

Policy/procedure title	Reasonable Adjustments Policy/Procedure		
Review Cycle	3 years	Responsible Department	All
Procedure Owner *overall responsibility	Head of Learner Experience		
Responsible Person (if different to above) *responsibility for communicating changes and staff training where appropriate	All Heads of Department		
Types of provision this procedure applies to: (delete as appropriate)	14-16 Study Programmes 19+ Apprenticeships Higher Education		
Revision Record			
Rev. No.	Date of Issue	Details and purpose of Revision:	
1	January 2024	New Procedure	
2	April 2024	Revisions and updates to meet CMA obligations	

Equality Impact Assessment

Whenever a policy is reviewed or changed, it's impact assessment also must be updated. The Equality Act 2010 seeks to simplify discrimination law and introduced statutory duties to promote equality whereby The College of West Anglia must, in the exercise of its functions, pay due regard to the need to promote equality in relation to the protected characteristics.

Could any staff or students be adversely impacted by this policy/process? If yes give details and how this will be mitigated:

This policy sets out how we will avoid adversely affecting students and ensure equity of access and experience for all.

Date	Action and Monitoring:
January 2024	No Actions

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1. Introduction

The Reasonable Adjustment Policy sets out the College's intent to provide equitable access for its students through inclusive design where it is possible and through reasonable adjustments where this is not.

The procedure provides a framework for the effective implementation of reasonable adjustments for all College of West Anglia students with a disability.

Students on Open University Collaborative Provision programs are covered under this document, relating to your experience at this institution, in addition to OU reasonable adjustment processes and support with the assessment and distance learning experience. The Help Centre sets out further information on what support and funding assistance is available, eligibility (many reasonable adjustments at the OU do not require medical evidence), and how to access support. If you need any help or advice, please contact the college Student Services in the first instance.

1.1. Intent

The purpose of this document is to:

1. Inform students about how they access support,
2. Support the College in complying with the requirements of relevant legislation,
3. Clarify where responsibility lies for the identification and implementation of reasonable adjustments,
4. Outline the necessary steps for the effective implementation of reasonable adjustments,
5. Inform students how to appeal a decision made in relation to a reasonable adjustment.

1.2. Definitions

1.2.1. A person is disabled 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.

1.2.2. The Equality Act (2010) provides protection against discrimination,

harassment, and victimisation on the grounds of disability and other protected characteristics.

1.2.3. It is unlawful to discriminate against a disabled person in relation to the provision of education and related services. However, it is not unlawful discrimination to treat a disabled person more favourably than a non-disabled person, through putting reasonable adjustments in place to mitigate disadvantage.

1.2.4. It is a legal duty for education institutions to anticipate needs and make reasonable adjustments so that students with a disability are not placed at a substantial disadvantage compared to students who are not disabled. The duty arises in relation to all aspects of the student experience, including:

- provisions, criteria, or practices (for example, procedures, policies, course materials, and teaching and assessment methods);
- physical features (for example, access to buildings, fixtures and fittings);
- providing support or services (for example, additional equipment or human support).

1.2.5. Failure to comply with the duty to make reasonable adjustments is considered discrimination.

2. Reasonable adjustments

2.1.1. There are a number of standardised reasonable adjustments that are put in place to help to overcome common barriers. The following details how we routinely adjust and adapt our practice to ensure all students are included and supported, however this list is not exhaustive and other reasonable adaptations may well be possible.

2.1. Learning and teaching

2.1.1. It is a college expectation that all courses are designed to be inclusive to the benefit of all students undertaking the programme. Curriculum content should be created with this in mind to ensure that accessibility is embedded in activities for all students' learning, teaching, and

assessment.

2.1.2. Courses should also provide electronic copies of handouts and resources in advance wherever possible via LEARN.

2.1.3. The Inspire Suite on LEARN provides resources for staff in designing affective learning and assessment, supporting teaching, and supporting students. All embed in the principles of inclusivity and accessibility for learning, teaching, assessment, and student support into day-to-day practice.

2.2. Learning Resource Services

2.2.1. Provision of e-books where possible and support to enable students to access text to speech tools.

2.2.2. Extended library loans for students who may need to access resources longer.

2.2.3. Support for the use of assistive equipment/technologies in Learning Resource Centres (LRC) e.g. training on speech to text, loan of reader pens.

2.2.4. Providing a range of dyslexia friendly and large print books.

2.2.5. Assisting students to access videos and access subtitles

2.2.6. Provision of height adjustable desks

2.2.7. Provision of specialist assistive software

2.3. Assessments & Exams

2.3.1. Reasonable adjustments in respect of marking and the identification of work from students with disabilities affecting written expression.

2.3.2. Alternative forms of assessments and standardised adjustments in written examinations.

2.3.3. A number of reasonable adjustments to examinations are already permitted as standard on the basis of a needs assessment being carried out and supporting evidence being provided. These are:

- Extra time (up to 30 minutes per hour)

- Rest breaks (up to 10 minutes per hour)
- Use of a scribe and/or reader
- Use of a computer
- Alternative format for exam papers

2.3.4. Where the mode of assessment puts a disabled student at a substantial disadvantage when compared with students who do not have that disability and the standardised adjustments to examinations are not effective in preventing the disadvantage, the College will consider other alternative modes of assessment, where it does not impact on the competency standards or conflict with the requirements of awarding bodies.

2.4. Assignment deadlines

2.4.1. Further education students should discuss their course director if they feel that they will not be able to meet a deadline.

