

REAch Teach: Reasonable Adjustments (SCITT
addendum to [REAch2 Equality and Diversity policy](#))

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Purpose

REAch Teach is committed to promoting equality, diversity, and inclusion, valuing the strengths that a diverse cohort of trainees brings to the training programme and recognising that some individuals may require reasonable adjustments to enable full participation and success. This addendum outlines the REAch Teach approach to identifying, agreeing, and implementing reasonable adjustments to support all trainees to thrive.

This addendum is to accompany the [REAch2 Equality and Diversity policy](#) which outlines the statutory duties that underpin the REAch Teach approach outlined below. This addendum applies to all applicants and trainees on the REAch Teach Initial Teacher Training programme.

Definition of 'reasonable adjustments' in the context of a teacher training programme

A reasonable adjustment is a change that enables a trainee with a disability, health condition, or other identified need to access their training on an equal basis.

In deciding what is 'reasonable', REAch Teach will consider:

- The trainee's individual needs and circumstances.
- Advice or recommendations from the Occupational Health provider.
- The effectiveness of the adjustment in removing or reducing any disadvantage.
- The practicality and resource implications of making the adjustment, particularly for school placement
- The impact on the trainee, other trainees, partner schools, and the integrity of the training programme (e.g. quality of the training accessed by the trainee).
- The relevant statutory frameworks (e.g. Education (Health Standards) (England) Regulations, 2003, The Equality Act 2010 and related guidance for employers) and other best practice guidance (e.g. the Office of Independent Adjudicators guidance notes and advice). See Appendix 1.

REAch Teach takes an anticipatory approach wherever possible but also responds flexibly to individual disclosure and evolving needs.

It should be noted that, in some cases, as a training provider, REAch Teach may be able to give a disabled trainee more adjustments than is possible in the workplace upon completion of their training. This might mean that REAch Teach can support the trainee to achieve the necessary professional and academic standards in their training year, but that they might not be able to practice with those adjustments because their support needs cannot be met in the workplace. This will be determined by the employer in line with their recruitment processes. If this is known to be a possibility, REAch Teach will explain to the trainee as early at the recruitment stage, or as soon it becomes apparent, so that they can make an informed choice about whether to begin (or to continue) their training.

Disclosure, assessment, and confidentiality

REAch Teach encourages trainees and applicants to disclose any additional needs as early as possible in the application process so that support can be put in place through the interview, onboarding and induction stages, and then into the training programme itself. Disclosure is voluntary and will be treated with sensitivity and confidentiality.

When a trainee discloses a need at the application stage:

- A member of the REAch Teach team will make reference to the disclosure and seek further information about any supportive measures that might be necessary through the onboarding process.
- Where necessary or desired, the team will arrange a confidential discussion.
- Trainees will be invited to share any strategies, resources, or approaches that have supported them previously.
- As part of the onboarding processes and the assessment of Health and Fitness to Practice, the trainee will complete a Medical Questionnaire from an Occupational Health provider and may be invited to a follow-up appointment to support decision-making and to identify bespoke adjustments.
- Trainees will be encouraged to apply for Disabled Students' Allowance (DSA) if eligible.

Before commencing on the programme, an Individual Care Plan (ICP) will be drawn up for all trainees with a 'fit with adjustments' recommendation from Occupational Health and for other trainees where the REAch Teach team feel that it would be supportive for the trainee's development. In partnership with the trainee, this will outline agreed reasonable

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adjustments, responsibilities, and review arrangements. Reasonable adjustments are 'changes or support put in place to ensure that a trainee with a disability, long-term health condition, or specific need is not substantially disadvantaged in comparison to their peers, enabling them to access and complete the training on an equal basis. 'Reasonable' is defined as adjustments that are practical, effective, and not compromising the essential requirements of the training or placing an undue burden on the training provider or school.

Where appropriate, liaison with the partner school and university will also take place to ensure placement and academic adjustments are aligned. Trainees will be encouraged to discuss their plan openly with school and university colleagues in order for the plan to be dynamic and responsive. Trainees will be supported with this conversation if required, and the REAch Teach team may have this conversation directly with school or university colleagues where helpful for the trainee or school.

Examples of reasonable adjustments to training

The REAch Teach team operate on the basis that good practice for all will usually meet and support many learners' additional needs. Therefore, standard programme practice includes some strategies that are designed to support individuals while sharing with the whole cohort. These are strategies such as:

- Accessible training resources, shared in advance of sessions.
- Frequent check-ins with the Lead Mentor or REAch Teach team.
- Flexible deadlines or assessment arrangements.
- Regular liaison with university staff to facilitate academic adjustments.
- Support with planning, organisation and prioritisation strategies.

