draw funding to ensure they

are compliant.

Identification of Needs

Access and adjustment needs may be identified through:

- The initial assessment and enrolment process; using an independent screening tool
- Self-disclosure by the learner
- Referral by staff or employers
- Ongoing observation or learner feedback
- Educational or diagnostic reports (e.g., from educational psychologists or GPs)

Reasonable Adjustments

Reasonable adjustments may include (but are not limited to):

- Modified materials (e.g. large print, coloured overlays)
- Use of assistive technology (e.g. screen readers, dictation software)
- Flexible delivery methods (e.g. face to face learning options)
- Additional time in assessments
- Access to mentoring or specialist support
- Changes to physical environment or venues

Reasonable adjustments will:

- Be appropriate to the specific needs of the learner
- Not compromise assessment integrity or competence standards
- Be agreed in advance and recorded in the learner's Individual Learning Plan (ILP)

Assessment Arrangements

Where adjustments to assessments are required, we will:

- Follow awarding organisation and EPAO guidance
- Submit appropriate evidence and applications within set timeframes
- Ensure adjustments do not give unfair advantage, but level the playing field
- Keep records of adjustments made

Support for Learners Facing Barriers

Where a learner is identified as experiencing barriers to learning, whether they are eligible for reasonable adjustments or additional funding, the PDC will follow the Additional Support Procedure and offer a one-to-one session to determine the support required. Where appropriate, learners may access two types of support at TDM:

- Extra Learner Action Plans
- Additional Support (funded through ALS and EAS)

These are enabled through the learner VLE and, once in place, are closely monitored by the learner's coaches to ensure the support remains relevant, appropriate, and is withdrawn when no longer required.

Support for Staff and Employers

We will:

- Provide training to staff on inclusive practice and reasonable adjustments
- Offer guidance and support to employers to ensure inclusive workplace learning environments
- Provide access to external services
- Further information on the processes/procedures to follow in the system for ALS learners can be found below:
 - [Adding ALS Additional Learning Support Notes-TDMPS082.docx](#)
 - [Adding ALS for a Learner Attendance Register-TDMPS083.docx](#)
 - [Adding ALS Support Plan Form-TDMPS084.docx](#)
 - [Closing a Form for ExtraLaps or ALS -TDMPS085.docx](#)
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Complaints and Appeals

If a learner feels their needs are not being met, they may:

- Raise the issue informally with their coach
- Submit a formal complaint through the TDMs Complaints Procedure
- Appeal assessment decisions through the relevant internal or awarding body appeals process
- Links to EPAO/University guidelines for reasonable adjustments can be accessed through The Quality EPA team.

BCS	NCFE	Accelerate People
University of Staffordshire.	University of Worcester	

Monitoring and Review

- Each adjustment will be reviewed regularly to ensure continued relevance
- Feedback from apprentices will be used to improve practice
- This policy will be reviewed annually or in response to legislative or regulatory changes

Document Management

Document Name and Reference	Access and Reasonable Adjustments Policy-TDMPP046
Classification	External
Policy Ownership	This policy is owned by all staff at TDM
Policy lead originator and point of contact in relation to its content:	Elizabeth Hoyos-Operations Director
TDM policy and procedure approval	Elizabeth Hoyos-Operations Director
Signature	

Date	31/01/2023
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Version Control					
Issue Date	Revision Number	Revision Date*	Revision Changes*	Initials	Next Revision Date
01/08/2018	1	N/A	N/A	EK	August 2019
01/08/2018	2	13/07/2019	N/A	EK	July 2020
01/08/2018	3	11/07/2020	N/A	EK	July 2021
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01/08/2018	6	31/01/2023	Formatting changed and updated terminology.	CB	January 2024
01/08/2018	7	20/05/2024	Formatting changed and updated terminology.	JJ	July 2025
01/08/2018	8	18/06/2025	Reformatted Changed terminology Removed procedure from policy Updated to include all learners	CB / JJ	June 2026
01/08/2018	9	18/05/2026	Added 'Responsibilities' section. Added links to processes/procedures. Changed Ofsted EIF to Ofsted Further education and skills inspection toolkit.	AR, EH	June 2026
01/08/2018	10	10/07/2026	Removed C&Gs and added NCFE hyperlink Removed DfE and added Department of Work & Pensions. Removed <i>Additional Learning Support Identification and Delivery Procedure-TDMPP047</i> – link does not work any longer. Added 'using an independent screening tool'	JJ	July 2027