

HUMANISE SOLUTIONS

Elevating People · Official Policy (Effective 1 January 2026)

Access Arrangements Policy & Procedure

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Approved by	Scott Ward (CEO)
Policy owner	CEO

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CITY & GUILDS ASSURED ALIGNMENT

Access arrangements (reasonable adjustments) ensure all learners can access learning and demonstrate the programme's defined learning outcomes, meeting the inclusion expectations of City & Guilds Assured provision and the Equality Act 2010.

1. Policy statement

Humanise Solutions is committed to inclusive, accessible learning for all. We make reasonable adjustments and put in place access arrangements so that learners with additional needs, disabilities, or other barriers can take part fully and demonstrate the learning outcomes of their programme on an equal footing with their peers. This commitment reflects our values and our obligations under the Equality Act 2010, including the anticipatory duty to consider and remove barriers in advance.

2. Purpose

This policy and procedure set out how we identify, agree, implement, record and review access arrangements and special considerations, and the responsibilities of those involved. It ensures that arrangements are fair, appropriate to the individual, and applied consistently, while maintaining the integrity of the learning outcomes.

3. Scope

This policy applies to all programmes and services and to all staff, associates and delivery partners involved in their planning or delivery. It covers face-to-face, online and blended delivery.

4. Definitions and principles

Access arrangements	Adjustments agreed before or during a programme to give a learner appropriate access to learning and to demonstrating outcomes.
Reasonable adjustments	Changes to remove or reduce a disadvantage experienced because of a disability or additional need.
Special considerations	Support or allowance applied where a learner is affected by illness or circumstances at the point of delivery or review.
Anticipatory duty	The duty to anticipate and address barriers in advance, not only in response to a request.

Arrangements are learner-centred, proportionate, evidence-informed where appropriate, confidential, and designed to maintain the integrity of the programme's learning outcomes.

5. Identifying needs

Needs are identified as early as possible through inclusive information, advice and guidance at engagement and onboarding; learner self-disclosure (which is encouraged and can happen at any time); initial and diagnostic information about starting points and any support needs; and, where appropriate, supporting evidence (for example from a professional or previous provider).

Learners are reassured that disclosing a need will not disadvantage them and that information is handled confidentially in line with our Data Protection Policy.

6. Categories of access arrangement

Arrangements are tailored to the individual and may include, but are not limited to:

- Additional time, rest breaks, or flexible scheduling and pacing.
- Assistive technology, and materials in alternative or accessible formats (e.g. large print, audio, accessible digital documents).
- A reader, scribe, prompt, communicator or support worker where appropriate.
- Accessible venues, adjusted delivery spaces and seating.
- Language and communication support, including ESOL support and use of plain language.
- Neurodiversity support and adjusted facilitation approaches, including structured routines and clear instructions.
- Wellbeing and mental-health related adjustments, made in a supportive and confidential way.

7. The procedure: requesting, agreeing and recording

- Step 1 – Request/identification: a need is disclosed by the learner or identified through onboarding or delivery.
- Step 2 – Discussion: the Programme Lead discusses the need with the learner to understand the barrier and the support that would help, involving the Quality Assurance Lead and any specialist support where needed.
- Step 3 – Agreement: appropriate, reasonable arrangements are agreed with the learner, balancing the learner's needs with the integrity of the learning outcomes.
- Step 4 – Recording: agreed arrangements (and any supporting evidence) are recorded on the learner's record before delivery wherever possible.
- Step 5 – Implementation: relevant facilitators are briefed on a need-to-know basis and implement arrangements consistently.
- Step 6 – Review: arrangements are reviewed for effectiveness and adjusted if the learner's needs change.

8. Implementation and confidentiality

Facilitators are informed of agreed arrangements on a strict need-to-know basis and are responsible for implementing them consistently and sensitively. All information about a learner's needs is treated as confidential, stored securely, and processed in line with our Data Protection Policy and the UK GDPR.

9. Special considerations

Where a learner is affected by illness, injury or significant personal circumstances at the point of delivery or review, the Programme Lead, with the Quality Assurance Lead, agrees a fair and proportionate response – for example rescheduling, additional support, or an alternative way to demonstrate learning – and records the decision and rationale.

10. Working with external specialists and partners

Where appropriate, and with the learner's consent, we work with external specialists, support services or referring partners to ensure arrangements are suitable and effective. Any information sharing is lawful, proportionate and recorded.

11. Roles and responsibilities

- Programme Lead: identifies needs, agrees and records arrangements, and briefs facilitators.
- Quality Assurance Lead: advises on appropriateness and integrity, assures consistency, and maintains oversight.

- Facilitators/Coaches: implement agreed arrangements and report any emerging needs.
- Learner: shares relevant needs and any supporting evidence as early as possible and gives feedback on what helps.

12. Records, monitoring and review

Access arrangements and special considerations form part of our quality-assurance evidence base and are monitored for effectiveness and for any patterns that should inform improvement. This policy is reviewed annually, or sooner if legislation or practice changes, and should be read alongside the Equality, Diversity and Inclusion Policy, the Safeguarding Policy and the Data Protection Policy.