

## **REASONABLE ADJUSTMENTS POLICY & PROCEDURES**

### **Introduction**

YSA is fully committed to unimpeded access to its courses and will consider the needs of all potential Learners, including those with a range of impairments. If it is felt that a Learner with a particular requirement due to a disability should be offered extra assistance, this will be done. In such cases, YSA will make, or allow its training providers to make, reasonable adjustments for Learners with particular requirements.

While YSA will allow a range of reasonable adjustments to accommodate special requirements and will make every effort to accommodate individual requests, it will not, in the case of a course leading to a teaching qualification, authorise any adjustments which would prevent Yoga teachers from functioning effectively on qualifying. This means that the reasonable adjustments allowed by YSA will not invalidate any competence requirements set out in the specifications for its Yoga qualifications.

### **General principles underpinning reasonable adjustments**

- Reasonable adjustments are arrangements approved before a course commences, or an assessment takes place, to enable Learners with a particular requirement to demonstrate their understanding and/or competence
- Reasonable adjustments are available for Learners who have a range of difficulties. These may include the following: a speech impairment, a physical impairment, a visual impairment, a hearing impairment or learning disabilities
- Evidence of the requirement for a reasonable adjustment may be required
- The Learner's individual needs will determine the nature of the adjustment decision
- Reasonable adjustments must not give the Learner an unfair advantage over other Learners
- Reasonable adjustments must not compromise the quality, integrity and validity of the qualification
- Failure to comply with the regulations outlined in this policy document may lead to a Learner's results being invalidated and certification withheld
- The Learner has a responsibility to raise issues related to reasonable adjustments before a course commences or as soon in the course as the need for such adjustments are identified. Training providers should ensure that initial assessment and pre-course information encourages Learners to identify any known difficulties that may fall within the scope of this policy.
- YSA will be responsible with the student for the costs of any reasonable adjustments required for students to access its own materials
- All costs related to the organisation and implementation of reasonable adjustments to accommodate the needs of candidates to complete practical or written assessments on-course will be the responsibility of the training provider (Tutor). Costs cannot, by law, be passed to the Learner
- YSA and training providers are only required by law to do what is "reasonable" in terms of providing adjustments. What is reasonable will depend upon the individual circumstances, the cost implications and the practicality and effectiveness of the adjustment

- There are no circumstances when the health and safety of a Learner should be compromised. Assumptions should not be made about a disability posing a health and safety risk but the health and safety of all Learners and others must always be of paramount importance.

## **Procedures for making applications for reasonable adjustments – all courses**

### **Applications**

Tutors and Learners must complete the *Application for Reasonable Adjustments letter describing circumstances* at the start of a course or as soon as the need for the adjustment is identified. A copy of the form must be passed to the Directors for permission for the adjustment to be granted.

### **Appeals**

A Learner may lodge an appeal against a decision to decline permission for a reasonable adjustment. Appeals must be sent, in writing, to the Directors within 5 working days of the decision.

### **Record keeping and data monitoring**

Tutors should keep a record of all reasonable adjustments they have put in place for their Learners. Such records should be retained for 3 years.

YSA is obliged to demonstrate and record all reasonable adjustments made on its courses and to monitor the effectiveness of its policy. All data is kept in accordance with data protection laws.

### **The range of reasonable adjustments**

The examples given below are not intended to comprise an exhaustive list and tutors and IQAs have a duty to seek advice in any case where they do not consider that they have the necessary expertise to judge whether a reasonable adjustment may be needed and/or how it should be applied.

Not all the adjustments described below will be reasonable, permissible or practical in particular situations. Some Learners will fall into more than one of the categories listed next.

#### **1. Communication and interaction needs**

A Learner with communication and interaction difficulties may have problems with reading or writing, the effects of which could be reduced through the use of a scribe, screen reading software or voice activated software. They may also benefit from extra time for assessments that are time-constrained to allow them to demonstrate their skills and knowledge.

## **2. Sensory and physical needs**

A Learner may need to have materials modified for hearing impairment and visual impairment. They may also need to use a practical assistant, reader or scribe. In addition they may benefit from the use of assistive technology and extra time to complete assessments, or simple changes to the organisation of a room.

### **Extra time**

- A Learner may be allowed extra time during an assessment or in producing an assignment if s/he has a condition that affects the speed of processing
- The amount of extra time allowed should accurately reflect the extent to which the completion of the task will be affected by the Learner's difficulty. Unlimited extra time will not be allowed. The amount of extra time the Learner will need must be specified.

