

R U N S H A W C O L L E G E

POLICY TITLE: **Reasonable Adjustments for Learners Policy**

APPROVED BY: **SMT**

AUTHOR: **Andrea Neild**

POLICY OWNER: Andrea Neild

POSITION: Assistant Principal

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Contents

1. Purpose
2. Scope
3. Definitions
4. Principles
5. Reasonable Adjustments and Teaching, Learning and Assessment
6. Identification of Need
7. Implementation of Reasonable Adjustments
8. Roles and Responsibilities
9. Recording, Monitoring and Review
10. Safeguarding and Attendance
11. When Reasonable Adjustments Are Not Sufficient
12. Links to Other Policies
13. Monitoring and Review of the Policy
14. Appendices
 - a) Process Flowchart
 - b) Adjustment guidelines and examples

1. Purpose

Runshaw College is committed to ensuring that all learners are able to access, participate in and progress through their programmes of study. It understands the importance of their physical and mental health and wellbeing in relation to their learning, achievement and wider learner experience, and seeks to develop a positive and safe environment that enables all learners to engage with their studies and achieve to the best of their ability.

This policy sets out how the College:

- Meets its legal duties under the Equality Act 2010 to make reasonable adjustments
- Identifies and removes barriers to learning, participation and wellbeing
- Ensures a consistent, proportionate and inclusive approach across all areas of college life

This policy operationalises the College's SEND and Equality, Diversity and Inclusion commitments by setting out how reasonable adjustments are applied, monitored and, where necessary, concluded in relation to continuation of studies. It supports the Runshaw Way Inclusion document and aligns with the expectations of Ofsted's 2025 inspection framework, where inclusion and attendance are key indicators of the learner experience.

This policy sets out a tiered approach to implementing support:

- Tier 1 – is Runshaw's readily available inclusive approach
- Tier 2 – is an approach to further adapt and provide flexibilities, sometimes short term and tapered, in line with awarding body, funding and legislative requirements
- Tier 3 – a formal review when Tier 1 & 2 have not had an impact on outcomes for the learner, this could result in a withdrawal from the programme of study

This policy and procedure are to be used in situations where a learner's presenting behaviour is a barrier to learning, where concerns are raised about a learner's health, safety, or wellbeing and where this is impacting on their academic progress and engagement.

The focus throughout this Policy and procedures is on **early intervention, support plans and active collaboration, this forms a 'Know Me to Teach Me' approach**. Whilst we seek to work in a supportive, co-operative way with learners. Cases may arise where this may not be possible because:

Whilst remaining compliant with the Equality Act 2010, there may be circumstances when Runshaw College is unable to make the necessary adjustments or provide the intensive level of support needed. For example,

- A learner requests 100% online learning, when the course stipulates face to face teaching.
- A learner has been unable or unwilling to engage with the agreed adjustments and support. For example, they have been offered support from a Progress Mentor, ALS team, study skills, wellbeing team, Student Services but they do not attend sessions nor commit to agreed supportive plans and actions.

Runshaw College adheres to the professional judgements of specialists who provide clinical evidence indicating that continuation would pose a risk to learner health. Therefore, even if

a learner wanted to continue despite clinical advice, our duty of care would endeavour to follow the guidance of specialists.

Where it is not possible to provide the level of support or adjustments required, Runshaw College has the right to withdraw the learner from their programme of study.

2. Scope

This policy applies to:

- All learners across all provision types
- All staff involved in teaching, training, support and operational roles

The duty to make reasonable adjustments applies across:

- Teaching, learning and assessment
- Attendance and engagement processes
- Behaviour and disciplinary procedures
- Enrichment, trips and wider college life
- Facilities, environments and services

Adjustments are intended to remove barriers to participation, not remove core learning outcomes, vocational competencies or engagement expectations. Adjustments are time-bound, proportionate and subject to review.

3. Definitions

Reasonable Adjustments

Practical changes made to remove or reduce disadvantage experienced by a learner due to disability, learning need or other social, emotional and economic barriers.

Adjustments may relate to:

- Provision, criteria or practice
- The learning environment
- Access to auxiliary aids or services

Reasonableness is determined by:

- Effectiveness in reducing disadvantage
- Practicality and proportionality
- Impact on others
- Resource implications

Long-term adjustments must not compromise core academic or vocational competence standards.

