**Reasonable Adjustment Policy**

**Purpose**

The objective of the *Reasonable Adjustment* Policy for Triquetra Training Services (TTS) is to ensure the RTO has a specific and coordinated *set of measures; strategies and actions* to identify, adapt and provide appropriate levels of reasonable adjustment in learning and assessment for learners with disabilities.

Reasonable adjustment lessens the impact of an individual’s disability on their capacity to learn. But, the learner is still required to do the work and demonstrate the required knowledge and skills.

**Guiding Principles**

We will use a range of strategies to meet specific individual learner needs by providing learning experiences that:

* Take into account differing learning styles or preferences
* Use a learner-centred approach
* Recognise the difference among learners
* Ensure no one is excluded
* Design instructional materials that are easy to use and adaptable for all learners

**Trainers Responsibilities**

Assessors may make ‘*reasonable adjustment’* to the assessment process to accommodate any special needs of our learners where necessary and as required, dependant on the specific requirements of the learner. The list and checklist on the following pages provide more specific adjustments against possible disabilities.

Generic examples may be as follows:

* 1. A student may learn more by ‘*doing’* (kinaesthetic learning style) and may require the trainer to demonstrate tasks more than once with the student requiring more time to practice these tasks until he feels comfortable. With this, an allocation of more time may be required.
  2. A student with a hearing deficiency may require the trainer to speak at a slower pace.
  3. A student may require learning materials that have a larger font.
  4. Assessors may use their professional judgement to paraphrase questions to ensure that the student has a clear understanding of the question, or to confirm an answer. (With the assessor accurately recording the responses of the student).

**Encouraging Disclosure**

The practices we utilise which facilitate reasonable adjustment include:

* Encouraging learner disclosure
* Gathering relevant supporting information (evidence of need)
* Consulting with the learner

**Methods the RTO Will Undertake to Encourage Disclosure**

To encourage disclosure, we have established an *Enrolment Form* which is sufficiently robust and allows for learners to highlight a restriction, condition or disability in various areas.

We have placed ‘*3 markers’* in the enrolment form which the learner may acknowledge conditions, restrictions and/or disabilities. Should any of these markers by marked on the form this will initiate a phone call to the learner from the RTO administration staff to gather more information and advise the learner what methods the RTO *may* adopt to assist the learner in meeting their special needs.

Information from this dialogue with the learner will then be passed to the trainer; so, the trainer has pre-requisite knowledge of the learner’s special needs i.e. Dyslexia and how the trainer may manage this condition on the day of attendance.

Should a reasonable adjustment be made for a learner, the given adjustment will be stated in the comments area of the assessment tool.

We also provide robust information to the learner prior to enrolment in the form of a *Student Information Brochure* and *Code of Practice* which is located on our website as a PDF document to read, or can be downloaded.

**Practical Applications in Reasonable Adjustment**

Applying reasonable adjustment within the RTO has been considered using the following methods:

**Methods the RTO M*ay* Undertake to Apply Reasonable Adjustment**

* Extend or modify timeframes
* Spend more time on demonstrations
* Use step-by-step instructions in small blocks
* Split sessions
* Present information in a slow, clear and succinct fashion
* Provide sufficient and on-going feedback on the progress of the learner
* Initiate more frequent breaks
* Repetition of information provided
* Oral questioning and notating of answers

The above methods are non-exhaustive, specific variation modification lists detailing certain restrictions, conditions and disabilities can be found in the table below:

