



LimeCulture Learner Access and Support Needs Policy

Policy Statement

1. LimeCulture is committed to providing quality training for all those who attend any of our training course or programmes. Everyone learns in different ways, and we seek to ensure our training is as inclusive and accessible as possible through using a variety of different teaching methods to accommodate different learning styles.
2. We recognise that learners may require additional support and/or reasonable adjustments to access our training programme, and are committed to providing these to support learning and participation in our courses and programmes wherever possible. We will seek to ensure all physical and online learning environments are as accessible as possible to all of our learners.

Purpose and Scope

3. The purpose of this policy is to enable LimeCulture to embed a safe and inclusive learning environment across all our training provision and ensure that learners can access and fully participate in all of LimeCulture's courses and programmes.
4. This policy covers the identification and assessment of learners' needs, requests for reasonable adjustments, and the provision of support.
5. It recognises requirements under the Equality Act 2010 to ensure learners with a disability or other protected characteristic are not placed at a substantial disadvantage to other learners.

Definitions

6. For the purposes of this policy, the following definitions are used:
 - a. *Learner support needs:* Any requirements a learner may have to address barriers to learning, including but not limited to disability, learning

difficulties, neurodivergence, language barriers, menopause, and social and/or emotional challenges. (This list is not exhaustive.)

- b. *Reasonable adjustment:* Adaptations and/or accommodations made to enable an individual learner to access and fully participate in a training course or programme.
- c. *Access arrangement:* Any action that proactively helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation, without changing the demands of the assessment; enabling learners with specific needs (e.g. special educational needs, disabilities, temporary injury) to access the assessment and provide evidence of learning.
- d. *Special considerations:* Special considerations can be applied after an assessment if there is a reason the learner may have been disadvantaged during the assessment.

Identifying and Meeting Learner Support Needs

- 7. Trauma-informed approaches are embedded in the design and delivery of all LimeCulture courses and programmes.
- 8. LimeCulture encourages learners to talk with us about any individual support needs at the earliest possible opportunity to enable us to put any required adjustments or adaptations in place in good time.
- 9. Learners should indicate any individual support needs when booking a place online on a LimeCulture course or programme, or by contacting the LimeCulture Team at training@limeculture.co.uk.
- 10. Where a learner or potential learner has communicated a support need, they will be contacted by a member of the LimeCulture team via their preferred medium, ahead of participating in the course or programme. The purpose of this initial conversation will be for LimeCulture to better understand the learner's needs and understand, from the learner's perspective, how best these can be met within the context of the learning environment. We will always endeavour to have a conversation with the learner to find the best way forward.
- 11. A plan of action will then be agreed between the learner and LimeCulture to support their full participation in the course or programme. These may include making reasonable adjustments (see paragraphs 14 to 19), or agreeing certain access arrangements in relation to course/programme assessments (see paragraphs 22 to 28).

12. Where needs are identified following the commencement of a LimeCulture course or programme, LimeCulture trainers will endeavour to do their best within the resource available to meet those needs, whilst minimising any impacts on other learners.
13. LimeCulture Training Managers will be available throughout all deliveries to ensure learner safety and support, enabling us to actively manage and mitigate any negative impacts of the sensitive subjects learners are expected to engage with throughout our training. Trainers will 'check in' with individual learners throughout the duration of the course or programme to ensure they are comfortable with the content and to offer any emotional or practical support or signposting that may be needed.

Requesting Reasonable Adjustments

14. LimeCulture will endeavour to respond to all information about learner support needs and requests for reasonable adjustments in a sensitive and timely manner. We will seek to work with each learner to design and implement appropriate adaptations and accommodations to enable their full participation in the course or programme, insofar as is reasonable and practicable.
15. LimeCulture will rely on information provided by the learner when exploring the most appropriate adjustments to support their learning.
16. Reasonable adjustments may include, where possible (this list is non-exhaustive):
 - a. Resources provided in easy-read format or on coloured backgrounds
 - b. Use of subtitles in online delivery
 - c. Additional time to complete assessments
 - d. Use of an interpreter (e.g. British Sign Language, or foreign language)
 - e. Increased number of breaks
 - f. Check-ins with the trainer delivering the course.
17. LimeCulture will consider the following factors when determining reasonable adjustments and considering access arrangements:
 - a. The practicality and effectiveness of the adjustment
 - b. The cost implications of the adjustment
 - c. Any impacts of the adjustment on other learners accessing the course
 - d. The need to maintain the integrity of the assessment.

18. LimeCulture will confirm in writing with the learner the reasonable adjustments that will be put in place to enable ongoing monitoring and review.
19. In rare circumstances where LimeCulture may be unable to meet a specific learning need, for example if the cost to deliver the adjustments required would be disproportionate or unreasonable, LimeCulture will endeavour to work with the learner and with their organisation/local commissioner to find alternative solutions to enable their participation.

Review and Monitoring

20. Feedback will routinely be sought from all learners as to the effectiveness and impact of the adjustments put in place to enable LimeCulture to continuously improve its services.
21. Where a learner is participating in a multi-day or multi-module programme, the Training Manager will liaise with the learner throughout their participation to ensure that the adjustments that have been put in place are appropriate and effective.

