

IBCM Policy on Reasonable Adjustments for students with disabilities.

1.0 Purpose

IBCM aims to provide a positive and enjoyable learning experience for all students. We want to ensure that all prospective students have equal opportunity to participate in IBCM programmes and that no student is disadvantaged from being able to access premises, physical resources or learning programmes due to any disability or vulnerability.

The purpose of this document is to set out how IBCM will make reasonable adjustments to ensure that the above is implemented and to confirm the intention of IBCM to ensure compliance with all relevant legislation including the Equality Act 2010 and the Special Educational Needs and Disability Act 2001 (SENDA)

- Reasonable adjustment refers to any action that helps to reduce the effect of disability or difficulty which places the learner at a substantial disadvantage in terms of their learning and assessment.
- The school has an ongoing duty to make reasonable adjustments in respect of all services provided

2.0 Scope

- This policy applies to all potential and actual students who participate in programmes at IBCM, whether these are full time or part time, or via face to face, blended learning or distance learning programmes.
- The policy covers all those working at the premises, including IBCM employees and freelance workers, visitors and contractors.
- The policy covers all IBCM premises and resources.
- This policy should be read in conjunction with the IBCM Equal Opportunities Policy.

3.0 Responsibilities

○ **Managing Director**

The Managing Director has overall responsibility for compliance with relevant legislation and for monitoring the implementation of this policy. The Managing Director will be responsible for reporting to the **Board of Governors**.

○ **Principal**

The Principal will have operational responsibility on a day to day basis for monitoring the implementation of this policy and for liaising with staff and students in respect of any reasonable adjustments which are required and bringing these to the Executive Committee for discussion/decision.

○ **Academic Staff**

All teaching staff are responsible for creating an inclusive atmosphere in lessons and for liaising with students to ensure that they are able to access all aspects of the lesson, making any adjustments needed to ensure this happens.

○ **Support/Administrative staff**

Will monitor IBCM premises including access to the building and facilities, reporting any concerns to the Centre Manager in the first instance.

○ **Academic & Quality Manager**

Will monitor this policy and its implementation and will work with the Principal and Managing Director (and the Executive Committee) to review the policy implementation and make any necessary changes or improvements and will prepare any required reports for the Board of Governors.

3.0 Definitions

3.1 Disability

A disability is defined under the Equality Act 2010 as “a physical or mental impairment which has a substantial and long- term adverse effect on the ability to carry out normal day to day activities”

- Physical disability includes medical conditions for which a person needs to use a wheelchair, for example, cerebral palsy or brittle bones, severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings)

- A mental impairment refers to a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness
- Long term means a period of 12 months or longer.
- Other disabilities which may amount to disability under the Equality Act include progressive conditions* (which get worse over time) and controlled impairments (for example, a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes)
- Disability does not include:
 - hay fever sufferers;
 - a person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances;
 - a person who is addicted to nicotine, alcohol and other non-prescribed substances unless the addiction was originally the result of administration of medically prescribed drugs or other medical treatment.

3.2 Reasonable adjustments

Reasonable adjustment refers to any action that helps to reduce the effect of disability or difficulty which places the learner at a substantial disadvantage in terms of their learning and assessment.

4.0 Policy Implementation

- IBCM will maintain and drive a positive culture towards inclusion of people with disabilities in all the activities of the school
- Where necessary, staff will be trained to understand types of disabilities and the best approach to both students and employees who have disabilities. (staff will not be expected, unless medically qualified or trained, to administer medication)
- User-friendly procedures will be adopted when considering admissions from students with disabilities and agree with them the reasonable adjustments which can be made to ensure that the admissions process is fully accessible for them

- IBCM will Implement and review this policy with the aim of increasing the accessibility of the school's curriculum, improving the physical environment of the school and improving access to information for our employees, students and prospective students;
- The school has an ongoing duty to make reasonable adjustments in respect of all services provided. These activities can include:
 - Access to facilities
 - Classroom organisation and timetabling (including breaks and lunchtimes) - The curriculum
 - Assessment and examination arrangements
 - School policies
 - School discipline and sanctions, including exclusion procedures
 - Educational visits and other activities
 - Preparation of students for the next phase of education or employment
- The school is legally required to make reasonable adjustments in order to cater for any disability. Reasonable adjustments can fall into the following categories:
 - Changing the location of a lesson, exam or assessment activity to ensure classes take place in accessible rooms
 - Allowing additional time in examinations or an assignment extension
 - Changes to the way resources are presented/adapting assessment materials
 - Providing assistance during assessment or changing the assessment method, for example using large print or braille, coloured paper or audio format.
 - Use of technology such as electronic recording devices
 - The use of readers/scribes/practical assistants/transcribers and prompters - British Sign Language (BSL)
- The Principal /Programme Leader will agree with the student the reasonable adjustments which will be made for them. IBCM will ensure that students are recruited onto the most appropriate programme for them and that they are provided with all relevant information regarding support available to them and adjustments which can be made (**see *Student Admissions Policy***) The Academic & Quality Manger/Programme Leader will be responsible for ensuring that all agreed arrangements abide by the requirements of the relevant awarding body, including completion of all required documentation.
- Reasonable adjustments in relation to assessment/examination must be approved prior to the assessment. These should be clearly recorded and made available to the appropriate Awarding body as required. (For external assessments/examinations Awarding Body approval must be obtained in advance)

6.0 Special consideration

Special consideration refers to consideration given **following assessment** for learners who were present at the assessment but were disadvantaged in some way (injury, temporary illness, adverse circumstances) or who missed part of the assessment due to circumstances outside of their control. This can relate to circumstances other than disability and is covered in the IBCM Extenuating Circumstances Policy and procedures document.

7.0 Discrimination

We will not knowingly discriminate against a disabled person:

- in the way the school affords access to any benefit, service or facility offered or provided;
- by refusing or deliberately omitting to accept an application for admission or employment in the provision of education and associated services;
- by excluding a person on the grounds of their disability;
- by victimising a person with a disability;
- by harassing a person with a disability;
- by failing to take steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

8.0 Reference Points

The following policy and procedure documents support the information in this policy:

- IBCM Equal Opportunities Policy
- IBCM Extenuating Circumstances Policy
- IBCM Admissions Policy
- IBCM Student Welfare Policy
- Student Handbook

10.0 Version History

Version	1.3
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