2.4.2. Higher education students may request an extension for assignment deadlines if they are faced with an issue that impacts on their ability to meet the original submission date, this could include short term illness or a change in caring responsibilities. Details about extensions and support can be requested from the Higher Education Support team at highereducation@cwa.ac.uk

3. Responsibilities of the College

3.1.1. In order to fulfil the obligations placed on it by the duty and its moral responsibilities as an inclusive educational establishment, the college will take reasonable steps to remove or avoid barriers so that disabled students can effectively participate in the education and other activities, facilities, and services provided.

3.1.2. The duty to make reasonable adjustments is anticipatory: it requires the College to plan ahead and anticipate the potential needs of its students, rather than waiting until adjustments are proposed. The College will therefore ensure, where possible, that adjustments to policies,

practices, and procedures have been made in advance to reduce or remove the barriers to students with disabilities.

3.1.3. The duty requires that only adjustments that are reasonable are made. What is reasonable usually depends on the individual circumstances involved. In assessing what is reasonable, the College should take the following into account:

- the effect of the disability on the individual student;
- the impact of the action in removing or overcoming the relevant disadvantage;
- any potential health and safety issues;
- the practicality of the changes;
- the relevant interests of other people, e.g. whether an adjustment would result in a significant disadvantage for other students;
- the resources available (both those of the College and other financial assistance such as [Learner Support Fund](#) or [Disabled Students' Allowance \(DSA\)](#));
- the type of education/provision or other benefit, facility, or service being provided by the college;
- the financial and other costs of making the adjustment;
- the extent to which support and services will otherwise be provided to disabled students (e.g. local authority support)

3.1.4. Reasonable adjustments should not compromise the academic standards of programmes or modules, as the Equality Act places no duty to make a reasonable adjustment to a competence standard.

3.1.5. A competence standard is 'an academic, medical, or other standard, applied for the purpose of determining whether a person has a particular level of competence or ability'. A competence standard must apply equally to all students, be genuinely relevant to the programme, and be a proportionate means to achieving a legitimate aim.

3.1.6. There is however a duty to make reasonable adjustments to the way in which a competence standard is assessed so that disabled students are not disadvantaged as a result of their disability.

3.1.7. Reasonable adjustments must not affect the validity or reliability of the assessment outcomes. However, they may involve, for example, changing the usual assessment arrangements or method, adapting assessment materials, providing a scribe or reader in the assessment, and re-organising the assessment environment.

3.1.8. The college carries out Equality Impact Assessments (EIA) on all new and existing policies and practices. These are helpful in identifying whether any policies or practices would disproportionately disadvantage certain groups and enable the college to consider if any anticipatory adjustments are possible.

4. Responsibilities of the student

4.1.1. As a student, you are responsible for:

- disclosing a disability at the earliest opportunity;
- providing information and/or evidence to support the disability (such as a diagnostic assessment for learning impairments, medical or GP's letters/reports for physical or mental health conditions, or existing DSA needs assessment);
- attending meetings as requested to discuss your needs;
- sharing any changes such as increased impairment (e.g. because of a change in your condition) requiring new adjustments or a modification of your existing adjustments;
- providing documentation to support the recommended adjustments.

5. Roles and responsibilities

5.1.1. The Additional Learning Support (ALS) team advise on reasonable adjustments create/update support plans for any students with additional learning needs, source and provide specialist equipment or

services, and allocate additional support should this be needed. They also help to arrange exam access arrangements in conjunction with the Exams Department

- 5.1.2. The Student Welfare Team provide pastoral, mental health and safeguarding support. For Higher Education students they also support and administer DSA. Contact them at welfare@cwa.ac.ac.uk.

6. Procedure for identifying and implementing individual reasonable adjustments

- 6.1.1. You should also disclose a disability whilst on your programme as soon as you become aware of it or its impact on your ability to access your programme or other college service. You should inform your course director in the first instance who will then contact the relevant team who will then contact you.
- 6.1.2. You are encouraged to tell us about any barriers to their ability to study as soon as possible to ensure that we can plan effectively to support them and ensure they have a successful college experience.
- 6.1.3. All reasonable adjustments are recorded on your Personal Development Plan (PDP) and made available to only to relevant staff in Faculties/Departments as is necessary to put in place reasonable adjustments.
- 6.1.4. Reasonable adjustments will be considered on an individual basis, which means that a broad and diverse range of adjustments may be recommended.
- 6.1.5. As a student you will be able to discuss your recommended adjustments and agree them with an Advisor from the ALS team. This conversation would typically cover: the difficulties you're facing because of disability; what you want help with and the adjustments you think will help (if you know); reasonable adjustments they can offer. You may also require a needs assessment if you've not had one yet. A needs assessment helps you find out what equipment, support and adjustments you might need. You will then get a report with

recommendations.

If you have any issues with the implementation of your support adjustments, you should arrange to discuss this with your Advisor.

6.1.6. The Advisor will liaise with the member of staff responsible for implementing reasonable adjustments for your programme and make recommendations on what you require.

6.1.7. The College recognises that your ability to access learning and teaching may be hampered without your support adjustments in place and will work with all parties to ensure adjustments can be made in a timely way.

6.2. Disabled Students' Allowance (DSA) for Higher Education Students

6.2.1. DSA helps higher education students with study-related costs because of a mental health problem, long term illness or any other disability. The type of support depends on individual needs and can include support with the cost of specialist equipment, extra travel, and study support. Students can find out more information and details about how to apply by visiting [the gov.uk website](https://www.gov.uk).

7. Request for review

7.1.1. If you believe the decision on your reasonable adjustments is incorrect, unfair, or unreasonable, and you have not been able to resolve this with the ALS team, you have the right to challenge the decision under the College's Resolving Complaints procedure.

8. Useful links

[EDI Policy and Single Equality Scheme.](#)

[Examinations Policy](#)

[Handling and Resolving of Complaints Policy](#)

[Higher Education Student Complaints Policy](#)