



Fairfield School of Business

Reasonable Adjustments Policy and Guidance

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Scope: This policy applies to all students across all taught provision at Fairfield School of Business (FSB)

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Introduction

Fairfield School of Business (FSB) recognises its statutory duty under the Equality Act (2010) to ensure students with protected characteristics are not unduly discriminated against. This commitment is enshrined within the School's *Equality, Diversity and Inclusion Policy*.

This policy and the appended guidance set out how the School will consider requests for reasonable adjustments to be made to its learning opportunities, and how these will be agreed (where necessary) with the awarding body.

Scope of Policy

The purpose of the Fairfield School of Business (FSB) Reasonable Adjustment Policy is to provide a coherent framework for responding to students with a specific learning need, disability and/or other health need (such as a debilitating injury or mental health issue), to remove any mitigating effects to:

- i. the accessibility of FSB's facilities and learning resources
- ii. a student's ability to engage with guided and self-directed learning
- iii. a student's ability to undertake assessments*

*FSB delivers learning opportunities in partnership with external awarding bodies, who set regulations for the assessment of learning outcomes for their awards; adjustments to assessment conditions made to accommodate a disability or specific learning will be agreed with the awarding body and reviewed by External Examiners to ensure the integrity and reliability of the assessment is preserved. Just as the School must ensure learners are duly disadvantaged by a disability or specific learning need, so too must it ensure that no unfair advantage is given where assessment conditions have been adapted.

This policy has been developed in line with the QAA UK Quality Code - Core Practices and demonstrates FSB's commitment to the supporting students to achieve successful academic and professional outcomes.

Specific guidance for staff and students can be found in the appendices to this document.

This policy is for conditions which will affect a student over the duration of their programme or a significant portion of it. The School has separate processes for dealing with Mitigating Circumstances, which are regarded as on-off exceptional occurrences preventing a student from fulfilling an assessment requirement (an acute worsening of a condition for which a student has an approved reasonable adjustment, may considered under the reasonable adjustments policy).

Definitions of Disability

The Equality Act 2010 (section 6) advises a person is considered disabled if:

- they have a physical or mental impairment
- that impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

An impairment is considered to have a long-term effect if:

- it has lasted for at least 12 months
- it is likely to last for at least 12 months, or
- it is likely to last for the rest of the life of the person.

HESA (Higher Education Statistics Agency) requires HE (Higher Education) providers to encourage students to declare a disability and provide for reasonable adjustment in the following areas:

- A specific learning difficulty such as dyslexia, dyspraxia, or AD(H)D,
- A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder
- A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
- A mental health condition, such as depression, schizophrenia, or anxiety disorder
- A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches
- Deaf or a serious hearing impairment
- Blind or a serious visual impairment uncorrected by glasses
- A disability, impairment or medical condition that is not listed (for example severe facial scarring or a skin disease)

Student Support

FSB provides effective and accessible support mechanisms that are fundamental to address and meet the needs of students who declare a disability. Access to support is dependent upon clear, accurate and accessible information on courses, academic procedures, support services and links with external agencies.

Effective systems and processes relating to supporting students with a declared disability so that individual reasonable adjustments can be made to enable students to participate, succeed and derive satisfaction through HE experiences.

Whilst the FSB is committed to providing a supportive environment, it is important to recognise that it is an educational community and there will be limits to the extent of the support that can be provided and it is not the responsibility of FSB to replicate services that already exist in the community, but to signpost and support students in accessing these services.

Procedures for the maintenance of good order and for safeguarding academic standards will apply to all students irrespective of their disability, condition, or specific needs.

Students who are 18 years or older are independent adults and are responsible for their own health and wellbeing and, as responsible adults, are expected to engage with others in the FSB context in ways that are mindful of the needs of themselves or others.

At times FSB may need to intervene to maintain a fair and reasonable balance between the needs of individuals and those of the wider student and staff community.

Roles, Rights, and Responsibilities

Students:

All students should help create a community that does not stigmatise individuals who are disabled, have a health or mental health needs. Students are encouraged to disclose a disability or mental health need at any point in their journey through FSB (from recruitment to award) and can discuss this with an appropriate member of staff in confidence. This might be their Personal Academic Tutor (PAT), Students Support Disability Champion, or the Mental Health and Wellbeing Officer, course leader, course coordinator or another person acting in a pastoral role.

Students wishing to find out about confidentiality and how FSB processes the personal and sensitive information arising from the disclosure should read the FSB Data Protection Policy.

FSB encourages students to take an active part in, and take responsibility for, communicating their needs and seeking support from FSB.

Students are encouraged to inform relevant staff of their difficulties and, if needed, seek help and advice from Student Support Services so that where necessary appropriate arrangements can be put in place.

If a student chooses not to disclose a disability or mental health need that affects their study, FSB will not be able to provide appropriate individual support arrangements.

Students who are supporting friends and peers with health difficulties need to understand when, where and how to refer on and should recognise their own personal limits.

Advice and support for fellow students is also provided and can be sought, in confidence, from Student Support Services.

Staff:

All staff are expected to:

- Help create a community that does not stigmatise those with a disability or mental health difficulties and where students and staff are treated with dignity.
- Exercise a duty of care in their dealings with students. If a person shows signs of a disability, health or mental health need, staff should offer or seek appropriate assistance.
- Recognise the boundaries of their roles, knowing when, where and how to refer on; staff should always seek advice if in doubt about this from the Senior Student Support Officer.
- Be familiar with and understand FSB support arrangements, policies, and procedures for students with a disability, health, or mental health need of which can be found on the student management system (SMS)
- Uphold confidentiality and exercise responsibility regarding disclosure; protect sensitive personal information in accordance with FSB policies and procedures and legal requirements; understand what to do in the (rare) circumstances where it may be necessary to breach expectations of confidentiality to enable wider disclosure, consulting the Designated Safeguarding Officer where appropriate.

Students with a Declared Disability

FSB has procedures and practices, both formal and informal that are used in relation to students with disability and health difficulties. The Fitness to Study Policy provides detailed information on the way in which FSB procedures and practices impact on students with health difficulties and the way in which these can be adjusted to meet students' needs. (See appendix)

Academic and support provision, as well as the associated systems, reflect FSB's commitment to recognising that students with a disability or health difficulties are an integral part of the academic community, specifically in relation to

- Admission and selection
- Confidentiality and disclosure
- Registration and induction
- Support services and assessment of needs
- Academic support
- Learning, teaching and assessment

Appendix C– ‘Further Sources of Information’, provides information about internal and external agencies and sources of support.

FSB recognises that a crisis with any student can be alarming or dangerous, it is important for staff to respond in a way that is fair and non-discriminatory.

Complaints from students with a declared disability or health need will be dealt with in accordance with FSB’s Student Complaints Procedure.

FSB’s Dignity Policy specifically includes procedures for investigating instances of harassment, including those relating to a person's disability, and for supporting individuals who have been subject to harassment.

The FSB Code of Conduct for Students sets out the expectations of students in relation to behaviour and conduct. Breaches of this code may result in disciplinary action being taken by FSB under Disciplinary Regulations to make it clear to the individual concerned that her/his behaviour is unacceptable and to ensure that other students and staff are protected. It is acknowledged that breaches of conduct thought likely to be a consequence of physical and/or mental health difficulties can be difficult to deal with. T

FSB is committed to taking a non-discriminatory approach, whilst balancing the need to operate a fair and consistent code of conduct for all students, observe its duty of care and ensure the health and safety of all. Certain disruptive behaviours may be more appropriately addressed in the first instance through the procedures for safeguarding.

FSB recognises that some students with physical or mental health difficulties may need to interrupt their studies for a reason relating to their difficulty.

If a student is considering interrupting his/her studies for a reason relating to any health difficulty, the Student Support can offer advice and support in relation to the interruption and return to study.

In some circumstances a student with a physical or mental health difficulty may be advised to interrupt their studies until they are well enough to return to their course.

While the FSB will make every effort to welcome such students back, a return to study may be conditional on the student being able to meet certain requirements.

Guidance on Reasonable Adjustments for Students

Introduction

The purpose of this guide is to offer advice, guidance, and support to staff and in determining and agreeing reasonable adjustments for students who declare a disability. It is intended as a practical tool to identify the range of issues disabled students face and the kind of support FSB can offer.

Overview

In the UK there are approximately 10 million disabled adult around 1 in 6 of the population 6.8 million disabled people are of working age with 3.3 million in work.