Additional adjustments will be considered based on individual circumstances and could include, but are not limited to:

- Adjusted teaching timetables to manage specific health needs.
- Prioritised workload to focus on key competencies/elements of practice.
- Assistive technologies and equipment accessed through DSA funding.
- Access to additional mentoring or coaching.
- Provision of a quiet space for rest and recovery when needed.
- Accessible placement school buildings.

Fitness to practise

If concerns remain about a trainee's trajectory to achieving QTS or their ability to manage the demands of training safely – despite reasonable adjustments – the REAch Teach Fitness to Practise Policy will apply. This may include a Management Referral to Occupational Health where appropriate.

This process is intended to be supportive and will seek to explore adjustments before any other steps are considered.

Review and monitoring

All Individual Care Plans will be reviewed regularly and adjusted as necessary; at a minimum this will be reviewed at the start of each placement experience (before main and second school placement) and accompanying each Progress Review.

Trainees can request a review of their support at any point if their circumstances or needs change by contacting their Lead Mentor or their Regional ITT Lead.

REAch Teach will also monitor the impact of reasonable adjustments across cohorts annually to inform programme development and improve practice.

Support and contact

For further information, or to discuss reasonable adjustments in confidence, trainees and applicants can contact the REAch Teach team at reachteach@reach2.org

Other policies

This addendum is designed to accompany the [REAch 2 Equality and Diversity policy](#).

This addendum should also be read in conjunction with other relevant REAch Teach policies including Fitness to Practise, Trainee Progress and Assessment, Trainee Extension, Transfer, Deferral and Withdrawal, Trainee Attendance and Engagement policy.

These can be found on the REAch Teach website – <https://reachteach.org/policies/>

Appendix 1

Links below to a selection of relevant and related statutory frameworks underpinning and informing this addendum:

- The Education Act, 2002 – <https://www.legislation.gov.uk/ukpga/2002/32/contents>
- The Education (Health Standards) (England) Regulations 2003 – <https://www.legislation.gov.uk/uksi/2003/3139/contents/made>
- The Equality Act 2010 – <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- The Equality Act – supporting guidance for employers: https://assets.publishing.service.gov.uk/media/5a7b346d40f0b66a2fc05dc5/Equality_Act_2010_-_Duty_on_employers_to_make_reasonable_adjustments_for....pdf
- The Health and Safety at Work Act, 1974 – <https://www.legislation.gov.uk/ukpga/1974/37/contents>
- Initial Teacher Training Criteria and Supporting Advice (DFE) – <https://www.gov.uk/government/publications/initial-teacher-training-criteria>
- Office of Independent Adjudicators – Good Fitness to Practice Procedures
- <https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/fitness-to-practise/good-fitness-to-practise-procedures/>
- Teachers' Standard (England) – https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers__Standards_Dec_2021.pdf

Appendix 1: REAch Teach – Individual Care Plan (ICP)

Trainee name:

Programme:

Date ICP completed:

Course duration: 12 months

Date reviewed:

This Individual Care Plan is a dynamic and responsive document and can be updated at any time. Trainees are encouraged to discuss changes in their needs as soon as possible

Getting to know you	
Nature of disclosed need: (e.g. medical condition, disability, mental health, neurodivergence)	
How the need may affect participation in training and/or placement: (e.g. energy levels, access to materials, mobility, memory, communication)	
Strengths and strategies already known to support (e.g. from previous work or study):	

Reasonable adjustments *(Changes or support put in place to ensure that a trainee with a disability, long-term health condition, or specific need is not substantially disadvantaged in comparison to their peers, enabling them to access and complete the training on an equal basis. 'Reasonable' is defined as practical, effective, and does not compromise the essential requirements of the training or place an undue burden on the training provider or school.)*

Aspect of the training programme	Detail of adjustments	Key responsibilities (e.g. Lead Mentor, Mentor, school placement, SCITT team, university)
Adjustments in school placement: (e.g. adjusted timetable, workload prioritisation, more frequent mentor check-ins)		
Adjustments in academic study: (e.g. extended deadlines, accessible resources, DSA support)		
Health and safety adjustments: (if applicable – informed by Occupational Health advice if received)		

Review arrangements	
Date for first review (Lead Mentor): (usually within 6–8 weeks)	
How reviews will happen: (e.g. meeting, email check-in, during mentor meeting)	

Consent and confidentiality

Trainee consent is required to share necessary information with school and university colleagues involved in providing support. Information will be shared on a 'need-to-know' basis only.

Trainee consent given: Yes / No

Any limits trainee wishes to place on information sharing:

Trainee signature:

Date:

REAch Teach representative signature:

Date: