

(NOTE: Throughout this document, THE TEACHER TRAINER LTD is referred to as TTT)

TTT POLICY DOCUMENT

Accessibility and Reasonable Adjustments

Removing barriers to learning and ensuring every learner has fair access to TTT qualifications.

Document Control

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| Policy Owner | Phenil Mehta, Centre Manager |
| Accessibility Lead | Phenil Mehta, Centre Manager |
| Approved By | Phenil Mehta, Centre Manager |
| Classification | Public |
| Applies To | All learners, staff, assessors, IQAs, associates and third parties |

Accessibility and Reasonable Adjustments Policy

1. Purpose

This policy sets out TTT's commitment to accessibility in all aspects of learning, teaching and learner support. It defines how TTT anticipates and removes barriers to participation, identifies learner needs and implements reasonable adjustments that enable every learner to engage fully with TTT qualifications. It complements and should be read alongside the Reasonable Adjustments and Special Considerations Policy which deals specifically with adjustments at the point of assessment.

2. Scope

This policy applies to:

- All prospective and enrolled learners, including those with disabilities, specific learning needs, sensory impairments, long-term health conditions, mental health conditions and temporary impairments
- All TTT staff, including Course Tutors, Course Assessors, IQAs and administrative staff
- Associates and third parties involved in TTT provision
- All stages of the learner journey, including marketing, enquiry, enrolment, induction, teaching, learning support, assessment preparation and feedback
- All delivery platforms, including the TTT website, Learning Management System (LMS), virtual classrooms, learning materials and communications

3. Definitions

The following terms carry the meanings given throughout this policy.

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| Accessibility | The design of environments, content and services so they can be used by people with the widest possible range of abilities and circumstances. |
| Disability | A physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities (Equality Act 2010 s.6). |
| Reasonable Adjustment | An action that reduces or removes a substantial disadvantage experienced by a disabled person, made in advance of or in response to an identified need (Equality Act 2010 s.20). |
| Anticipatory Duty | The proactive obligation to consider and remove barriers before they affect a disabled person, rather than only responding when an issue arises. |
| Specific Learning Difficulty (SpLD) | A recognised difficulty in specific areas of learning such as reading, spelling, writing or numeracy, including dyslexia, dyspraxia, dyscalculia and ADHD. |
| Assistive Technology | Hardware or software that supports a learner in accessing, processing or producing information, including screen readers, speech-to-text tools and magnification software. |

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| WCAG | Web Content Accessibility Guidelines, the international standard for digital accessibility. TTT aligns to WCAG 2.1 Level AA. |
| Initial Assessment | The pre-enrolment or induction process through which TTT identifies a learner's starting point, support needs and any required adjustments. |
| Learning Support Plan | A documented record of the adjustments, support and expectations agreed between the learner and TTT for the duration of their study. |

4. Policy Statement

TTT is committed to the following principles and commitments.

1. TTT complies with the Equality Act 2010 and the anticipatory duty to make reasonable adjustments for disabled learners.
2. TTT designs its curriculum, materials, delivery and digital platforms to be accessible to the widest possible range of learners from the outset, applying the principles of universal design for learning.
3. TTT identifies learner needs at the earliest possible stage through initial assessment and ongoing dialogue.
4. TTT aims to make its standard delivery as accessible as reasonably practicable. Where adjustments are straightforward and do not require individual assessment or awarding body approval, these are applied as part of normal delivery practice. All other reasonable adjustments are arranged on an individual basis, following disclosure by the learner at application, enrolment or at any point during their programme.
5. Adjustments do not compromise the validity, reliability or integrity of assessment and do not give a learner an unfair advantage.
6. Adjustments are documented in a Learning Support Plan agreed with the learner and reviewed at defined intervals.
7. TTT meets the costs of reasonable adjustments that fall within its duty as a service provider under the Equality Act 2010. Where a requested adjustment carries a significant cost, TTT will discuss the options with the learner and consider what can reasonably be provided given the nature of its delivery model. Learners will not be charged for adjustments that TTT is required to make.
8. Where a learner's needs require an adjustment that falls outside what TTT can reasonably provide given the nature and scale of its delivery model, TTT will discuss this openly with the learner at the earliest opportunity. In such cases, TTT will explore alternative approaches where possible and will signpost the learner to appropriate external organisations or specialist services that may be better placed to meet their needs. TTT will not leave a learner without a response or a clear next step.
9. Confidentiality about a learner's disability or support needs is maintained in line with the Data Protection Policy. Information is shared on a need-to-know basis with the learner's informed consent.