Disabled people are five times as likely as non-disabled people to be out of work and claiming benefits every year in the UK 30,000 people experience major injuries while at work, many of which may result in a permanent disability or ill-health condition

There is a strong ethical and business case for ensuring that reasonable adjustments are effectively in place for disabled people. From a student perspective, the Office for Students (OFS) has a clear objective of widening access and participation in HE and specifically increasing the number of disabled students.

There is also a legal basis for facilitating disabled people's access to employment and study. The Equality Act 2010 gives rights to disabled people protecting them from discrimination, unfair treatment, and harassment throughout their studies. The Equality Act also sets out the General Equality Duty, which applies to all public sector organisations.

The Legislation

The Public Sector Equality Duty, with which all public sector organisations must comply, in the Equality Act 2010 explains that having due regard for advancing equality involves:

- removing or minimising disadvantages suffered by people due to their protected characteristics,
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people,
- encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Act further states that meeting diverse needs involves taking steps to account for people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from diverse groups and states that compliance with the duty may involve treating some people more differently than others. The Equality Act 2010 also provides protection against discrimination, harassment and victimisation on the grounds of disability.

The Equality Act 2010 continues the existing duty upon HE providers to make reasonable adjustments for students, provisions, criteria, or practices – physical features – auxiliary aids. These adjustments apply where a disabled person is placed at a substantial disadvantage in comparison to non-disabled people.

The Equality Act 2010 continues to ensure that disabled people have equal opportunities to benefit from and contribute to the learning services available in higher education institutions (amongst others). This covers applicants and potential students and it:

- protects disabled students on all types of courses of study,
- applies to a very broad range of activities,
- requires HE to change their practice by anticipating the changes they need to make and being proactive in making them.

There are two main requirements that affect HE institutions:

- We must not treat a disabled person less favourably than a non- disabled person for reasons related to their disability,
- We are required by law to make reasonable adjustments to ensure that a disabled student is not placed at a substantial disadvantage when compared with their peers.

It is a requirement on every HE to make reasonable adjustments for existing students with disabilities. We must also make provision for future students, in terms of anticipating potential adjustments. The duty to make reasonable adjustments arises where:

- a provision, criterion, or practice, other than a competence standard, or
- any physical feature of premises places the student at a substantial disadvantage compared with people who are not disabled.

Provision, criterion, or practice

The duty to make adjustments will apply to:

- the arrangements an education provider makes for determining admissions to the institution,
- the student services provided for or offered to students,
- the arrangements for the conferment of qualifications by the institution.

Physical features

The duty to make adjustments will apply to any physical feature of premises that places a disabled person at a substantial disadvantage when the disabled person:

- seeks admission;
- is a student;
- applies for a qualification;
- holds a qualification.

Activities covered by the Act include:

- all aspects of teaching and learning, including lectures, lab work, field work, work placements, seminars, tutorials, meetings;
- research activities;
- e-learning, distance learning;
- examinations and assessment
- learning resources such as libraries and computer facilities;
- welfare, counselling and other support services;
- catering, residential and leisure facilities;
- access to the built environment and its facilities.

Admissions

In relation to admissions, it is unlawful for an education provider to discriminate against a disabled person:

- in the arrangements made for determining admissions to the institution;
- in the terms on which it offers to admit a disabled learner to the institution, or by refusing or deliberately omitting to accept an application for their admission to the institution.

Student Services

In relation to 'provision for students,' it is unlawful for an education provider to discriminate against a disabled student:

- in the student services it provides, or offers to provide,
- by excluding them from the institution either permanently or temporarily because of their disability.

Awarding Qualifications

In relation to qualifications awarded by the education provider, it is unlawful to discriminate against a disabled person:

- in the arrangements which it makes for the purpose of awarding qualifications;
- in the terms on which it is prepared to award a qualification;
- by refusing or deliberately omitting to grant any application for a qualification; or by withdrawing a qualification from a disabled person or varying the terms on which they hold it.

The Act also makes it unlawful for an education provider to discriminate against a disabled person after the relationship between the education provider and the disabled person has ended.

The legislation covers people who have been, but are no longer, disabled, and provides protection to nondisabled people from harassment by association (for example, the carer of a disabled person).

Where a condition is relieved by medication this does not mean that the person is no longer classed as disabled. The disability should be considered as if there were no medication. People with variable conditions, such as multiple sclerosis or sickle cell anaemia, are included under the definition of disability, and their needs may change over time.

Where there is any doubt about the nature or extent of a condition, or whether it would meet the definition of disability under the, Equality Act 2010, a HE provider is entitled to seek further evidence of the condition.

An institution's governing body is the 'responsible body' and legally liable for the actions of the institution, and for the actions of individual employees and agents – this includes visiting lecturers. Individual members of staff may also be held responsible for aiding an unlawful act if they knowingly discriminate against a disabled student or applicant. All staff are expected to assist their institutions in complying with the law. In the case of teaching staff, this means being required 'to make reasonable adjustments to their teaching practice and teaching materials to ensure disabled students can participate in the learning environment.'

Reasonable adjustment

A reasonable adjustment is any action which is taken arising out of the legal obligation to overcome disadvantage experienced by a person because of a disability. Disadvantages may be caused by 'physical features' or by 'arrangements' and HE providers are required to take such steps, as it is reasonable for them to have to take in all the circumstances to remove that disadvantage.

A reasonable adjustment may be defined as an accommodation or alteration to existing admission arrangements, academic courses, 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.

Examples of reasonable adjustments might include:

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.

Access to information: for example, by ensuring the availability and use of appropriate ways to give and receive information such as being able to provide job descriptions in alternative media, accepting job applications in typescript rather than handwriting, or by modifying instructions or reference manuals.

Special study arrangements: for example, permitting flexible studying (where this is appropriate), modifying course materials and curriculum resources or allowing a disabled learner to suspend their studies for a period.

Special examination arrangements: for example, allowing readers or the use of a computer, providing examination scripts in alternative fonts or using a different method of assessment for a disabled person or allowing a disabled person extra time to complete assessments. Determining reasonable adjustments

There are several steps which need to be considered when determining an adjustment, whether for service provision or for a student.

These include:

- is it known, or could it reasonably be expected to be known, that the individual has or might have a disability?
- what reasonable adjustments, if any, does the individual say they require?
- could a referral to Health Services, Enabling Services or Dyslexia Services provide additional information or advice?
- is additional advice required from any other specialist department, such as IT or outside agency?
- is the cost of the reasonable adjustment known, is it thought reasonable and is there outside funding available?
- has an application been made for the [Disabled Students' Allowance \(DSAS\)](#)?

- what other adjustments might be possible or necessary which do not cost money?
- based on all the information, is the adjustment considered to be reasonable?
- if the adjustments are considered reasonable, what steps need to be taken to put them into place and who needs to be involved? If they are not considered reasonable, what steps might be taken instead?
- what monitoring mechanisms need to be put into place to ensure the reasonable adjustments are working effectively and who might need to be involved in assessing the effectiveness?

The Duty to make Reasonable Adjustments

This duty arises when the HE provider must consider the need for an adjustment and take appropriate action when it becomes aware that a disabled person applies admission to a course of study – or where student becomes disabled.

In some cases, a disabled person will request a particular adjustment, but this is not necessary for the HE Providers duty to consider reasonable adjustments to apply. The HE Provider also has an anticipatory duty to act in advance and make adjustments to remove any disadvantage that might reasonably be foreseen as likely to affect students or service users with disabilities.

Assessing 'reasonable'

There is no checklist against which judgments can be made to determine what is reasonable. The consideration of whether an adjustment is 'reasonable' is judged against:

- The effectiveness of the adjustment in preventing the disadvantage.
- The extent to which it is practicable for the HE Provider to make the adjustment.
- The cost and availability of resources including external assistance and finance.
- The extent to which making the adjustment would disrupt the HE Providers activities.

Consultation between the responsible person and the individual at all stages is vital for a successful outcome. Records should be kept on the Student Management System (SMS) of all such discussions as it may also help avoid any claim of discrimination if reasonable adjustments cannot be made.

When assessing the implications of making 'reasonable adjustments' the ultimate guideline should be whether the proposal, will the proposal enable a disabled student or potential student to achieve the required academic standards?

In other words, for an adjustment to be reasonable, it should be effective. However, it is important to remember that an adjustment, which is effective, may not be considered reasonable (for example around issues of cost). In relation to students, the availability of external finance such as Disabled Students' Allowances (DSAS) is a factor that may be considered, but will not be definitive.

