



ASPIRING MINDS TUITION

EDUCATION WELLBEING CREATIVE

REASONABLE ADJUSTMENTS POLICY

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Reasonable Adjustments Policy

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1. Purpose

The purpose of this policy is to outline AMT's (Aspiring Minds Tuition) commitment to ensuring that all learners, including those with Special Educational Needs and Disabilities (SEND) are provided with fair and equal access to our learning, assessment and tuition services through the implementation of reasonable adjustments. This policy ensures compliance with the Equality Act 2010 and is aligned with BCS -The Chartered Institute for IT, guidelines for awarding organisations.

2. Scope

This policy applies to:

- All staff (permanent, temporary, contractors and volunteers)
- All learners and parents/carers
- Any visitors, partners, or service providers associated with our organisation

This policy covers:

- Tuition and learning delivery
- Access to resources and facilities
- Assessment and examination arrangements
- Communication and information sharing
- Online and face-to-face interactions

3. Definition of Reasonable Adjustments

Reasonable adjustments are changes made to ensure learners with disabilities or specific needs are not substantially disadvantaged when accessing our services. These adjustments do not alter the integrity of the assessment but create equity in access and opportunity.

Examples include (but are not limited to):

- Providing materials in alternative formats (e.g. large print, audio)
- Allowing extra time in assessments or breaks
- Use of assistive technology or adaptive equipment
- Changing the location or timing of tuition
- Providing a scribe or reader

4. Legal and Regulatory Framework

This policy is informed by:

- **Equality Act 2010**
Requires organisations to make reasonable adjustments for individuals with disabilities.
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- **SEND Code of Practice (0–25 years)**
Guidance on inclusive education and support planning.
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **Keeping Children Safe in Education (KCSIE, 2024)**

Emphasises the need to remove barriers to learning.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- **BCS Reasonable Adjustments and Special Considerations Policy**

For assessments delivered via BCS-approved centres.

<https://www.bcs.org/>

5. Process for Requesting Adjustments

We encourage learners and parents/carers to inform us of any support needs as early as possible.

5.1 Request Procedure

- Requests can be submitted verbally or in writing to the director or the main tutor.
- Supporting documentation may be requested (e.g. EHCP, medical letter, educational report).
- We will work with the learner, their parent/carer and any relevant professionals to assess the request.
- An individual support plan will be created if necessary.

5.2 Assessment Arrangements (including BCS Exams)

If the adjustment relates to a regulated assessment (e.g. BCS qualification), AMT will:

- Submit a formal request to BCS with the necessary evidence
- Ensure arrangements meet BCS guidelines and do not affect the assessment's validity
- Inform the learner of approved adjustments before the assessment date

We will retain records of all adjustments made, in line with BCS and data protection requirements.

6. Roles and Responsibilities

- All staff (permanent, temporary, contractors and volunteers) must be aware of this policy and work cooperatively to implement reasonable adjustments.
- Tutors must differentiate their tuition delivery to accommodate diverse needs and support inclusive practice.
- The director oversees all requests, liaises with awarding bodies (e.g. BCS) and ensures policy compliance.
- Learners and parents/carers are encouraged to participate actively in identifying and reviewing support needs.

7. Confidentiality

All information shared in relation to reasonable adjustments will be treated as confidential and processed in accordance with the Data Protection Act 2018 and UK GDPR. Only relevant staff will have access to such information.

8. Complaints and Appeals

If a learner or parent/carer is dissatisfied with the response to a reasonable adjustment request, they can raise a concern through the AMT Complaints Policy.

For regulated qualifications, appeals can also be submitted to the awarding body (e.g. BCS) via their published complaints and appeals procedures.

9. Linked Policies

This policy should be read alongside the following AMT policies, which support the effective planning, implementation, and review of reasonable adjustments for learners and staff:

- **SEND Policy**
Outlines broader responsibilities and strategies for supporting learners with special educational needs and disabilities, including the role of reasonable adjustments.
- **Equality, Diversity and Inclusion Policy**
Provides the legal and ethical framework for promoting equal access and preventing discrimination.
- **Safeguarding Policy**
Ensures that adjustments also consider the safety and welfare of vulnerable learners and staff.
- **Health and Safety Policy**
Relevant where adjustments are needed to reduce physical or mental health risks in the learning or working environment.
- **Lone Working Policy**
Important when adjustments relate to staff working alone or in isolated situations.
- **Complaints Policy**
Explains how concerns or disagreements about reasonable adjustments can be raised and addressed fairly.
- **GDPR and Data Protection Policy**
Ensures that personal and medical information used to plan adjustments is processed lawfully and securely.

10. Monitoring and Review

- Each reasonable adjustment is reviewed termly or before each exam/assessment period.
- This policy is reviewed annually to reflect changes in legislation, guidance or practice.
- Feedback from learners, parents/carers and staff informs continuous improvement.

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