



## Reasonable Adjustments Policy and Procedure

### 1. Introduction

**1.1** All higher education institutions have a legal duty to anticipate learning needs of students and provide reasonable adjustments that will remove barriers to learning success. Reasonable adjustments are usually provided for people who are considered to have a disability. A person is disabled if they have a physical, mental, or specific learning need that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Within this policy, the term 'specific need' encompasses the above definition.

**1.2** The duty to provide fair and equitable assessment opportunities must be balanced with the need to protect academic standards by ensuring that there are no unfair advantages inadvertently caused by the application of reasonable adjustments. It is therefore important that reasonable adjustments are appropriate to the activity, relevant to the individual student and their needs, provide differentiated challenge to allow for attainment above the pass threshold and still allow students to demonstrate that they have met the learning outcomes. For this reason, we take a person-centred approach to assessing what reasonable adjustments will be most appropriate.

**1.3** Reasonable adjustments will work within the legal guidance provided by the Equality Act 2010 and can be applied to any or all of the following:

- a)** Provisions or practices (for example, procedures, policies, course materials and teaching and assessment methods);
- b)** Physical features (for example, access to resources, fixtures and fittings);
- c)** Providing auxiliary aids or services (for example, equipment or human support).

**1.4** Support for all students is available from Student Services team in line with the [Coursework Review Policy](#). The Reasonable Adjustments policy and procedure outline the further support available for those with a specific need.

**1.5** The role of Competence Standards must also be considered. Competence Standards are defined under the Equality Act 2010 as 'An academic, medical or other standard applied for the purposes of determining whether or not a person has a particular level of competence or ability' (Sch 13, para 4(3)). At Norland, the Competence Standards required of a Norland Nanny are described in the Code of Professional Responsibilities. Any Reasonable Adjustment made during a student's studies at Norland cannot alter the requirement that students must fully meet the Competence Standards in order to become Norland Nannies.

### 2. Procedures for Reasonable Adjustments

**2.1** The following procedures will cover additional arrangements for students of Norland who have specific needs and that are within the agreed policy above.



- 2.2** Applications for reasonable adjustments should be made by email to the Student Services Team.
- 2.3** Students can either apply themselves or any member of the academic team may make a referral on behalf of the student.
- 2.4** Where a student has declared a specific need in their application to Norland, they will automatically be invited to a 1-1 meeting with a member of Student Services at which the need for reasonable adjustments will be discussed.
- 2.5** Students are encouraged to make their application for reasonable adjustments as soon as possible, during or just after welcome week. All possible reasonable adjustments will be discussed with a member of the Student Services team.
- 2.6** An assessment document will be completed and signed by both parties. All student data is stored in line with Norland's data protection policy and Norland's data retention schedule. For further information on how student data is held and used, please refer to the [student privacy notice](#).
- 2.7** The Student Services team will endeavour to complete the process as quickly as is possible, but please note that it may be necessary for them to liaise with colleagues before a final decision is made. Confidentiality will be adhered to as far as is practicable. [Information about a student's specific need will only be shared with those who need to know in order to support the student.](#)
- 2.8** If there is a concern that a student has a specific need, Norland will be proactive in attempting to meet that need. Students will need to co-operate with the Student Services team in order for us to identify the most appropriate adjustments.
- 2.9** Specific needs may be identified by the student themselves, a lecturer or other member of the academic team, placement staff/family or by a family member. Where the suspected need is identified by someone other than the student themselves, the Student Services team will need to disclose to the student the concerns raised in order to discuss them with the student and find appropriate solutions.
- 2.10** Where a potential need is suspected but there is not time to fully assess that need before an assessment is due, temporary reasonable adjustments may be put in place for up to 3 weeks, to allow time for a full assessment to be conducted.
- 2.11** Once reasonable adjustments have been approved, they will be in place for the remainder of the student's programme of studies. It is possible that there will be further amendments applied to meet the student's specific needs, where changes occur.
- 2.12** The type of adjustment recommended will vary for each student, depending on individual circumstances, and will be at the discretion of the Student Services team in consultation with the Quality and Standards team and Head/Deputy Head of Learning, Teaching and Research. Possible reasonable adjustments are included in Appendix A. Please note that this list is non-exhaustive and adjustments will be made in response to individual needs.