10. Staff and associates receive training on recognising, supporting and documenting learner accessibility needs.

11. The effectiveness of accessibility arrangements is monitored through learner feedback, completion data and annual review.

5. Roles and Responsibilities

| Role | Responsibility |
|-------------------------------|---|
| Centre Manager (Phenil Mehta) | Overall accountability for accessibility; named Accessibility Lead; approves non-standard adjustments; liaises with Awarding Organisation(s) on complex cases; reviews this policy annually. |
| Course Coordinator | First point of contact for learner enquiries about support; oversees initial assessment; maintains Learning Support Plans; reviews adjustments with learners at agreed intervals. |
| Course Tutor | Delivers inclusive teaching; applies agreed adjustments during live sessions and tutorials; provides learning materials in accessible formats; flags any emerging needs to the Course Coordinator. |
| Course Assessor | Applies agreed adjustments during assessment activity; refers assessment-time requests to the Reasonable Adjustments and Special Considerations Policy; documents adjustments within the assessment record. |
| IQA | Monitors the consistent application of reasonable adjustments through the sampling strategy; flags inconsistencies to the Centre Manager. |
| Learners | Disclose relevant support needs as early as possible; participate in agreeing and reviewing the Learning Support Plan; use agreed adjustments appropriately. |

6. Anticipatory Accessibility Measures

TTT builds accessibility into provision by default, so many learners benefit without needing to request an adjustment.

6.1 Digital platforms and materials

TTT's website and Learning Management System (LMS) are designed to meet WCAG 2.1 Level AA. Specific commitments include:

- Keyboard navigation for all interactive elements
- Sufficient colour contrast between text and background
- Logical heading structure and consistent layout
- Ability to resize text without loss of function
- Compatibility with common screen readers and assistive technologies

6.2 Learning materials

Materials are produced in Aleo, a typeface chosen in part for its readability, in 12 point on A4 with generous line spacing. Word and PDF documents are structured with proper headings, bulleted

lists and descriptive hyperlinks so that screen readers interpret them accurately. Coloured backgrounds, overlays and large-print versions (on face-to-face courses) are available on request.

6.3 Live sessions

Live virtual classrooms use platforms that support automatic captions, chat-based participation, raise-hand functionality and recording with learner consent. Session materials are shared in advance so learners can prepare. Sessions are scheduled to avoid unreasonably long unbroken blocks and include regular breaks.

6.4 Communications

Written communications use plain English, clear structure and short paragraphs. Email, written document and video response options are available for learners who prefer or require alternative formats.

7. Identifying Learner Needs

TTT identifies accessibility needs at multiple points of the learner journey.

7.1 Pre-enrolment

TTT publishes clear information about course delivery mode, technical requirements and assessment activity so prospective learners can make an informed decision. The enrolment form invites learners to disclose any disability, long-term health condition, specific learning difficulty or other support need. Disclosure is voluntary, but TTT can only make adjustments in relation to needs it is made aware of.

7.2 Initial assessment and induction

During induction, the Course Coordinator holds an initial discussion with the learner to explore the support needs disclosed and identify any further requirements. Where a specific learning difficulty or complex need is indicated, TTT may ask for supporting evidence such as a diagnostic report, medical letter or previous Education Health and Care Plan.

7.3 During study

Needs may emerge or change after enrolment. Course Tutors, Assessors and IQAs remain alert to signs that a learner may benefit from additional adjustment and raise these with the Course Coordinator. Learners are encouraged to raise new needs at any time without prejudice to their progress.

8. Learning Support Plans

Where an adjustment beyond the standard anticipatory measures is required, TTT agrees a Learning Support Plan with the learner.

8.1 Content of a Learning Support Plan

- Summary of the learner's declared needs
- Adjustments agreed for learning and tutorial activity
- Adjustments agreed for assessment activity, cross-referenced to the Reasonable Adjustments and Special Considerations Policy

- Any assistive technology or materials to be provided by TTT
- Review dates and named contact
- Learner and Course Coordinator signatures and date

8.2 Agreement and review

The plan is developed in dialogue with the learner and signed by both parties. It is reviewed at a minimum of three-monthly intervals and whenever the learner's circumstances change significantly.