Student Issues

Prior to Starting

This section covers issues to consider prior to students beginning their studies with FSB and any adjustments that may need to be made to the student application process.

The application process

To increase the number of disabled students studying at FSB, it is important to encourage applications from disabled people. This can be done through links with local voluntary disability groups, Schools and colleges and the Disability Employment Advisors (Job Centre Plus), who may be working with disabled people considering return to study. It is important to consider adjusting the application process, which may encourage more disabled people to apply, for example by ensuring that information on courses is available in a variety of formats.

Providing a range of communication media is also likely to be helpful, ensuring disabled people can contact the School or Enabling Services to discuss any adjustments they may require by telephone, email and minicom.

Encouraging disabled people to visit the campus to meet with members of staff at the School and to discuss their access requirements may also reassure disabled students that their needs will be met.

Adjustments may be required to the application process itself. For example, where tests, interviews or other forms of assessment are used as part of the application process, it would be appropriate to discuss any adjustments the individual may require and to put these into place, if they are considered reasonable.

It would not be usual to take a student's disability into account when making the decision on whether to offer a student a place at the School as this may be regarded as a breach of the Equality Act.

However, there are a few situations when a student's disability may be considered.

Teaching and learning

This section covers the principal areas around teaching and learning and offers some guidance on the kind of issues to consider when seeking to make reasonable adjustments for students. The following sections are intended to provide some general guidance on reasonable adjustments teaching staff might consider in relation to disabled and dyslexic students. It is not intended as a comprehensive checklist, but as a series of guidelines as to what might be appropriate and it is not suggested that all ideas should be adopted. It should be noted that, in many cases, these recommendations reflect good teaching practice for all students.

Every individual is different and their needs will be specific to them. Assumptions should not be made that a student has a specific condition and will therefore have a pre-identified set of needs. It is key to this process is that the individual should be involved in discussions about their adjustment. It is also important to remember that FSB has an anticipatory duty to prevent disabled students from being disadvantaged.

Therefore, teaching staff should be giving consideration to many of these issues as a matter of course (such as the size of the font used on hand-outs) before any individual student makes a request for a reasonable adjustment. General points should be seen as good practice. Lectures There are several practical considerations which need to be considered when planning or delivering lectures.

General support

Multi-sensory presentations appeal to all learning styles, particularly to those students who are visually impaired. A variety of presentation information is most useful. When preparing materials, a consideration of the visibility of multi-media presentations such as the amount of information presented, the size of font and colour contrasts used is helpful.

Students may benefit from making a personal recording of the lecture. If a student wants to record a lecture, they should ask the lecturer in advance. Many students are reluctant to ask for this and it might be possible for one recording of the lectures to be made which can be shared. If students have a note taker attending the lecturer with them, it is important to ensure the note taker has everything he or she needs. It may be useful to provide notes in advance to this person to ensure the context is understood. It would also be useful at the end of the lecture to check if clarification is needed on any of the points. Notifications of changes to the time and location of a class should be communicated in a variety of ways, including electronic.

Students with mobility issues

Ensure the venue for a lecture is accessible for wheelchair users and those with limited mobility. Remember that modern electric wheelchairs are often larger and will therefore require wider access. There should also be an area in the lecture theatre or seminar room

for the wheelchair to be located. It might also be useful to have several seats reserved for students with limited mobility to ensure they can get a seat.

Deaf or hearing-impaired students

Try to face any students who are lip reading; if turning to write on a white board, stop speaking so that those lip reading do not miss what is said. Use clear, but not exaggerated speech, making sure that the mouth is not covered. Ensure that the room is well lit and avoid standing in front of a window or light, which would make it more difficult to lip-read.

If passing on complex or numerical information, it may be appropriate to provide the information in written form for deaf or hearing-impaired students. Writing unfamiliar vocabulary on a board can help lip readers, as well as students who struggle with spelling.

Some deaf students may attend lectures with a British Sign Language (BSL) interpreter. It is important to ensure that the BSL interpreter and the deaf student are seated appropriately so that the BSL interpreter can hear the lecturer and the deaf student can see the interpreter. The pace of the lecture may need to be slowed down to ensure the BSL interpreter can translate effectively for the deaf student. It is normal for two BSL interpreters to work together.

