

Reasonable Adjustments Panel Policy

Context

The majority of learners with identified needs, for example those with Special Educational needs/disabilities, are able to make progress in line with their peers and engage fully with all elements of their study programme. Truro and Penwith College provides a broad Universal offer that meets the needs of most students, comprising: a comprehensive tutorial programme, an extensive enrichment offer which caters to a wide range of interests and a detailed graduated approach for teaching, pastoral and learning support, all of which enable learners to develop personally but also to prepare for their lives beyond college.

All staff teaching and supporting learners are required to have read the information about their learners in advance of working with them, this is possible through the student ALS information, Inclusion dashboard and CPOMs. This information enables staff to engage with training and plan their high-quality, inclusive delivery in a way that meets their learners needs as part of our provision for all. The input required from staff is detailed under lecturer support guidance on ALS and within students OPP (one page profiles) IEPs, (Individual Education Plans), EHCPs (Education, Health and Care Plans) and other relevant documentation.

We also provide a wide range of targeted and specialist support for learners who require provision in addition to this such as: assistive technology support, 1:1 study tuition, exam access arrangements, mentoring etc.

There is recognition however that in a very small number of individual cases, the reasonable adjustments and Universal and targeted support within the graduated approach may not successfully support full attendance or engagement. In these cases, some further flexibility may be required to enable the learner to access and engage with their learning in equity with their peers. In these cases Truro and Penwith College may decide, on the consideration of all evidence available to us, that it is not appropriate or achievable for a learner to attend or be entered for elements of their programme and in these circumstances may agree further adjustments for a specified period of time, this will be reviewed to ensure the adjustments have had the desired impact. College may need to make changes to agreements where funding, course, awarding body or statutory requirements change.

Consideration of adjustment

Faculty staff can apply for consideration of reasonable adjustments, before doing so they must have met with the student/family and explored other support options (as per the assess, plan, do, review cycle of the graduated approach).

Any exemptions/adjustments must be considered on a case-by-case basis and to be considered, learners must have one or more of the following:

- an EHCP or EHCP application in progress with a stated provision in relation to stated adjustment.
- a medical or SEND need which is evidenced and impacting on their ability to access their full programme of study as intended.

- Contextual considerations e.g. disadvantaged status, bereavement, temporary injury, change in parental responsibility.

Maths and English

Students must study maths and/or English as part of their programme of study in each academic year. This applies to students:

- aged 16 to 18 and 19 to 25 with an education, health and care (EHC) plan who do not hold a GCSE grade 9 to 4, A* to C (a standard pass grade) or equivalent qualification in these subjects
- doing a programme of 150 hours or more, which started on or after 1 August 2014

This requirement is a condition of funding for all students on 16 to 19 study programmes and is part of the [funding regulations](#). It also forms part of institutions' contracts with ESFA.

The qualifications that meet the condition of funding are GCSEs, functional skills and other 'stepping stone' qualifications. Once learners have achieved GCSE grade 4 or Functional Skills level 2, there is no requirement to undertake further qualifications to meet the condition of funding, unless they have previously achieved a grade 3 at GCSE in that subject.

While the college recognises that it is not always appropriate or possible for learners to undertake a GCSE or a stepping stone qualification in the way prescribed by ESFA; it is important that all staff, next of kin and students are advised of the benefits of achieving a level 2 qualification, and in particular a GCSE grade 9 to 4 or A* to C, in both maths and English.

Where we do consider further adjustments, learners are still required to improve their literacy and numeracy by attending lessons and may be offered one of the following:

- Smaller group teaching
- Maths or English at a level below the prescribed levels to build confidence and skills gaps.
- Delay or exemption from sitting exams
- Reduction in number of maths/English hours required to attend
- Option to focus on one subject per year (subject to minimum number of hours across programme of study)
- Adjusted entry requirements where progression is limited due to maths and/or English but the requisite skills levels are evidenced in given subject.
- Exemption from a particular part of qualification e.g. speaking and listening.

In all cases it should be made clear how maths and English helps students to progress to further study, training and skilled employment and that any adjustments of this nature could impact on learner's progression options in the future.

Process

Requests which require an adjustment to planned hours or delivery methods can come via parents, students or college staff to the course lead or curriculum manager. The lead/manager can then make a formal request for adjustment using the reasonable adjustment request form. This form requires

teams to detail what adjustments have already been made to support the learner's inclusion and engagement e.g. in class adjustments, environmental adjustments, changes to plans for learning etc. Where these have not had the desired impact and/or further adjustments are requested or required, these will be considered on a case-by-case basis through the reasonable adjustments panel.

As per funding guidance, assessments for exemptions must be authorised by an appropriate professional in the institution, such as the head of SEND or student support, therefore these are chaired by the Associate Director of inclusion and staff requesting adjustments are invited to present their request.

- Parent/Carer and student to be consulted re: concerns and adjustments in place.
- Learning support/ Student Services to be engaged to ensure all graduated approaches are enacted.
- Parent consent to adjustment panel application.
- Request made by college staff using proforma to include: examples of class work, detail of adjustments made (including impact), learners planned destination, proposal for alternative.
- Request to go to panel, panel will consist of a representative from: maths/English, SMT/OMT quality team member, learning support.
- Panel will convene within 2 weeks of receipt of request. Students must continue to attend their lessons until this takes place.
- The assessment of the request is documented and structured as per the pro-forma.
- Decision made will be communicated in writing to the requesting staff member who then confirms the outcome with student/family.
- Parent/carers/student are required to confirm their acceptance in writing.
- Final arrangements recorded on ALS and MIS for audit.
- Adjustments will be reviewed to assess impact.

Request for re-consideration

There are times where the information received is not sufficiently detailed for the panel to make a decision, in these cases the applying staff member will be notified and invited to return to panel.

[16 to 19 funding: maths and English condition of funding - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding)