



## Reasonable Accommodation Policy

Teaching, Learning, Assessment and Learning  
Environment

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# Reasonable Accommodation Policy (Teaching, Learning, Assessment, and Learning Environment)

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## 1. Purpose

This policy outlines the process by which reasonable accommodation is requested, assessed, approved, and implemented for learners with disabilities at the College of Further Education and Training (College of FET). The policy aims to ensure equitable access to all aspects of learning, assessment, and support services, while upholding academic standards and compliance with relevant legislation.

## 2. Scope

This policy applies to all learners enrolled on a course within Limerick and Clare Education and Training Board's College of FET and must be read in conjunction with other College of FET policies and procedures where appropriate.

**This policy's scope applies to all the following:**

- Part-time Provision
- Full-time Provision
- Craft and Consortium-Led Apprenticeships
- Youth Provision:
  - Under 16s
  - 16- to 18-year-olds
  - Over 18s
- Tertiary Programmes
  - This policy applies to the College of FET Stage(s) of the programme
- Self-financing courses
- Second Providers of education and training such as CTCs and LTIs
- Programmes leading to awards by awarding bodies other than QQI such as City & Guilds, SEC, VTCT, ITEC, etc.
- Blended and fully online courses.

## 3. Definitions

- **Reasonable Accommodation:** Adjustments or modifications made to teaching, learning, assessment, or the learning environment to alleviate disadvantages faced by learners with disabilities without undermining academic integrity.
- **Learner:** Any individual registered on a College of FET course or programme.
- **Standard Accommodation:** Routine adjustments commonly provided to support learners, such as extra exam time or alternative formats for learning materials.
- **Non-Standard Accommodation:** Exceptional, individualised solutions requiring additional academic approval due to the nature or extent of the adjustment.

## 4. Guiding Principles

The College of FET is committed to:

- Inclusion and equality of opportunity
- Tailoring accommodations to individual learner needs
- Maintaining academic standards
- Respecting confidentiality and dignity
- Promoting collaboration between learners, staff, and disability services
- Encouraging early disclosure for timely support
- Continuously reviewing and improving accommodation practices.

## 5. Accommodation Categories

Reasonable accommodations at the College of FET fall into two categories:

- **Standard Reasonable Accommodations:**  
Routine adjustments designed to provide equitable access without changing academic standards. Common examples include:
  - Extended examination time
  - Use of assistive technology
  - Alternative formats of materials (e.g., large print, audio)
  - Note-taking support
  - Scheduled rest breaks during assessments.
- **Non-Standard Reasonable Accommodations:**  
Individualised accommodations that go beyond typical adjustments and may involve:
  - Alternative assessment methods
  - Significant modifications to course delivery
  - Flexible scheduling

These require approval from academic leadership such as Provision Co-ordinators.

## 6. Factors Influencing Reasonableness

In determining appropriateness of accommodations, considerations include:

- The effectiveness in mitigating disadvantage
- The impact on academic standards and professional requirements
- Health and safety implications for learner and others
- Effects on other learners or the learning environment
- Resource and financial feasibility as they relate to PLC access to the Fund for Learners with a Disability.

## 7. Requesting Accommodations

### 7.1 Disclosure and Registration:

Learners should disclose their need for accommodations as early as possible, preferably during application or induction periods, by registering with the Active Inclusion Support Service.

### 7.2 Documentation:

Supporting evidence such as medical or psychological reports or educational assessments must be submitted to validate accommodation requests.

### 7.3 Needs Assessment

A confidential needs assessment meeting will be conducted to identify appropriate accommodations, leading to the development of a Learner Educational Needs Summary (LENS).

### 7.4 Consent and Information Sharing

Learners provide consent for sharing the LENS report with relevant academic and administrative staff involved in their education.

### 7.5 Accommodation Implementation

Agreed accommodations are implemented by academic and support staff in coordination with Disability Support Services.

### 7.6 Assessment-Specific Applications

For exam accommodations, learners must register separately in accordance with:

- College of FET [Assessment Procedures and Forms](#)
- [Quality Assurance | College of FET](#)

### 7.7 Monitoring and Review

Accommodations will be monitored and reviewed regularly to ensure continued appropriateness.

## 8. Roles and Responsibilities

- **Learners:**
  - Proactively disclose support needs with evidence
  - Engage actively with support and academic staff
  - Notify changes in needs or circumstances.
- **Disability Support Service/ Active inclusion Support Service:**
  - Facilitate assessments, coordinate accommodations, and ensure confidentiality.
- **Academic Staff:**
  - Implement accommodations in teaching and assessments and undergo training.
- **Management:**
  - Allocate resources, oversee policy adherence, and lead quality assurance.

## 9. Confidentiality and Data Protection

All information related to accommodations is managed in compliance with GDPR and Data Protection legislation. Confidentiality is respected, with information shared only on a need-to-know basis and with learner consent.

## 10. Appeals Process

Learners dissatisfied with accommodation decisions may submit appeals through the formal College of FET Complaints Procedure or the Reasonable Accommodation in Assessment Appeals Process. Early resolution at the informal level is encouraged before escalation.

## 11. Monitoring and Review

The policy and procedures are subject to annual review, incorporating learner feedback, audit data, and legislative updates to ensure ongoing effectiveness and compliance.

## Appendix A: Examples of Reasonable Accommodations

Accommodation Type	Description	Examples
Learning Materials	Alternative formats and support	Large print, Braille, audio
Assistive Technology	Use of devices/software	Screen readers, speech-to-text
Personal Assistance	Support personnel	Note-takers, sign language interpreters
Assessment Adjustments	Modified conditions	Extra time, rest breaks, separate rooms
Flexible Arrangements	Scheduling and participation	Flexible deadlines, blended and fully learning

## Appendix B: Relevant Policies and Forms

- College of FET [Assessment Procedures and Forms](#)
- [Quality Assurance | College of FET](#)

## Appendix C: Contact Information

- **Disability Support Service**  
Email: [Sheila.obrien@lcetb.ie](mailto:Sheila.obrien@lcetb.ie)  
Website: [Disability Supports](#)
- **Learner Support Team**  
Email: [learnersupport@lcetb.ie](mailto:learnersupport@lcetb.ie)  
Website: [Learner Supports](#)
- **Quality Assurance Team**  
Email: [qa@lcetb.ie](mailto:qa@lcetb.ie)  
Website: [Quality Assurance | College of FET](#)