Students with visual impairments

Providing an explanation of any visual material will be necessary for visually impaired students; providing the information to the student in advance in an accessible format may be beneficial. Blind students who attend lectures with a guide dog will need to be accommodated in the lecture theatre.

When writing on a whiteboard it is helpful to check that everyone can distinguish between red and green.

Students with specific learning difficulties

Students are likely to benefit from reading lists including reference or shelf numbers if possible. Glossaries, where appropriate, may also be useful.

Students with mental health conditions

Students may benefit from a supporter being in the lecture with them to provide emotional support, and this person needs to be accommodated.

General support

Handouts should be made available electronically in advance if possible. This will allow students to print out the handouts in any format they find helpful. The Virtual Learning Environment (VLE) or Blackboard can be used for this purpose. As an alternative, lecturers could email handouts to disabled students in advance of the lecture.

Students with visual impairments

Large print copies for visually impaired students should be at least 16-18 point and in a sans serif font although this should be checked with the student as needs and solutions vary. – Presentations provided electronically should be converted into accessible formats; this usually means Word or PowerPoint. Students can experience difficulties in altering formats of a document. Further information can be found on the Lex Dis website.

Dyslexic students

The following is based on the British Dyslexia Association's suggestions for accessibility of information:

- Ensuring good colour contrast between text and background colours,
- Avoiding light text on a dark background,
- Using off-white or pale coloured paper instead of white, which can cause glare,
- Using matt paper can reduce this impact,
- Using plain language and short paragraphs,
- Allowing sufficient space between paragraphs, together with wide margins and headings,
- Bullet points or numbers rather than continuous prose can be helpful,
- Left hand justified text makes print easier to read,
- Bold is easier to read than italics or underlining which can make the words run together,
- Using a clear font of at least 11 points.

Tutorials and seminars

General support

- Try to provide discussion materials in advance, preferably in an electronic format, unless research skills are being tested.

- Students may request to make a sound recording of the tutorial, when appropriate, if they find note taking difficult. Ethical or confidentiality issues may need to be addressed as a group and any objections of other students considered.
- Some students may be accompanied by note-takers or a supporter. Payment for this is sometimes available as part of the DSA.
- Dyslexic, dyspraxia and pre-lingually deaf students may appreciate a short ten-minute tutorial before the start of an important assignment. An initial tutorial might allow students the opportunity to discuss an A4 outline of their ideas. This ensures the student does not misinterpret the language of the essay / task title.
- A second tutorial might allow students to show the tutor a brief sample of the writing – again to reassure students that they are on the right lines.
- A written note of the targets set or next steps agreed might be useful.
- Tutors should try to give oral as well as written feedback where this would be helpful. Students with visual impairments
- To enable students to orientate themselves at the beginning of the session, all group members should introduce themselves.
- If appropriate the lecturer should describe the layout of the room. This should be handled sensitively; for example, the student may have attended the session with a friend who has already explained key risks in the room.
- Each person should state his or her name when contributing.
- Any information which is to be used or referred to during the seminar should be provided in an accessible format to students electronically in advance of the session to allow them to prepare. Students with a hearing impairment
- Where possible, the chairs should be arranged in a horseshoe configuration so students can all see each other. This is particularly important for any student who lip-reads.
- In group discussions, only one person should be allowed to speak at a time.
- It would be useful if references to literature and key terminology were written down as well as given orally.

Dyslexic students

Students should not be asked to read aloud (particularly without prior preparation) unless it is an essential component of the course.

Coursework

General support

Access to samples of previous work with appropriate grading will help students know what is expected of them. Specific assignment instructions with clear unambiguous language should be given. – Assignment deadlines given out at the start of the course if possible.

Staggered deadlines for assignments as far as possible, particularly for joint courses.

It is not advisable to grant automatic extensions but module teams are asked to consider extensions supported by a good case through their Special Considerations processes, as with all extenuating circumstances. Specific learning difficulties are not considered as a sole justification for extension. Multiple extensions could lead to additional problems for some students.

Written as well as oral essay feedback should be given (preferably in a word-processed format).

Access to a copy of the written comments should be available so that students can see how to improve their work. Dyslexic students could discuss specific aspects with their tutors with a view to addressing any identified skills weaknesses.

It is not part of FSB policy to make any 'allowances' in the marking of dyslexic students' work. Although exam scripts are flagged, coursework is not. Dyslexic students' coursework should be marked the same way as that of other students.

Reasonable adjustments should be put in place before the work is handed in, either through access to tutorials as above, or using appropriate technology, such as proof reading or voice activated software courses (often supplied via DSAS)

Disabled Students Allowances

Many students will be eligible to receive the Disabled Students' Allowance (DSA), which will pay for tutorials. Students also have access to facilities provided by the Assistive Technology Service.

Students with visual impairment

For students using screen reader software, it is appropriate to provide the coursework in Word or plain-text format, to allow this to interact with the software.

Practical and laboratory-based classes

A health and safety risk assessment of the space and activities undertaken by the student may be required.

There should be an option for students to record log book material in an alternative format e.g., electronic format.

Consideration will need to be given to how the student can develop the appropriate skills and pass this element of their course if they are unable to perform the practical activity. (Please refer to the section on fitness to practise, should this apply.)

General support

Ensure a discussion of placement activities with the student and the placement supervisor in advance in order to identify any appropriate adjustments that might need to be made. An initial meeting could be arranged prior to placement. Consideration should be given as to what strategies are in place should anything unexpected happen.

Ensure a discussion of any health and safety issues and, if necessary, undertake a health and safety risk assessment in advance of the placement commencing with the individual student and the placement supervisor.

Consideration of appropriate placement destinations would be useful for some disabled students. For example, wheelchair users will need to be assured that the physical access to the building is suitable for their needs.

Regular review meetings with the student and placement supervisors to see how things are going and to address any issues or concerns are essential.

Consider extra time or practice at the beginning of placements to become familiar with routines and procedures, or extra supervisory sessions at beginning of placements. This may include extra time to read and complete paperwork.

Instructions should be provided in bite-size chunks if possible. It would also be appropriate to provide key information in written as well as oral format.

An information checklist outlining what the student needs to do to prepare for the placement and any items they need to bring would be useful for both the student and placement supervisor. Such placement plans should use highlighting and colour for emphasis. A checklist of essential terminology is also likely to be useful for some disabled students.

Students with a mental health condition may find a placement unsettling, as they are being removed from their normal environment. Providing briefing materials and emotional support (such as talking through the students concerns) is likely to mitigate these issues.

Field Trips

General support

Ensure a discussion around the field trip activities with the student in advance of the trip to identify any adjustments that need to be made. Discuss any health and safety issues and, if appropriate, undertake a risk assessment in advance of the trip which should include consideration of what strategies are in place should anything unexpected happen. In some

cases, it will be appropriate to ask the student for medical clearance – before they go on the field trip.

Some students (for example those with Asperger's Syndrome or some mental health conditions) may find room sharing difficult because of their specific difficulties and in some cases, it might be necessary to arrange separate accommodation.

Consider a choice of field trip destinations if appropriate so the student can opt for the trip/activity that is most suitable.

Prepare an information checklist outlining what the student needs to do to prepare for the trip and any items they need to bring. This could include a checklist of key subject words and place names. This may include pre-reading in advance to allow students to prepare. All such information and instructions should be provided both verbally and in writing.

Extra time may need to be provided to complete notebooks.

A debriefing feedback session in the evening could be useful.

Some students might find personal organisers, electronic notebooks and/or talking calculators, helpful aids.

Some students may be accompanied by a Learning Support Assistant; payment is sometimes available as part of the Disabled Students' Allowances (DSAS).

If the placement is a compulsory element of the course, then the student's funding body may agree to contribute towards the costs of any adjustments from the student's DSA where appropriate; for example, paying for a note taker or transport costs.

Students with a mental health condition may find a field trip unsettling, as they are being removed from their normal environment. Providing briefing materials and emotional support (such as talking through the students concerns) is likely to mitigate these issues.

Assessment

This section covers issues around assessment and the reasonable adjustments that may be considered appropriate or allowable in some circumstances. It also offers guidance on meeting academic standards through the support of reasonable adjustments and when fitness to practice issues may be considered.

The School considers that reasonable adjustments for assessed coursework should take place before coursework is handed in. Any consideration of special arrangements at a senior level must consider the student's current capability, and the demands of the course of study. It is important that the student's needs are assessed as soon as possible during the academic year. Students with specific learning difficulties (such as dyslexia/dyspraxia) are seen by Student Support Teams, disability champion after admission. Students with disabilities are assessed, where appropriate, during the admissions process. However, students' needs will be assessed throughout the year.