Requesting Access Arrangements (NCFE-accredited Courses Only)

22. LimeCulture seeks to ensure that all our learners are able to equitably access our courses and programmes, and achieve appropriate recognition of their achievements. We therefore recognise that the format of our assessments may not be suitable for every learner.
23. Access arrangements relate to measures taken to enable learners with specific needs to access the course/programme assessment in a different way, without changing the demands of the assessment and thereby not impacting the integrity of the assessment. Reasonable adjustments apply more broadly and the process for requesting these is set out above (paragraphs 14-19).
24. Requests for access arrangements should be made in writing to LimeCulture no less than 30 days before the start of a course or programme; arrangements will be considered within 30 days where a late booking has been made. Any access arrangements must be requested and approved before the commencement of the course or programme to which the arrangements apply. They are not able to be applied retrospectively.
25. Examples of access arrangements that may be considered (list is not exhaustive) include:

- a. Additional time to complete the assessment
- b. Assessment papers in a different format
- c. One-to-one facilitation support from a Training Manager to undertake the assessment i.e. reading aloud the questions, acting as a scribe (please note: no assistance can be given in providing the answers to the assessment questions)
- d. Non-interactive electronic (PDF) question papers for use with computer reading/speech recognition software.

26. LimeCulture will rely on information provided by the learner when considering the case for access arrangements. This should include evidence of their individual support needs, including any medical conditions where these are relevant.
27. The decision-making criteria for access arrangements will be the same as for considerations of reasonable adjustments (see paragraph 17). Any access arrangements should reflect the way in which the learner usually works.
28. The existence of access arrangements will not be taken into consideration when Training Managers are assessing a learner's work and awarding marks.

Special Considerations Request

29. The Equality Act 2010 requires awarding organisations to make special considerations to ensure learners who have not been able to demonstrate their usual level of abilities at the time of an assessment, due to extenuating circumstances, illness or injury, as defined in the Act, are not placed at a substantial disadvantage in comparison to learners whose assessment performance has not been compromised.
30. Special Considerations Requests exist to ensure learners receive recognition of their achievement so long as the equity, validity, and reliability of the assessments can be assured; and can be applied after an assessment.
31. A learner may be eligible to submit a Special Considerations Request if their ability to demonstrate their usual level of attainment at the time of the assessment has been significantly impacted by an event or events outside their control, such as:
- a. Bereavement at the time of the assessment
 - b. Temporary illness, accident or injury at the time of the assessment
 - c. Domestic crisis that arises at the time of the assessment

- d. Serious disturbance arising during the assessment
 - e. An error or accidental event such as being supplied with the incorrect assessment paper, defective materials, or failure to conduct the assessment due to materials not arriving on time.
32. A learner cannot submit a Special Considerations Request solely on the grounds of disability or learning difficulty - these should be supported through requests for reasonable adjustments or access arrangements (see above).
33. Special Considerations Requests must be made in writing no less than two working days after the completion of the relevant assessment and prior to the results of the assessment being communicated to learners.
34. LimeCulture will aim to review all Special Considerations Requests within two working days of receipt. The learner will be informed if these timescales cannot be met. Decisions will be based on various factors including:
- a. The severity of the circumstances
 - b. The date of the assessment in relation to the circumstances
 - c. The nature of the assessment (i.e. written papers, coursework, practical test).
35. The granting of a Special Considerations Request should not give the learner an unfair advantage. The learner's result must reflect their achievement in the assessment and not necessarily the learner's potential ability.
36. Where granted, a Special Considerations Request may not impact the final mark of the learner. In the vast majority of cases, the outcome will be that LimeCulture will offer the learner the opportunity to resit the assessment at a later date (under exam conditions); or that the assessment period will be extended to give the learner more time to complete the assessment.
37. In exceptional circumstances, a Special Considerations Request may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances during the assessment and will reflect the difficulty faced by the learner but will always be a minor adjustment as to do more may jeopardise the standard, and therefore the integrity, of the qualification.
38. Regardless of Special Considerations, all learners must meet the minimum pass mark for each assessment for the certificate to be awarded.

Confidentiality

39. Information regarding an individual's learning support needs and access requirements will be handled with the utmost confidentiality. All information disclosed will be limited to those involved in designing and implementing the relevant adjustments, unless otherwise agreed with the learner.
40. LimeCulture will retain supporting evidence of learner need for 2 years in order to meet NCFE Quality Assurance requirements. All personal data will be handled in line with LimeCulture's Data Protection Policy and GDPR requirements.
41. Where a learner is undertaking an accredited course, LimeCulture is required to notify the NCFE, as our overarching accreditation body, of specific Access Arrangements and Reasonable Adjustments where these are outside LimeCulture's delegated responsibilities as a training centre.

Appeals and Complaints

42. If a learner is not content with the outcome of a request under this policy, they should escalate their concerns by following LimeCulture's Appeals Policy.
43. If a learner is not satisfied that their learning support needs have been met, they may submit a complaint in writing, following the process set out in LimeCulture's Complaints Policy, accessible on the LimeCulture website.