

Policy for Learners with a Disability

Definition of Disability

For the purposes of the Disability Discrimination Act, 1995, a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Disability in this context can include a wide range of issues and conditions. Typically this would be one, or a combination of, the following categories.

- Specific learning difficulty - e.g. dyslexia
- Visual impairment - partial sight or blind
- Hearing loss - partial hearing or profoundly deaf
- Mobility difficulties or wheelchair use
- Has restricted use of upper limbs (inc. RSI)
- Mental health problems
- Condition that is not visible, e.g. epilepsy, sickle cell anaemia, HIV
- Condition not listed above (e.g. back injury)

The above list should not be seen as exhaustive. If a learner feels that they have a condition that will affect their ability to study effectively, they should inform their instructor or Managing Director immediately.

Specific Learning Difficulties (SpLDs)

Dyslexia and Dyscalculia are common types of SpLDs. Dyslexia has a variety of effects or symptoms, and it typically means that a person finds significant difficulty in reading letters and words, spelling, distinguishing sounds, and organising complex thoughts, especially in writing - or a combination of all these. Dyscalculia is like dyslexia for numbers and is a condition that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple numbers concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

A learner may develop a disability, or begin to suspect that they have a disability, after a course has begun. In this instance we encourage the learner to disclose any disabilities, in confidence, at the earliest opportunity so that we can make provision for their needs.

Training Venues

When booking a venue for training delivery, the utmost consideration will be given to the access and egress for learners that have physical disabilities and require the use of a wheelchair or walking aids i.e. ramps, automatic doors.

Course Bookings

It is the learner's choice if they wish to inform the company that they have a disability or SpLD that may affect their learning. There is a section on the course booking form that will allow the learner the opportunity to notify the company of such a situation and therefore, allow us the time to ensure that the learner's needs are catered for.

Examinations and assessments

Special and flexible assessment arrangements are permitted following a discussion with the learner and the submission of appropriate evidence in the case of dyslexia or other specific learning difficulties. Arrangements may include provision of a separate room and additional facilities such as appropriate seating or another instructor. Learners that may require extra time allocated to examination periods i.e. an extra 25% in time for a learner with dyslexia, will only be granted after it has been discussed with and agreed by HABC prior to the exam taking place.

Original signed

M Adey

Managing Director