In the case of 'standard' recommendations, such as 25% extra time: the relevant Student Support Team will enter these onto the student Management System

It is recognised that in a few cases, the professional body requirements associated with some courses (e.g., Health Professions) may preclude the application of these recommendations. In each case students will be expected to produce documentary evidence of their disability or specific learning difficulty. In the case of students with disabilities or mental health difficulties this will take the form of a letter from the student's GP, consultant, or other relevant health professional. In the case of the students with specific learning difficulties this will take the form of a full diagnostic educational assessment report (post 16 years of age) by either an Educational Psychologist or an appropriate Specialist Dyslexia Tutor. (Reports for GCSE or A level examination arrangements or screening assessment reports are not acceptable.) Students will need to provide a copy of the assessment report to Student Support Services

Standard recommendations

25% extra time in an Additional Exam Requirements room

Identification of scripts by a coloured sticker, to ensure that in 'anonymous marking' a dyslexic student or a student with other specific learning difficulties is not penalised for typical dyslexic spelling and syntax errors.

Other recommendations:

- Examinations with rest breaks of up to 10 minutes per hour
- Use of a computer (which has been checked to ensure that it is 'clean') in a separate room.
- A separate room alone with an invigilator.
- An agreement that in exceptional circumstances some students, depending on need, may require additional time allowances to be negotiated by the appropriate support service with the Examinations Office (or designated staff member) in liaison with the Examinations Officer.
- A reader and/or a scribe usually with extra time in a separate room
- Papers provided in alternative formats e.g., enlarged font, specific typeface, or Braille.
- A recording of the examination paper in a separate room – sometimes with the provision of some extra time to account for the manipulation of the machine.

- Use of a computer with voice-activated software and additional extra time, depending on the expertise of the user. NB. This will be on the student's own computer because of the nature of the software. The computer will need to be checked to ensure that it is 'clean.'
- Provision of rest periods in excess of ten minutes per hour. Rest periods would be provided in addition to any extra time arrangements.
- Where examinations exceed three hours because of additional time, consideration may be given to offering the examination in two or more parts (e.g., morning and afternoon, or on two successive days) to reduce any disadvantage to the student due to the effects of fatigue.
- For students who are prone to fatigue, Schools may be asked to make independent arrangements so that examinations are spaced with at least one day's rest between them, in order to avoid the effects of physical fatigue.
- Alternative timing to provide for a late or early start according to individual needs.
- Extra time for printing out answers prepared on a computer.
- Smaller venue (up to 6 people).
- Option to sit exams at home or in halls in the presence of a member of Education Support staff in addition to the invigilator e.g., the student's mentor.
- Option for student sitting exams in-School to have a member of Support Services present in addition to the invigilator, e.g., the student's mentor.
- Provision of an ergonomic chair, height adjustable desk or other item of specialist equipment.

In exceptional cases, alternative assessments might need to be arranged (in discussion and with approval of the awarding HE partner) where there is an alternative method available for assessing the competency being examined e.g., take-home exams, essays to complete in the examination period, option of a viva instead of written examinations or an informal post-examination viva.

FSB is not obliged to adjust its expected standards of academic achievement. However, the arrangements that FSB makes for assessing its students, such as examinations, may have to be adjusted to accommodate students with disabilities.



Version Tracking:

Version	Author / revisions by	Changes summary	Approved by	Date
1.0 - 1.2	Head of Student Support Quality Unit	Original version and subsequent updates.	Board of Governors	Sep 2017 Sep 2018 Sep 2019 Oct 2020
1.3	Head of Student Support Quality Unit	Updated references to guiding legislation, Document formatting applied. Additional changes affirm inclusion of mental health conditions within the Scope of this policy. Changes reviewed by the Publications Committee and Executive Committee.	Board of Governors	Aug 2020
2.0	Head of Student Support Quality Unit	Document redacted to appropriate length and made compatible with new validating partnership arrangement.	Board of Governors	Jan 2022
2.1	Quality Unit	Minor managements to introductory sections	Board of Governors	Sep 2022
2.2	Quality Unit Head of Registry	Minor updates throughout.	Board of Governors	Sep 2023
2.3	Quality Unit	Minor updates throughout.	Board of Governors	Oct 2024

Date of next review: September 2025