- 2.13** Once reasonable adjustments have been agreed, the Student Services team will inform relevant staff and the student is expected to be proactive in seeking the support agreed.
- 2.14** When a student's specific learning need means that they would benefit from extra-time, this would normally be 25% additional time added to the duration of an exam or other timed assessment. In the case of producing an essay, dissertation or other written assessment this would normally extend the submission deadline by an extra 7 days.
- 2.15** Reasonable adjustments are put in place following a Reasonable Adjustments Assessment Meeting with one of the Student Services team. The student will be asked to sign a form detailing what reasonable adjustments are agreed, and this will be uploaded to their 'Student Gateway' account which they can access at any time via the Student Dashboard.
- 2.16** The Student Services team will share the approved reasonable adjustments with the academic team and/or any other relevant party to ensure that the student is appropriately supported.
- 2.17** The Student Services team will continue to monitor and update any reasonable adjustments put in place with the student and other relevant parties.
- 2.18** Whether or not to apply reasonable adjustments and the type of reasonable adjustments approved are matters of professional judgment. Should a student not be satisfied with the outcome of the assessment for reasonable adjustments, they can appeal the decision. An appeal may only be made on the following grounds:
- 2.18.1** If the student believes that a procedural error has occurred
  - 2.18.2** If new information comes to light that was not available at the time of the assessment for reasonable adjustments.
- 2.19** If a student wishes to appeal against a reasonable adjustments assessment decision, they may do so by following [the Academic Appeals policy](#).



## Appendix A

Non-exhaustive list of reasonable adjustments that can be applied, where feasible:

### General Adjustments

- Extra time for written assignments, usually 7 additional days
- Extra time for presentations & viva (e.g. EAL and students with slow processing skills), usually 25% extra time
- Extra time for sewing and F&N where necessary (e.g. for students with dyspraxia), usually 7 additional days or 25% extra time
- Option to type or handwrite placement documents
- Additional prescribed time with academic staff, either 1:1 or in small groups
- Time with lecturer after lecture to clarify lesson aims and any instructions
- Regular scheduling/time management meetings (inc. use of daily/weekly/monthly scheduling tools and deadline map)
- Access to relevant college documents in a preferred format. For example, equal opportunities policy, students' handbooks, evacuation and safety procedures
- Additional time to complete coursework and possibly the entire course
- Study skills support
- Support using the library, e.g. extended book loans, or help with locating and retrieving books and articles
- Clear explanation of specific tasks and any changes of routine.

### Autistic Spectrum Disorder

- Quick access to personal tutor for any concern
- Specialist tuition support, e.g. language skills or structuring work
- Extra time after group sessions to check understanding
- Alternative ways of completing teamwork
- Support worker to act as a mediator for teamwork (either a Student Support Officer or the personal tutor)
- To have the same information conveyed in more than one way, e.g. verbally and in writing
- Preparation for changes of routine, e.g. around deadlines
- Use of peers, volunteers or a buddy system.
- Use of a quiet area if there are sensory issues.
- Allowing students to present to academic staff or make a video presentation instead of written assignments.
- Access to mentoring and study skills support
- Extension on library loans

### Medical conditions

- Alternative arrangements for placement and deadlines if fatigue, stress and effects of medication are an issue, where feasible
- Timetable planning to avoid fatigue and difficult environments, where feasible
- Place of privacy to take medication and assistance if required
- Ongoing dialogue with personal tutor if you have a hidden and/or fluctuating condition
- Contact from tutor during any periods of time away from studies
- Flexibility in attendance and punctuality if treatments or therapies are tightly scheduled
- Supplying notes or arrangements for catch up sessions if you miss lectures
- Awareness among staff of your condition
- Maintenance of confidentiality regarding your condition



### Mental Health Conditions

- Timetable planning and help with your work programme to deal with stress
- Extra support and help with planning before or during assessment periods
- Access to mentoring and study skills support
- Extension on library loans
- Support from welfare and counselling staff
- Named contact to go to for support when necessary, usually the personal tutor
- Contact from tutor during any periods of time away from studies
- Academic staff to be clear about what they expect from you
- Flexibility in attendance and punctuality if treatments or therapies are tightly scheduled or during times when difficulties are worse than usual
- Maintenance of confidentiality about your mental health condition within the boundaries of safeguarding and wellbeing policies
- Sufficient information and awareness among staff who do know about your difficulties, to prevent potential misconceptions
- Regular review of needs with Student Support team

### Specific Learning Difficulties (e.g. dyslexia)

- Specialist tuition support, e.g. language skills or structuring work
- Support with identifying the most relevant books and chapters to read
- Handouts and booklists in advance of classes
- Handouts in preferred format, e.g. on different coloured paper
- Extra time to read, understand and prepare answers
- Use of literal language and keeping oral instructions simple and concise
- Extra time after tutorials and lectures to check understanding
- Use of coloured filters or overlays
- Use of coloured pens (other than blue or black)

### Additional Support for all students

- 6 free counselling sessions per academic year
- Access to Student Support meetings every weekday from 8.30pm-4.30pm
- Free account with Headspace
- 24/7 support from the [Student Assistance Programme](#)
- Personal tutor
- Support from Norland Chaplaincy team
- Weekly academic drop-in sessions
- Annual Wellbeing Festival



[NB: The table below should be completed by the document owner and attached to every College Policy Document.]

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