

Reasonable Adjustment Policy



**LONDON CAMPUS
OF HIGHER STUDIES**

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Reasonable Adjustment Policy

1. Policy Statement

LCCHS is dedicated to creating an inclusive and supportive learning environment for all students. In alignment with the **Equality Act 2010**, we acknowledge our responsibility to make reasonable adjustments to ensure that students with disabilities, medical conditions, or specific learning challenges are not disadvantaged in their education. This policy outlines our approach to identifying, implementing, and reviewing reasonable adjustments to ensure equality of opportunity for all students.

2. Objectives

- To ensure compliance with the **Equality Act 2010** and other relevant UK legislation.
- To eliminate discrimination and foster equality of opportunity for students with disabilities or additional needs.
- To establish a clear and consistent framework for implementing reasonable adjustments.
- To ensure that all students are able to fully engage in education and college life.

3. Definitions

- **Disability:** As defined by the **Equality Act 2010**, a disability refers to a physical or mental impairment that has a significant and long-term negative impact on an individual's ability to carry out normal daily activities.
- **Reasonable Adjustments:** Modifications made to remove or minimize disadvantages faced by students with disabilities or additional needs.

- **Substantial Disadvantage:** A significant barrier that hinders a student from accessing education, facilities, or services on an equal basis with their peers.

4. Scope

This policy applies to:

- All students enrolled at LCHS, including both full-time and part-time learners.
- All areas of college life, including teaching, learning, assessments, examinations, extracurricular activities, and college events.

5. Legal Framework

This policy is informed by the following UK legislation:

- **Equality Act 2010:** Requires schools to implement reasonable adjustments to prevent disabled students from being disadvantaged.
- **Children and Families Act 2014:** Stresses the importance of supporting children with special educational needs and disabilities (SEND).
- **Special Educational Needs and Disability (SEND) Code of Practice 2015:** Provides statutory guidance on supporting students with SEND.

6. Types of Reasonable Adjustments

Reasonable adjustments may include, but are not limited to:

Academic Adjustments

- Extended deadlines for assignments and projects.
- Provision of lesson materials in advance or in alternative formats (e.g., large print, Braille, electronic text).
- Permission to record lessons for personal use.
- Use of assistive technology (e.g., text-to-speech software, audiobooks).

Assessment Adjustments

- Extra time in exams or timed assessments.
- Rest breaks during exams.
- Alternative assessment formats (e.g., oral presentations, coursework instead of exams).
- Use of a scribe, reader, or computer during exams.

Physical Adjustments

- Accessible classrooms, laboratories, and other college facilities.
- Adjustable furniture or specialized equipment.
- Reserved seating arrangements in classrooms.

Support Services

- Access to note-takers, sign language interpreters, or personal assistants.
- Counselling or mental health support.
- Specialist mentoring or study skills support.

Extracurricular Adjustments

- Modifications to facilitate participation in sports, events, and college lunch/dinner.
- Additional support during extracurricular activities.

7. Eligibility and Evidence

- Students must provide evidence of their disability, medical condition, or specific learning difficulty to access reasonable adjustments.
- Acceptable evidence includes:
 - A medical certificate or diagnostic report.
 - An assessment from a qualified professional (e.g., educational psychologist for specific learning difficulties).
 - A letter from a GP or specialist.
- The **LCHS Student Support Team** will assess the evidence and recommend appropriate adjustments.

8. Confidentiality

- All information regarding a student's disability or condition will be handled with the highest degree of confidentiality.
- Information will only be shared with relevant staff on a need-to-know basis to ensure the implementation of adjustments.
- Students and their families will be informed of who has access to their information and for what purposes.

9. Student and Family Responsibilities

- Students and families are encouraged to disclose any additional needs as early as possible to allow sufficient time for necessary adjustments to be made.
- Students must provide current and relevant evidence to support their request for adjustments.
- Students and families should engage with the Student Support Team and attend any required meetings or assessments.

10. Staff Responsibilities

- Teaching and administrative staff must:
 - Be familiar with the LCHS Reasonable Adjustment Policy.
 - Implement approved adjustments in a timely and effective manner.
 - Participate in training on disability awareness and inclusive practices.
- The **Student Support Team** is responsible for:
 - Assessing students' needs and recommending appropriate adjustments.
 - Monitoring the effectiveness of adjustments.
 - Providing guidance and support to staff, students, and families.

11. Review and Appeals

- Students and families can request a review of adjustments if they believe their needs are not being met or if circumstances change.
- If a student or family disagrees with a decision regarding adjustments, they can appeal through LCHS's formal complaints procedure.
- The school will ensure that all appeals are handled fairly and promptly.

12. Training and Awareness

- LCHS will provide ongoing training for staff on disability awareness, inclusive teaching practices, and the implementation of reasonable adjustments.
- Awareness campaigns will be conducted to inform students and families about the support available and how to access it.

13. Monitoring and Evaluation

- LCHS will regularly monitor and assess the effectiveness of the Reasonable Adjustment Policy.
- Feedback from students, families, and staff will be used to identify areas for improvement.
- An annual report will be compiled to evaluate the policy's impact and suggest any necessary changes.

14. Contact Information

For further information or support, students, families, and staff can contact:

- **Student Support Team:** [admin@lchs.org.uk / +44 20 8240 4462]
- **Management:** [hr@lchs.org.uk]
- **LCHS Website:** [<http://www.lchs.org.uk/>]

15. Policy Review

This policy will be reviewed every **three years** or as required by changes in legislation or school practices. The review will include consultation with students, families, staff, and external stakeholders.

Example Statement for Students and Families

"At LCHS, we are dedicated to ensuring that every student has equal access to education and opportunities. If your child has a disability, medical condition, or specific learning difficulty, we encourage you to contact our Student Support Team to discuss their needs. We will work with you to implement reasonable adjustments that support their academic success and overall well-being, in line with the Equality Act 2010."

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