4. Principles

The College will:

Adopt an anticipatory approach, identifying barriers early rather than waiting for disclosure

- Recognise that barriers to learning may arise from a wide range of factors, including SEND, mental health, financial and family circumstance disadvantage and social care involvement
- Understand that attendance, behaviour and engagement may be indicators of underlying need rather than poor motivation
- Embed inclusive practice through teaching, learning and assessment as an ordinarily available provision
- Respond to cases where adjustments and support may be insufficient, engagement is lacking, or health risks are identified.
- Ensure that adjustments are:
 - Proportionate
 - Consistent
 - Time-bound and reviewed
 - Involve learners, and where appropriate parents or carers, in planning support

5. Reasonable Adjustments and Teaching, Learning and Assessment

Reasonable adjustments are not separate from teaching practice.

At Runshaw College, inclusive Teaching, Learning and Assessment is the first and most effective form of reasonable adjustment, supported by the Runshaw TLEs (Teaching and Learning Expectations).

Staff are expected to:

- Plan and deliver accessible learning for all learners
- Use adaptive teaching strategies to reduce barriers
- Provide clarity, structure and appropriate scaffolding
- Create inclusive and supportive learning environments

6. Identification of Need

The College will identify the need for reasonable adjustments through:

- Admissions and transition processes
- Subject teacher and progress mentor interactions and observations
- Ongoing teaching, assessment and progress monitoring
- Attendance monitoring and analysis
- Safeguarding systems and referrals

Non-disclosed or new vulnerabilities whilst a learner is on the course may be indicated by:

- Poor or declining attendance
- Lack of progress or non-completion of work
- Changes in behaviour or engagement
- Patterns of absence or avoidance

These could indicate a developing situation outside of college, such as a change in home, financial and family circumstances. College support will help mitigate these through identifying any relevant reasonable adjustments, and so swift identification and referral through to Tier 2 will provide the best support for learners.

7. Implementation of Reasonable Adjustments

Tier 1: Our Inclusive approach to the full learner experience (outlined in sections 4 & 5 of this policy; all teaching, learning, assessment and the wider support offer)

Tier 2: Agreed reasonable adjustments (outlined in this section below, SSP-led, time-bound) this will be led by the Programme team overseen by the Head of Studies in consultation with the curriculum team, the Head of Safeguarding, ALS or Student Services as appropriate

Tier 3: Continuation of studies review (outlined in section 11 of this policy) this will be led by the relevant Programme Assistant Principal in consultation with the Assistant Principal Student Experience and Support

Reasonable adjustments may include, but are not limited to:

- Supported transitions
- Further adaptations to teaching approaches and learning activities
- Flexibility in deadlines or assessment approaches and alternative assessment methods
- Adjustments to timetables or attendance expectations, including mental-health-informed attendance support (short-term, tapered and reviewed regularly)
- Provision of additional support, resources or environments, including sensory-friendly environments, quiet spaces and assistive technology
- Relational and pastoral support, including named key staff
- Modified communication methods

Adjustments should:

- Be linked clearly to identified barriers
- Be agreed with the learner and parents/carers
- Be recorded within SSPs – which automatically notifies relevant teaching staff following amendment
- Be reviewed regularly for effectiveness

All staff should reflect on:

What is the barrier?

What are the root causes?

What is the smallest adjustment that I could do to help?

What does the learner want this to look and feel like and how will we know if it is working?

8. Roles and Responsibilities

Governors

Ensure the College meets its statutory and legal duties

Monitor the effectiveness of inclusion and reasonable adjustments

College Management Team

- Provide strategic leadership and ensure compliance
- Ensure consistent implementation across the College
- Monitor impact and review policy effectiveness
- Ensure staff receive appropriate training
- Ensure inclusive curriculum design and delivery
- Monitor the implementation of adjustments within teams
- Monitor consistency of practice through use of regular surveys and focus groups
- Evaluate impact on attendance, engagement and achievement
- Use quality assurance processes (ROQ) to inform improvement

Heads of Studies monitor patterns and trends to identify early concerns:

- Attendance gaps (e.g. by subject, day/time course, level or group)
- Progress issues linked to specific units or delivery models
- Recurring barriers (e.g. Assessment load, sequencing)
- Use data and insight from progress mentors, student portal and quality dashboards
- Coordinate multi-team input, including curriculum, Safeguarding and Wellbeing, ALS and Student Services.
- Ensure reasonable adjustments are implemented
- Ensure monitoring of any reasonable adjustments takes place to ensure impact is reviewed

Heads of Support and Support Teams:

- Through application, transition and enrolment, identify potential barriers and share need to know information via SSPs to support a '*Know Me To Teach Me*' approach
- Advise on barriers experienced and reasonable adjustments to mitigate as additional concerns are identified
- Ensure SSPs are available for identified staff and that agreed adjustments are recorded within SSPs

- Contribute to multi team input and reviews of reasonable adjustments
- Have the full overview for 'inclusion groups' and convene Inclusion SRBs where data indicates

Teachers

- Ensure that support needs are well known as part of a *Know me to Teach Me* approach, via the group profile and student portal
- Implement ordinarily inclusive teaching practice in teaching, learning and assessment activities in line with TLEs.
- Identify any presenting barriers early and discuss with Progress Mentors and support teams
- Implement any agreed additional adjustments
- Contribute to SSPs and review processes

Progress Mentors

- Early identification of when things are starting to not go well and hold swift 1:1s with learners to discuss initial presenting concerns and root causes, raising concerns with Heads of Studies
- Liaise with support and curriculum teams to understand how barriers impact progress
- Lead on monitoring the impact of reasonable adjustment and support within 2 -3 weeks to ensure impact and effectiveness
- Escalate swiftly where needed

Learners have a responsibility to:

- Engage in this process and access all support available to them
- Raise concerns by self-referral where they feel they are having difficulties due to physical or mental health or wellbeing
- Be aware of and take up the opportunities provided by the wider support teams to enhance their mental health and being familiar with the in-college counselling service, wellbeing enrichment and the Student Assistance Programme (WISDOM app).

9. Recording, Monitoring and Review

Reasonable adjustments will be:

- Recorded through SSPs by relevant support teams
- Linked clearly to identified barriers
- Targeted reasonable adjustments should normally be reviewed within 2 - 3 weeks by the Progress Mentor, although more frequent reviews may be required in higher-risk cases to assess effectiveness, indicators could be:
 - Incremental attendance improvement

- Engagement in learning
 - Completion of work
- The review will document:
 - What has improved and the engagement of the learner
 - What has not and if other/different adjustments are needed
 - Next steps (incremental)

Reviews should take place frequently, to prevent issues from growing into unmanageable and prohibitive situations

10. Safeguarding and Attendance

The College recognises that:

- persistent absence or disengagement may indicate safeguarding concerns
- emotionally based barriers (e.g. anxiety) may contribute to attendance difficulties

Staff must:

- Consider safeguarding implications where adjustments are required
- Follow safeguarding procedures where concerns arise

11. When Reasonable Adjustments Are Not Sufficient

In some cases, despite appropriate and sustained reasonable adjustments, a learner may not be able to:

- Engage effectively with their programme
- Meet essential requirements of the course
- Sustain agreed attendance or participation levels

In these circumstances, the College will:

- a) Undertake a structured review led by the relevant Programme Assistant Principal:
- b) This will involve
 - The learner
 - Relevant college staff, including Head of Safeguarding/ALS/School
 - Parents/carers (where the learner is under 18)
- c) Consider alternative approaches, which may include:
 - A revised or reduced programme
 - A restart or deferral of the programme of study
 - Transfer to a different course or provision
 - Referral to alternative providers or support services
 - Withdrawal from the programme of study – Before a withdrawal decision is considered, the College will:

- Review evidence of the adjustments trialled,
 - Consider any further alternative approaches.
- Consider that failure to engage with support may, in some circumstances, indicate an unmet need or safeguarding concern and should not automatically be interpreted as unwillingness to engage
- The support of the team working with the learner
- Evidence of a lack of impact,
- Assessed risk
- Any professional or clinical advice

Decisions will prioritise the best interests, safety and progression of the learner, be proportionate and evidence-based and involve multi-agency/team input where appropriate.

Learners and parents/carers have the right to appeal decisions in line with our complaints procedure.

12. Links to Other Policies

This policy should be read alongside:

SEND Policy

Safeguarding Policy

Attendance Policy

Equality, Diversity and Inclusion Policy

Student Positive Behaviour Policy

Examinations Access Arrangements Policy

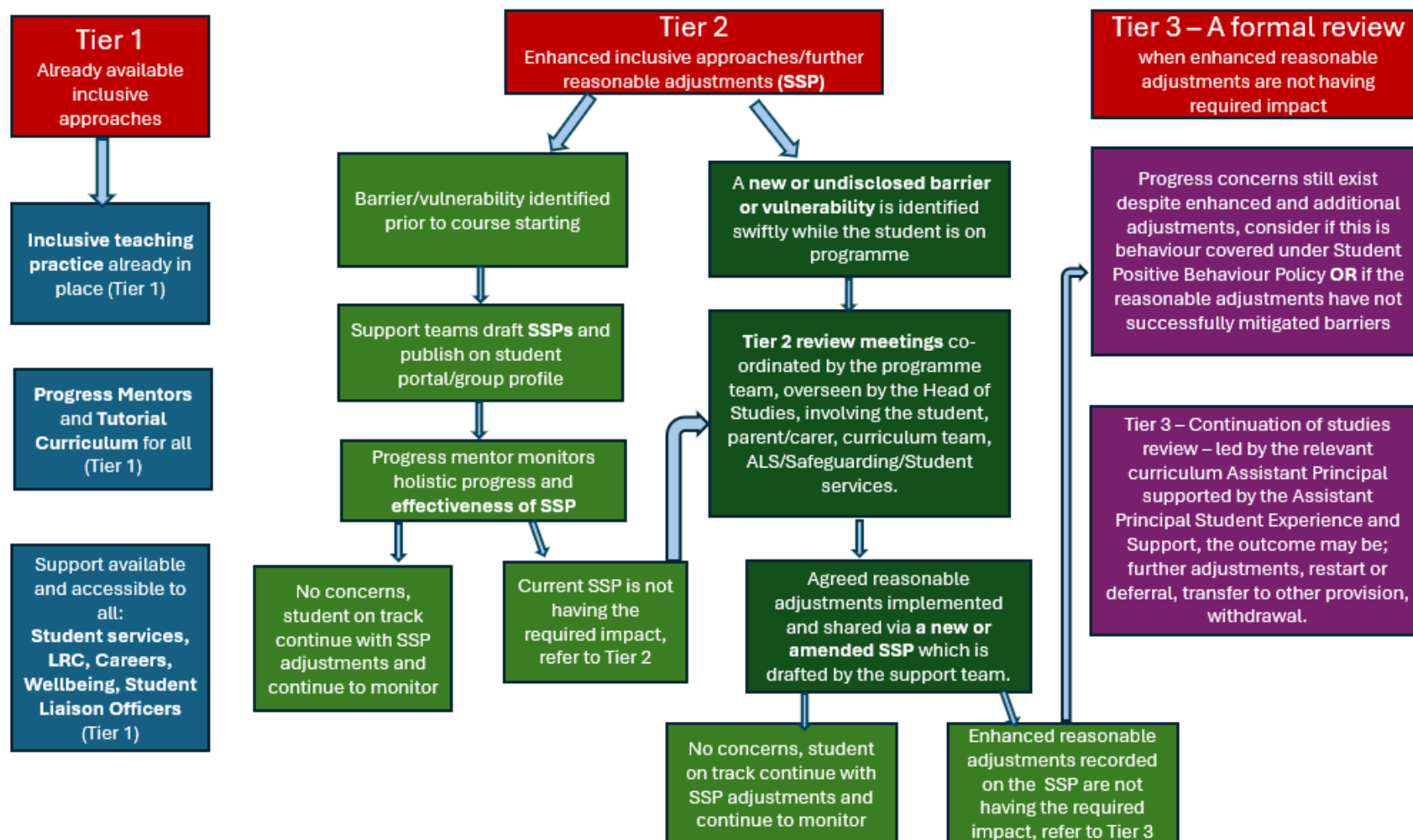
13. Monitoring and Review

The policy will be reviewed every three years or in response to legislative or sector changes.

