

# Apprenticeship Policies

## Reasonable Adjustments



 academy

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## 1. Purpose

The purpose of this reasonable adjustments policy at ANS Academy is to ensure that all learners, regardless of any disabilities, medical or health conditions, or additional learning needs that they may have, have equal access to education and can participate fully in academic activities in line with their apprenticeship. Reasonable adjustments are modifications, adaptations or accommodations made to ensure that learners with disabilities, medical or health conditions or additional learning needs can fully participate in educational activities and assessments. These adjustments help to reduce the effect of any challenges that will place the learner under significant disadvantage in assessment, whilst adhering to relevant external bodies.



Academic reasonable adjustments are tailored to the individual needs of each learner and may include changes to teaching methods, curriculum delivery, assessment methods, physical environments, or the provision of additional support services or resources. The adjustments aim to remove barriers to learning and enable learners to access education and participate effectively, while also maintaining academic standards.

By implementing a reasonable adjustments policy, ANS Academy works to promote inclusivity, support diversity, and ensure that every learner has the opportunity to reach their full potential academically and socially during their apprenticeship.

## 2. Scope

This Reasonable Adjustments Policy applies to all apprenticeship programs and related activities offered by ANS Academy. It encompasses all aspects of apprenticeship provision, including recruitment, training delivery, assessment of any kind, and support services. The policy applies to learners with disabilities, health conditions, or specific learning needs, as defined under relevant legislation including the Equality Act 2010 in the United Kingdom.

ANS Academy is committed to providing reasonable adjustments to ensure equal access and opportunity for all apprentices, without discrimination or disadvantage. This policy applies to all ANS Academy staff and stakeholders involved in the delivery and administration of apprenticeship programs, and it outlines the responsibilities and procedures for implementing reasonable adjustments effectively as part of learners' academic programmes.

Learners that fall within scope of this policy will be determined by request from the learner, trainer academy staff, employer, or outside agencies such as Support Connect. Need for reasonable adjustments to provision may be initiated either because of a medical diagnosis prior to commencing with the apprenticeship programme, or identification of need whilst on programme. Where academic reasonable adjustments are implemented, the Digital Skills Coach/Technical Trainer and Line Manager should work in partnership with the employer's HR procedures to facilitate workplace adjustments as necessary.

## 3. Procedure

[See Process Diagram](#)

In the first instance an initial assessment will be completed by all learners enrolled on a programme. This assessment consists specifically of a do-it profiler and neurodiversity screener which is provided by a third-party, Support Connect.

Once the learner has completed the initial assessment there are two possible next steps:



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1. If Support Connect stipulate that there are no traits identified as “Red” and no further action is required, then their Digital Skills Coach will download a copy of the report and store this in Bud. No further support will be provided to the learner by Support Connect externally.
2. If Support Connect identify significant traits of additional learning needs, or significant challenges in more than one area then a meeting will be scheduled between the learner and their Case Worker to explore external support options.

### 3.1. External Support

If the learner attends a meeting with their Case Worker where support is offered there are 2 possible next steps:

1. The learner declines any support offered during the meeting.
2. They create an agreed support plan which is then shared with their Digital Skills Coach, this also includes the funding amount requested in conjunction with the support being offered.
3. There is now 20-day SLA to sign the support plan, if not ANS Academy will incur the charge that will be waived if we decline it, even if we go ahead and sign it. Responsibility of the coach to engage with the process to ensure we meet this SLA.

If the learner is offered external support from Support Connect, the Digital Skills Coach will then meet with them as outlined above to determine whether the support will commence. If the support offered is accepted, then the Digital Skills Coach will inform the Head of Apprenticeships, who will then contact Support Connect to confirm this and sign the plan on the Support Connect portal.

If a learner is receiving external support provided by support connect, the Digital Skills Coach must ensure that all documentation from Support Connect including all screeners, ‘Session Reports’ and ‘Monthly Reports’ are uploaded to the learner’s support plan on Bud.

If at any point the learner expresses that they require the external support to be amended in anyway or to stop, the Digital Skills Coach must communicate this to the Head of Apprenticeships. The Head of Apprenticeships will then request such amendments in writing to Support Connect and ensure that this is actioned within 7 working days.

For full details on the procedure involved with learners engaging with ongoing external support from Support Connect directly, please see this process diagram.

### 3.2. Internal Support

Once learners have completed their initial assessment with Support Connect:



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- Digital Skills Coach meets with learner to discuss this process, irrespective of the outcome. Within this meeting, the Digital Skills Coach and learner will discuss any in-house support that may be beneficial to them during the apprenticeship programme.
- If support needs are identified, the Digital Skills Coach is responsible for creating a Support Plan within Bud which details the support, or reasonable adjustments required.
- Digital Skills Coach is then responsible for sharing this Support Plan with the apprentice, their line manager and their technical trainer to ensure holistic support can be provided.

If a Support Plan is open in Bud, the Digital Skills Coach and/or Technical Trainer must log all support provision provided. Support Plans should include **at least one entry of support provision per month**. It is the responsibility of the Digital Skills Coach within progress reviews to discuss the support provision with the learner and employer present. Support Plans must be reviewed within progress reviews, and any amendments or additions to the support plan must be communicated to and agreed with the learner, Digital Skills Coach and Technical Trainer.

If reasonable adjustments may be needed during on-the-job time in which the apprentice is managed by their line manager, the line manager is responsible for working in partnership with the relevant HR business partner to facilitate appropriate support on a case-by-case basis.

### 3.3. Assessment Reasonable Adjustments

If a Support Plan is open and ongoing in Bud once the learner reaches 12 months on programme, the Digital Skills Coach must then communicate the need for reasonable adjustments within End Point Assessment to the Head of Apprenticeships (or Senior Technical Trainer if not available). It will be their responsibility to follow awarding organisation guidelines to request appropriate reasonable adjustments in preparation End Point Assessment.

Reasonable adjustments during and up to the completion of the academic apprenticeship programme could include but are not limited to the following:

1. Reasonable extended deadlines for projects and homework's to meet the needs of the learner. This will not be prescribed and is at the agreement of the Digital Skills Coach/Technical Trainer and learner on an individual basis.
2. Ensuring the learning & assessment environment is adjusted to meet the needs of the apprentice. For example, removing tables for wheelchair access, or adapting lighting or working spaces i.e. a quiet room to complete a focus task.
3. Implement assistive technologies such as text-to-speech and spelling and grammar software (Grammarly for example).

4. Aiding during the assessment such as brail, large text printing, printing on different coloured paper or sign language.
5. Changing the background of learning and assessment materials to light/dark mode and printing on different coloured paper where needed.
6. Changing assessment arrangements including extra time to allow the learner to complete the assessment, to be agreed between the Digital Skills Coach/Technical Trainer and apprentice on a case-by-case basis.
7. Structuring meetings into smaller time periods or providing regular agreed breaks during training or off-the-job days to aid concentration and focus.
8. Any other reasonable adjustments for learners.

Reasonable adjustments must not affect the validity or integrity of assessment and must always be pre-approved before the assessment event. Adjustments must also be in line with the awarding organisations policies and procedures. Adjustments can occur after the event if the learner is disadvantaged during the assessment. These special considerations are discussed here; [Special considerations](#).

Where significant change to assessment is needed above and beyond the above then contact with the awarding organisation will be required and further approval from the centre manager.

## 4. Special Considerations

### 3.1 Special considerations.

A special consideration within assessment can be applied with a learner has experienced the following:

- An illness or injury
- Another event outside of their control (i.e., fire alarm)

Any changes should not affect the outcome of the result in which the actual skills, knowledge and behaviours are no longer accurately assessed.

When implementing these changes after the fact ANS Academy will contact the awarding organisation to receive approval for the any changes that need to be made. ANS Academy will take the guidance of the awarding organisation. ANS Academy staff will not decide changes in terms of special consideration. Any members of staff that are in breach of this may be held to account under the [Malpractice and Maladministration policy](#).



### 3.2 Complaints/Appeals of Reasonable Adjustments

Once reasonable adjustments are reviewed, and an outcome is not delivered to the satisfaction of the learner or stakeholders then a formal complaint may be made. To do so please refer to the [Learner Appeal & Complaints policy](#).



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