



Reasonable Adjustments Policy

Kate's Training CIC

1. Policy Commitment

Kate's Training CIC is committed to inclusive access to learning, assessment, employment and services. We will identify and remove barriers that place disabled people at a substantial disadvantage and will make reasonable adjustments in a timely, respectful and person-centred way. No person will be treated unfavourably for requesting, using or supporting a reasonable adjustment.

2. Policy Purpose

This policy explains how we anticipate, request, assess, agree, implement, record and review reasonable adjustments. It aims to secure fair access while preserving legitimate competence standards, learning outcomes, safeguarding duties, health and safety requirements and the integrity of regulated qualifications.

3. Scope and Application

This policy applies to prospective and current learners, apprentices and participants; employees, workers, volunteers and applicants; visitors and service users; and directors, tutors, assessors, internal quality assurers, contractors and delivery partners acting for Kate's Training CIC. It covers recruitment and admissions, teaching, online and in-person delivery, work placements, facilities, communications, events, assessment and complaints.

4. Legal and Regulatory Requirements

This policy is informed by the Equality Act 2010 and associated statutory codes and guidance. The duty may require reasonable steps to change a provision, criterion or practice; address a physical feature; or provide an auxiliary aid where a disabled person would otherwise face substantial disadvantage. For learners, it also reflects applicable awarding-organisation, apprenticeship and funding rules.

The duty is anticipatory where applicable: we will plan for common access needs rather than wait for an individual request. We will also act where we know, or could reasonably be expected to know, that a person may be disabled and disadvantaged, while consulting the person and avoiding assumptions.

5. Key Definitions

- **Disability:** a physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities, as defined by law. Some conditions are treated as disabilities from diagnosis.
- **Reasonable adjustment:** a proportionate change intended to remove or reduce disability-related disadvantage.
- **Substantial disadvantage:** a disadvantage that is more than minor or trivial.
- **Competence standard:** a genuine standard that determines whether a person has a particular level of competence or ability. The standard itself may not be adjusted, but the way it is assessed should be adjusted where reasonable.

6. Guiding Principles

- We focus on barriers and individual needs, not labels or assumptions.
- Requests will be handled promptly, sensitively and collaboratively.
- A formal diagnosis will not automatically be required before we consider support.



- We will not charge a disabled person for a reasonable adjustment.
- Information will be shared only where necessary to arrange support or meet a legal obligation.
- Temporary or trial arrangements may be used while a request is considered or equipment is obtained.
- Adjustments will be reviewed when needs, activities or circumstances change.

7. Requesting a Reasonable Adjustment

A request may be made verbally or in writing at any stage to a tutor, assessor, line manager or the designated Equality Lead. A representative may assist with consent. The person should describe the barrier, its effect and any adjustment that may help; they do not need to use legal terminology. Staff receiving a request must acknowledge it, preserve confidentiality and pass it promptly to the appropriate decision-maker.

8. Assessment and Decision-Making Process

1. We discuss the barrier and desired outcome with the person.
2. Consider readily available information and, only where necessary and proportionate, seek relevant evidence with consent. Evidence should explain functional impact rather than disclose unnecessary medical detail.
3. Explore effective options, including the person's preferred solution and suitable alternatives.
4. Assess reasonableness objectively, taking account of effectiveness, practicality, disruption, cost, available resources or funding, health and safety, impact on others, confidentiality, qualification rules and whether the adjustment would alter a genuine competence standard.
5. Confirm the decision, agreed action, owner and review date in an accessible format. Where a request is not agreed in full, explain why and identify any alternative support.
6. Implement promptly and monitor whether the adjustment works.

We aim to acknowledge requests within five working days and provide a decision within ten working days where practicable. Complex requests may take longer; if so, we will explain the reason, provide updates and consider interim support. Urgent requests affecting immediate access, safety or a scheduled assessment will be prioritised.