14. Appendices

(See below)

Process Flowchart



Guidelines

Tier 2 adjustments are targeted, time-bound supports to reduce specific barriers and enable learners to re-engage with learning.

They sit between already available inclusive teaching and support (Tier 1) and the escalated formal review (Tier 3).

The list below is a guide and is not intended to be prescriptive or exhaustive.

Barrier and context / Vulnerability (inclusion lens)	Presenting behaviour (What staff may observe day to day)	Tier 2 Adjustments (Targeted, time-bound)	Considerations for staff related to safeguarding and welfare
Emotional Based School Avoidance, mental health, trauma, unmet need	Irregular or declining attendance with anxiety indicators	• Phased or tapered return plan • Short-term adjusted attendance expectations • Named key adult for daily/weekly check-in • Access to safe space on arrival	• Persistent absence is a safeguarding indicator • Must be time-limited and reviewed • Escalate if attendance does not improve
Anxiety due to home instability, young carer responsibilities	Poor punctuality or inability to start the day	• Agreed flexible start (short-term) • Staggered start to reduce pressure • Arrival routine with identified staff support	• May indicate wider home or safeguarding concerns • Monitor patterns across the week

Young carer, family illness, crisis at home	Frequent absence and non-submission of work linked to caring responsibilities	• Flexible deadlines and prioritisation of key work • Planned catch-up support • Timetabled check-ins with Progress Mentor	• Consider referral for young carer support • Balance flexibility with sustained engagement expectations
Looked After Child (CLA)	Inconsistent engagement for a learner in care, lack of trust, challenges with relationships,	• Named consistent key adult for regular check ins • Additional transition and routine support • Flexibility around deadlines and workload during home placement instability Mental Health support	• Liaise with safeguarding team who can work with the social worker/virtual school • Attendance and engagement closely monitored as vulnerability indicator
Care leaver, independent living pressures	Low attendance or disengagement, struggling to keep up with work due to living independently and managing all home responsibilities	• Flexible study planning • Reduced workload during crisis periods (short-term) • Increased pastoral contact	• Risk of isolation or disengagement • Coordinate with external agencies where appropriate
Anxiety, trauma, unmet SEND or safeguarding need	Learner frequently leaving lessons or avoiding sessions	• Time-out agreement with clear parameters • Safe space access • Gradual reintegration into lessons	• Track frequency of exits • Work with safeguarding team if pattern escalates
Health condition, hospitalisation, mental health	Difficulty sustaining attendance following absence, struggling to catch up due to volume	• Reintegration plan with reduced initial timetable • Prioritised curriculum content • Structured catch-up	• Must not become long-term reduced programme • Review against medical advice where available

Safeguarding risk, emotional distress linked to being in a military family	Previous disrupted education due to re-locations, lack of friendship groups and connection, potential unmet SEND needs, increased anxiety at points of deployment	• Increased pastoral contact Study support sessions • Consistent staff approach and expectations • Adjusted responses to behaviour (trauma-informed)	• Behaviour may indicate safeguarding risk • Follow safeguarding procedures alongside adjustments
ASC, anxiety, trauma, sensory sensitivity	learner overwhelmed by environment leading to absence	• Access to quiet or low-stimulation environments • Adjusted timetable sequencing (where possible) • Planned movement breaks	• Avoid long-term withdrawal from learning • Monitor attendance impact directly
Poverty, housing instability, caring responsibilities	Learner not completing work due to external pressures, not having the resources to complete	• Flexible deadlines (short-term) • Reduced workload during crisis periods • Signposting to financial and pastoral support	• Link to wider safeguarding or welfare concerns • Ensure learner remains connected to learning
Stigma, past trauma, distrust of services – due to parent in prison or previous Police involvement with family	Non-engagement with support or refusal to attend sessions	• Informal check-ins rather than formal sessions • Learner-led support planning • Gradual introduction to services	• Non-engagement is not neutral • Must be recorded and may require escalation

Potential safeguarding, hidden need, exploitation risk	Repeated absence without clear explanation Low engagement	• Increased contact and monitoring • Joint review with safeguarding and pastoral teams • Agreed attendance targets and support plan	• High safeguarding risk indicator • Follow safeguarding procedures immediately where concerns arise
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