

Supporting students through individual reasonable adjustments: an overview for staff

Introduction

1. What are reasonable adjustments?

The Equality Act 2010 imposes a duty upon higher education institutions to make reasonable adjustments to support students with disabilities in Higher Education.

A reasonable adjustment is any action which is taken arising out of the legal obligation to overcome disadvantage experienced by a person as a result of having a disability. 'Disability' includes long term health conditions, mental health conditions and specific learning differences such as dyslexia. In relation to students, a reasonable adjustment may be defined as an accommodation or alteration to existing admission arrangements, academic programmes, learning and teaching, student services, examination arrangements and rules relating to qualifications where these contain inherent barriers for students with disabilities. The implementation of a reasonable adjustment aims to allow students to access higher education without disadvantage within a framework of academic standards. There is however no duty to adjust a 'competence standard' to make allowance for a disability.

2. Examples of reasonable adjustments

Examples of reasonable adjustments for students with evidence of a disability of Specific Learning Difference (SpLD) include, but are by no means limited to:

Physical adjustments: for example, putting in a ramp for a wheelchair user, using contrasting coloured flooring to help people with visual impairments to see changes in floor level, or allocating parking spaces for use by disabled staff or students.

Special study arrangements: for example modifying course materials and curriculum resources or allowing a disabled student to suspend their studies for a period of time.

Additional examination recommendations: for example allowing the use of a word processor, providing examination scripts on coloured paper, using a different method of assessment for a disabled person or allowing a disabled person extra time to complete their exam, where feasible.

3. Anticipatory reasonable adjustments

The University also has an anticipatory duty to act in advance and make adjustments so as to remove any disadvantage that might reasonably be foreseen as likely to affect students or service users with disabilities. For example the extra large screens in the Assistive Technology Suite are provided as it can be reasonably anticipated that each year a number of students with visual impairments will benefit from these.

4. Who is responsible for putting in place reasonable adjustments?

Recommendations for reasonable adjustments for students enrolled at the University are made by Student Disability & Inclusion which are communicated to staff on a need to know basis, including to Personal Academic Tutors, Module Coordinators, Health and Safety officers and Accommodation teams. This process is facilitated by Student Disability & Inclusion; however it is everyone's responsibility to put them in place and to make anticipatory reasonable adjustments through inclusive approaches to teaching and learning.

5. Process for reasonable adjustments

The process for implementing reasonable adjustments is set out overleaf.

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1. Student Support Appointment booked with Student Disability & Inclusion:

All students who disclose a disability are encouraged to make an appointment with the Student Disability & Inclusion team to explore reasonable adjustments and support available. Students must provide evidence of their disability or SpLD.

Student

Some students choose to attend a Transition Day so that their support is in place from the moment they enrol at the University. Transition days are offered by the Student Disability & Inclusion team throughout August and September.

The document 'Student Support Appointment information sheet' is provided to help students prepare for their appointment.



2. Reasonable Adjustments documented:

Following the meeting with the student, the Student Disability & Inclusion team will recommend reasonable adjustments and these are likely to include:

- Individual reasonable adjustments, e.g. adaptations in halls accommodation, timetabling arrangements or actions in the event of an emergency, including need for a Personal Emergency Evacuation Plan (PEEP)
- Additional Exam Recommendations (AERs)

Student Disability & Inclusion



3. Reasonable adjustments communicated to key stakeholders for implementation:

Reasonable Adjustments for a Specific Learning Difference (SpLD)

1. Additional Exam Recommendations uploaded to Banner (SD&I team)
2. Email sent to student confirming Additional Exam Recommendations, individual adjustments and support available; key stakeholders copied in and referred to SpLD Guidance Set

Reasonable adjustments for other disabilities

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| 1. Additional Exam Recommendations uploaded to Banner (SD&I team) | |
| 2. Reasonable adjustments and Additional Exam Requirements documented in an individual Student Support Recommendation document and saved to designated folder on the J:drive. | |
| 3. Student Support Recommendations emailed to key stakeholders and shared as appropriate | 4. Student emailed Student Support Recommendations |

Student Disability & Inclusion

Stakeholders as set out in the email

Notes:

Information sharing: we ask that reasonable adjustments are shared with stakeholders as per the recommendations in the covering email; kindly avoid putting the onus on the student to disclose to each and every Module Lead, Lecturer and Technician as this can lead to increased anxiety and stigmatisation. Worried about GDPR? The University's [privacy notice](#) covers the sharing of sensitive personal data to enable reasonable adjustments to be implemented, with the Equality Action 2010 as the legal basis.

Interim Additional Exam Recommendations: a review date will be added to Banner where interim arrangements have been agreed.

Postgraduate students: students moving to a postgraduate programme are encouraged to book a Student Support Appointment to review their reasonable adjustments for their postgraduate course.