**Specific Variations in Modification - Examples**

|  |  |  |  |
| --- | --- | --- | --- |
| **Serial** | **Learner has difficulty with:** | **Possible Disability** | **Possible adjustments** |
| 1 | Concentration/Difficulty remembering | **Dyslexia** | Split sessions – break the assessment into appropriate small parts which can be undertaken separately |
| Give instructions one at a time |
| Communicate instructions slowly and clearly |
| Ask instructions to be repeated back |
| Initiate more frequent breaks during sessions |
| Use of additional time |
| Give clear verbal instructions |
| Orally ask questions and notate answers. Can be recorded |
| Make sure the area is free of distractions |
| Suggest use screen reading software |
| Use plain English |
| Avoid underlining text |
| Avoid text in BLOCK CAPITALS |
| 2 | Expressing knowledge in writing | **Dysgraphia** | Oral assessment |
| Use of digital recorder, questions asked by assessor where learners responses are captured. |
| Use of a scribe |
| Sign language interpreter |
| Use of additional time |
| 3 | Spelling and grammar | **Dysorthography** | Use of additional time |
| Use of a scribe |
| Sign language interpreter |
| Oral assessment |
| Use of alternative assessment methods such as recorded interviews. Questions by assessor with all the details from the learners answers recorded as evidence |
| 4 | Understanding spoken information and instructions | **Hearing Loss/**  **Oral & Written Language Learning Disability** | Use of additional time |
| Split sessions |
| More rest breaks |
| Step-by-step instructions |
| Repetition of information provided |
| Paraphrasing to check for understanding – asking the learner to repeat what she/he is required to do |
| Repetition of demonstrations of what is required |
| 5 | Assessment related stress | **Psychological health/mental health conditions** | Use of additional time |
| More rest breaks |
| Repetition of information provided |
| Step-by-step instructions provided in small blocks |
| Allowing the learner to attest to his readiness for assessment |
| 6 | Poor English language | **Language Processing Disorder**  **Cultural / Language barriers** | A PC with spelling and grammar checker |
| Additional time |
| Language interpreter |
| Step-by-step instructions provided in small blocks |
|  |
| 7 | Reading standard sized print | **Poor vision** | Use of a reader |
| Additional time |
| Upsize and use larger fonts in training materials |
| 8 | Hearing verbal information | **Hearing Loss/**  **Auditory Processing Disorder** | Facing the learner and speaking clearly |
| Additional time |
| Reinforcing the learner has captured the requirements of each task by Q & A |
| Sign language interpreter |
| Step-by-step instructions provided in small blocks |
| Constant feedback and provision of Q & A to ascertain the learner understand the requirements and has heard such |
| 9 | Oral communication | **Communication disorder** | Additional time |
| An interpreter |
| A PC with voice synthesiser |
| Use of a reader |
| 10 | General difficulty with reading & language-based processing skills | **Dyslexia** | Split sessions – break the assessment into appropriate small parts which can be undertaken separately |
| Give instructions one at a time |
| Communicate instructions slowly and clearly |
| Ask instructions to be repeated back |
| Initiate more frequent breaks during sessions |
| Use of additional time |
| Give clear verbal instructions |
| Orally ask questions and notate answers. Can be recorded |
| Make sure the area is free of distractions |
| Suggest use screen reading software |
| Use plain English |
| Avoid underlining text |
| Avoid text in BLOCK CAPITALS |
| 11 | Context of process | **Asperger’s/High functioning autism** | Use clear speak |
| Break down tasks into small steps |
| Reinforce feedback |
| Confirm understanding |
| 12. | Difficulty with distractions/Time and work planning | **ADD/ADHD** | Make sure the area is quiet and away from distractions and others |
| Ensure each task is completed before proceeding to next |
| Split sessions |
| More time allocation |
| Reinforce the learner understands the requirements at each step |
| 13 | Short term memory loss | **Short term memory loss** | Split sessions |
| Break sessions down into small bite sized pieces |
| Confirm understanding by learner at each stage |
| More time allocation |

**Training of the RTO Staff**

Reasonable adjustment will be covered and reinforced in *Staff training* on an annual basis by way of Professional Development Information Sessions.

**Underpinning Standards**

* Disability Standards for Education 2005
* Disability Discrimination Act 1992
* Standards for Registered Training Organisations (RTOs) 2015

**Learners with Learning Difficulties Beyond Our Level of Expertise**

Learners with learning difficulties beyond our area of expertise will be referred to external specialist agencies as noted in our dedicated *Education& Support Services Policy*.