9. Examples of Reasonable Adjustments

- Accessible or alternative-format information, plain language, advance materials or communication support.
- Assistive technology, specialist software, auxiliary aids, adapted equipment or ergonomic furniture.
- Changes to seating, lighting, noise levels, room location or physical access.
- Remote or hybrid participation where suitable.
- Flexible start times, breaks, attendance arrangements, workload, duties or phased return.
- Additional tutor support, note-taking support, a reader, scribe, interpreter or support person where permitted.
- Additional time, supervised rest breaks, a separate room, alternative evidence or an adjusted assessment method where regulations permit.
- Adjusted recruitment arrangements, interview format or workplace practices.

10. Learning, Apprenticeships and Assessment Arrangements

Adjustment needs will be considered during initial assessment, induction, progress reviews and before assessment or end-point assessment. Tutors and assessors must liaise with the Equality Lead and the relevant awarding organisation, end-point assessment organisation, employer or funding body where approval is required. Adjustments must enable access without lowering learning outcomes, giving an unfair advantage or compromising assessment validity. Approval and evidence requirements will be recorded and deadlines planned in advance.



11. Employment and Recruitment Arrangements

Reasonable adjustments will be considered throughout recruitment, induction, employment, performance processes, training, absence management and return to work. Occupational health or other specialist advice may be sought with consent where it will assist. External support, including Access to Work where relevant, may complement but does not replace Kate's Training CIC's legal responsibilities.

12. Health, Safety and Safeguarding Considerations

Health, safety or safeguarding concerns will be assessed individually and must not be used as a blanket reason to refuse access. We will consider whether risks can be removed or reduced through an adjustment, specialist advice or alternative arrangement. Any restriction must be necessary, proportionate, evidence-based and reviewed.

13. Confidentiality and Record Management

Personal and health information will be processed lawfully, fairly, securely and only for a clear purpose. We will normally share only the adjustment that is required, not the underlying diagnosis, unless further disclosure is necessary and lawful. Records of requests, decisions, implementation and reviews will be retained in line with our data-protection and retention arrangements. Individuals may ask how their information is being used.

14. Roles and Responsibilities

- **Board of Directors:** approve the policy, provide oversight and ensure appropriate resources.
- **Managers, tutors and assessors:** identify barriers, respond to requests, implement agreed actions and review effectiveness.
- **All staff and contractors:** promote inclusion, maintain confidentiality, complete training and escalate concerns promptly.
- **Learners, staff and service users:** share relevant information where they can, help evaluate options and report if an adjustment is ineffective or circumstances change.

15. Concerns, Internal Review and Complaints

A person who disagrees with a decision should first ask the Equality Lead for an internal review, explaining the outcome sought and any new information. A reviewer not materially involved in the original decision should respond within ten working days where practicable. If the matter remains unresolved, the person may use the applicable complaints, grievance or appeal procedure. Raising a concern will not result in victimisation and does not remove any external legal rights.

16. Training, Monitoring and Policy Review

Relevant staff will receive proportionate training on disability inclusion, accessible communication, confidentiality and adjustment procedures. The Equality Lead will monitor themes, response times, implementation and outcomes using anonymised data where possible. This policy will be reviewed at least annually and after significant legal, regulatory or operational change, a serious complaint, or evidence that arrangements are not effective.

17. Contact Information and Related Policies

Requests, questions and review applications should be sent to the designated Equality Lead using Kate's Training CIC's published contact details via email: kate@katestraining.uk. This policy should be read alongside our other organisational policies and procedures.



Policy owned and approved by Board of Directors at Kate's Training CIC	
Policy team	K. Gorski, K. Metcalfe, D. Gorski, E. Adelakun
Main contact	Kate Gorski, kate@katestraining.uk , 01617062276, 07362512257
Effective date	1 st September 2026
Next review	1 st September 2027, or as and when required
Applies to	Everyone who is involved in- or with our services. This includes our learners, clients, employees, workers, volunteers.