9. Examples of Reasonable Adjustments

The following are examples of adjustments TTT has made or would consider. The list is illustrative, not exhaustive. Assessment-specific adjustments are covered in full in the Reasonable Adjustments and Special Considerations Policy.

| Need Category | Examples of Adjustments |
|---|---|
| Visual impairment | Large-print materials (on face-to-face courses); screen-reader-compatible documents; high-contrast colour options; audio descriptions; extended time for reading activities. |
| Hearing impairment | Live captioning; written transcripts of recorded sessions; chat-based participation. |
| Specific learning difficulty (dyslexia, dyspraxia, dyscalculia, ADHD) | Coloured overlays or background tints (on face-to-face courses); extra time on timed activities; structured outlines; free text-to-speech software; shorter writing sessions with breaks; flexible deadlines. |
| Physical or mobility impairment | Flexible scheduling; seating and posture advice for prolonged screen use; accessible desk setup guidance. |
| Mental health conditions | Flexible deadlines; phased study plan; one-to-one check-ins; alternative communication modes; signposting to external support. |
| Long-term health conditions | Adjusted session length; recorded sessions for later review; flexible deadlines aligned to treatment cycles. |
| English as an additional language | Glossary of specialist terms; extended time on reading tasks; use of translation tools where this does not affect assessment validity. |
| Caring responsibilities and pregnancy | Flexible scheduling; recorded sessions; phased deadlines; pause-and-resume options where programme rules permit. |

10. Limits of Reasonableness

TTT considers all requests for adjustment in good faith. Whether an adjustment is reasonable depends on a balanced assessment of:

- The effectiveness of the adjustment in reducing or removing the disadvantage
- The practicality of implementing the adjustment

- The effect on the integrity of the qualification and assessment outcomes
- The resources available to TTT
- Any requirements imposed by the Awarding Organisation or regulator

Where TTT declines a requested adjustment, the decision is explained in writing and the learner is informed of their right to appeal through the Appeals Policy and the Awarding Organisation's appeals route.

11. Confidentiality and Data Protection

Information about a learner's disability or support needs is personal data and sensitive category data where it relates to health. It is processed under the UK GDPR lawful basis of legitimate interests and, for health data, with the explicit consent of the learner. Information is stored securely, shared only on a need-to-know basis and retained in line with the Data Protection Policy and Data Retention Schedule. Learners have the right to access, correct or request deletion of their information subject to legal exceptions.

12. Awarding Organisation Liaison

Where a proposed adjustment affects the conduct of assessment, TTT seeks prior approval from the relevant Awarding Organisation following the procedures in that organisation's Reasonable Adjustments and Special Considerations Policy. TTT keeps documentary evidence of every approved assessment-time adjustment in the learner's folder and makes this evidence available for EQA scrutiny on request.

13. Training

| Role | Training | Frequency |
|---------------------------------------|--|-------------------------------|
| All staff and associates | Equality Act duties; recognising common needs; inclusive language; confidentiality | Induction and annual refresh |
| Centre Manager and Course Coordinator | Advanced accessibility; Learning Support Plan development; Awarding Organisation processes | Induction and every two years |
| Course Tutors | Universal design for learning; accessible digital content; live session accessibility features | Annual |
| Course Assessors and IQAs | Bias-free assessment with adjustments in place | Annual |

14. Monitoring and Review

This policy is reviewed annually by the Centre Manager as part of TTT's self-evaluation process. Interim reviews are triggered by legislative change, Awarding Organisation requirements,

significant incidents, adverse learner feedback or technology changes affecting the TTT digital estate. Accessibility data, including declared needs, active Learning Support Plans and completion outcomes by learner group, is analysed annually to identify systemic barriers. All outcomes are recorded in the Version History at Section 16.

15. Related Documents

This policy should be read alongside:

- Equality, Diversity and Inclusion Policy
- Reasonable Adjustments and Special Considerations Policy
- Safeguarding and Prevent Duty Policy
- Initial Assessment and Induction Policy
- Assessment Policy
- Complaints Policy
- Appeals Policy
- Data Protection and GDPR Policy
- Online Learning and Digital Conduct Policy

16. Version History

| Version | Date | Author | Summary of Changes |
|---------|------------|--------------|--|
| 1.0 | 22/04/2026 | Phenil Mehta | A new policy in the TTT suite, addressing accessibility and reasonable adjustments during learning (distinct from the Reasonable Adjustments and Special Considerations Policy which covers adjustments at assessment). Aligns to the Equality Act 2010 anticipatory duty and WCAG 2.1 Level AA. |

17. Approval

This policy has been reviewed and approved by the Centre Manager of TTT.

Phenil Mehta
Name

P Mehta
Signature

22/04/2026
Date