### **Changes in the organisation of the room**

- Minor changes to the organisation of the room may benefit some Learners with autistic spectrum disorder, with visual or hearing impairment or with physical difficulties
- Visually impaired Learners may benefit from sitting near a window so that they have good lighting
- Deaf Learners may benefit from sitting near the front of the room and in good light
- Autistic Learners may benefit from having visual / noise stimuli, such as a ticking clock, removed from the room
- The tutor should consider the needs of the individual Learner and where possible arrange the room to suit the Learner

### **Use of mechanical and electronic aids**

#### **Coloured overlays, low vision aids, tinted spectacles and Optical Character Recognition (OCR) scanners**

- The Learner should have had sufficient practice in the use of any aids
- A tutor should seek advice if s/he is unclear about whether any new technology will unfairly advantage the Learner or invalidate assessment requirements
- The Learner should be familiar with how the aid works

#### **Use of assistive technology, for example speech / screen reading software and voice activated software**

- Some Learners may benefit from the use of software that reads the material to them and records their spoken responses
- Due to the rapid development of such technology, tutors should seek advice if the implications of using certain kinds of assistive technology are unclear with regard to the

risk of giving the Learner an unfair advantage or invalidation of any assessment requirements

- It should be noted that the use of such software may introduce a hidden assessment agenda, in that the Learner has to master the use of the software in addition to mastering the assessment criteria. Some Learners may need extra time if they use such software
- The Learner should be familiar with how the assistive technology works

### **Modifications to the presentation of assessment and other materials**

#### **Material in enlarged format**

For paper based materials enlargements may be used. Examples of these include

- Unmodified enlarged papers where the standard paper is photocopied from A4 to A3, thus enlarging the whole paper and retaining the original layout and visual presentation
- Modified enlarged paper where the paper is modified by simplifying the layout and where necessary reducing the content while still meeting the same objective as in the original paper

#### **Material on coloured paper**

Material may be placed onto coloured paper to assist Learners with visual impairments

#### **Material in audio format**

Where there is evidence of need, material may be provided in audio format

### **Alternative ways of providing Learner responses**

A Learner should be provided with the means to present their responses and assignments by a method most appropriate and familiar to them, so long as that method does not invalidate an assessment requirement or give them an unfair advantage. The use of assistive technology and specialist software is generally perceived to have a positive impact upon helping Learners with disabilities to access assignment and assessment tasks.

### **The use of Access Facilitators**

#### **Scribe (sometimes called amanuensis)**

- A scribe is a person who writes down or word processes a Learner's dictated responses.
- The tutor should, in consultation with the Learner, decide whether the use of a scribe is an appropriate adjustment. As the effective use of a scribe requires high level

communication skills from the Learner, it is advised that consideration be given as to whether the Learner would be more comfortable with the use of a computer.

- The scribe should be selected on the basis of their ability to work effectively with the Learner. A scribe should be able to produce an accurate record of the Learner's responses, write legibly and/or word process at a reasonable speed and have sufficient knowledge of the subject to be able to record technical terms correctly
- The scribe should be approved by YSA
- A scribe should not normally be the Learner's own tutor or assessor, except when it is necessary. On no account may a relative, friend or peer of the Learner be used as a scribe
- The Learner and scribe must be clear about the limitations of the scribe's role, who must be given clear instructions by the tutor regarding what s/he is required to do and what s/he is not allowed to do. A copy of these instructions should also be given to the Learner

### **The scribe:**

- Must write down answers exactly as they are dictated
- May not take responsibility for spelling technical words
- Should not assist the Learner to produce any diagrammatical or graphical material.
- May, at the Learner's request, read back what has been written, but no comment must be made about any part of the Learner's responses
- Should immediately refer any problems in communication to the tutor/YSA

### **PracticalAssistant**

- A practical assistant is a person who carries out practical tasks at the instruction of the Learner. One example of the kinds of task with which the practical assistant may assist is demonstration of a yoga posture during a teaching activity
- The tutor should, in consultation with the Learner, decide whether the use of a practical assistant is an appropriate arrangement
- The practical assistant should be familiar with the requirements of the task, but should not normally be the Learner's own tutor or assessor except when it is necessary. On no account may a relative or friend of the Learner be used as a practical assistant
- The practical assistant must be approved by the YSA
- A practical assistant should be a person who is able to ensure the safety of the Learner and carry out his/her instructions accurately
- The tutor should prepare clear written instructions for the practical assistant on the assistance they are able to give the Learner. A copy of these instructions should also be given to the Learner. The tutor should note that the practical assistant may not perform tasks for which the Learner will receive credit

**The practical assistant**

- Should follow the instructions prepared by the tutor on the level and kind of assistance that can be given.
- Should ensure the safety of the Learner and those around him/her
- Should not give factual help to the Learner or offer any suggestions
- Should carry out instructions exactly as they are given unless to do so would cause a hazard. If the practical assistant does not understand the Learner's instructions, s/he may ask for clarification but must not lead the Learner in any way or attempt to interpret the Learner's wishes; if incorrect or inadequate instructions are given by the Learner this must be reflected in the outcome of the task
- Should immediately refer any problems during an activity to the tutor/YSA