

Reasonable Adjustment Policy

1. Purpose

The purpose of this policy is to ensure that all learners, including those with disabilities or specific learning needs, are provided with fair, equal, and inclusive opportunities to achieve their qualification/unit.

This involves making reasonable adjustments and providing special care measures, without compromising the integrity, validity, or assessment standards of the qualification.

2. Scope

This policy applies to:

- All learners delivering, registered on, or having completed a Wharton Sustainable Solutions qualification/unit.
- All employees, trainers, assessors, internal quality assurers, and administrative staff involved in the delivery or assessment process.

3. Definitions

- **Reasonable Adjustment:** Any action that helps reduce the effect of a disability or difficulty that disadvantages a learner in their learning or assessment.
- **Special Care for Learners with Disabilities:** Additional support, tailored arrangements, or learning environment modifications that enable full and fair participation.
- **Special Consideration:** Post-assessment allowances made for learners who experienced circumstances beyond their control.

4. Centre Responsibilities

Wharton Sustainable Solutions will:

1. Identify and Support:

- Identify learners requiring reasonable adjustments at the earliest possible stage (preferably pre-enrolment).
- Conduct confidential discussions with learners about their needs and preferences.

2. Special Care Measures:

- Provide accessible learning materials (large print, alternative formats, visual aids, etc.).
- Offer physical access support (ramps, accessible seating, rest breaks) for learners with mobility impairments.
- Arrange assistive technology or software required for learning and assessment.
- Make timetable flexibility or extended time available where justified.
- Provide a sign language interpreter, note-taker, or reader/scribe if needed.

- Ensure trainers/assessors are aware of and sensitive to individual needs in delivery and assessment.

3. Approval and Compliance:

- Apply to the relevant awarding organisation for adjustment approval where required.
- Follow awarding body and regulatory guidelines (IEMA, Ofqual, or equivalent) on adjustments.

4. Record-Keeping:

- Maintain accurate and confidential records of learners receiving adjustments.
- Inform the Internal Quality Assurer of approved reasonable adjustments in use.
- Provide summary usage data to awarding organisations when requested.

5. Learner Responsibilities

Learners should:

- Disclose any disability or condition requiring special care or adjustments as early as possible.
- Provide relevant supporting evidence where requested (e.g., medical certificate, specialist assessment report).
- Work with staff to ensure that agreed adjustments are effective.

6. Review and Monitoring

- Policy will be reviewed annually or sooner if significant changes occur in legislation, external guidance, or operational practice.
- Feedback from learners, staff, and awarding organisations will be considered in updates.

7. Legislation and Guidance

This policy complies with:

- Equality Act 2010 (UK) and Special Educational Needs and Disability Regulations 2014
- Rights of Persons with Disabilities Act, 2016
- United Nations Convention on the Rights of Persons with Disabilities (CRPD), 2006
- International Covenant on Economic, Social and Cultural Rights (ICESCR)
- ISO 21001:2018 Educational Organizations Management Systems for inclusive learning



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