



Student Disability Support and Reasonable Adjustments Policy

1.	Introduction.....	1
2.	Scope.....	2
3.	The Equality Act 2010	2
4.	What is a disability	2
5.	What is a reasonable adjustment?	3
6.	Responsibility – Students and applicants.....	4
7.	Responsibility - NMITE.....	5
8.	Appealing the Decision of the Reasonable Adjustments Panel	6
9.	Complaints and Resolution.....	7
	Appendix 1 – Reasonable Adjustments application form.....	8

1. Introduction

- 1.1 Reasonable adjustments are changes that organisations and people have to make for you if your disability puts you at a disadvantage compared with non-disabled students. Whilst not everyone who has a disability will need adjustments to be made, every effort should be made to consider provisions to provide access to everything that is necessary to maintain your study with NMITE. NMITE has a legal obligation to consider reasonable adjustments, but they often also benefit the rest of the students at NMITE.
- 1.2 This policy does not seek to explain how we will approach every situation, it is intended as a general statement of our policy and:
 - i. Confirms our commitment to improving accessibility for everybody that we deal with.
 - ii. Sets out some of the basic principles of our commitment to provide reasonable adjustments for disabled students.



- iii. Sets out the factors that we will consider when dealing with requests for reasonable adjustments.

2. Scope

- 2.1 This policy specifically refers to and deals with disability support and reasonable adjustment applications by applicants and students undertaking an NMITE programme of study or short course. The phrase 'student' is used as an inclusive phrase for any individual study or learning with NMITE.
- 2.2 Short term health conditions are not covered by legislation. However, staff are encouraged to take a flexible and sympathetic approach to significant and properly verified short term needs, for example, students may apply for extenuating circumstances if attendance, engagement, and assessment are affected by short term conditions.

3. The Equality Act 2010

- 3.1 The Equality Act 2010 (the Act) provides a legislative framework to protect the rights of individuals and to advance equality of opportunity for all. Under the Act the legal duty to make reasonable adjustments arises in three circumstances:
 - i. Where the provision, criterion or practice which puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disadvantaged.
 - ii. Where a physical feature puts a disabled person at a substantial disadvantage in comparison with persons who are not disabled.
 - iii. Where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in comparison with persons who are not disabled.

4. What is a disability

- 4.1 Under the Act, a disability is defined as a physical or mental impairment that has a substantial and long-term negative effect on a person's ability to do normal daily activities. 'Substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed. 'Long-term' generally means the condition has lasted, or is likely to last, 12 months or more.
- 4.2 Disabled students at NMITE may include those with:



- i. Specific learning differences, such as dyslexia, dyspraxia, attention deficit (hyperactivity) disorder (AD(H)D)
 - ii. Mental health condition, such as depression, anxiety, eating disorders, obsessive compulsive disorder (OCD), bipolar affective disorder, psychosis
 - iii. Social/communication conditions such as a speech and language impairment or an autistic spectrum condition, such as Asperger syndrome, high functioning, or atypical autism
 - iv. Sensory impairments such as visual impairment, totally blind or deaf or have a hearing impairment.
 - v. Physical impairment (a condition that substantially limits one or more basic physical activities such as walking,
 - vi. Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
- 4.3 The definitions used are aligned with the Higher Education Statistics Agency. This list is not exhaustive, a person with a long-term health condition or mental health difficulty continues to be regarded as disabled despite fluctuations in the severity of their condition.

5. What is a reasonable adjustment?

- 5.1 The aim of Reasonable Adjustments is to ensure that all students are able to demonstrate the full extent of their academic abilities, irrespective of a disability or long-term condition.
- 5.2 NMITE has a duty to make reasonable adjustments to learning and assessment to ensure that disabled students are not disadvantaged. Reasonable adjustments are also available for students who might not consider themselves to have a 'disability' but who nevertheless would benefit from additional support due to an ongoing medical or mental health condition.
- 5.3 Reasonable adjustments must be implemented where a disabled student may experience disadvantage compared to their peers. Reasonable adjustments can be broadly identified as those made at an individual level e.g. provision of a note taker, alternative formats, or special assessment arrangements, and those which are made at a whole Institutional level e.g., publishing materials in Canvas and ensuring accessibility, which need to be considered at the planning stage.



- 5.4 The parameters of what is considered 'reasonable' will depend on circumstances related to:
- available resources
 - cost
 - practicality
 - level of disability-related need
- 5.5 There is no restriction on what adjustments could be considered because every individual will have unique needs which will be identified within an individual plan. Examples include:
- Assessment adjustments
 - Learning support
 - Assistive software
 - Mentoring support

6. Responsibility – Students and applicants

- 6.1 Students and applicants are responsible for notifying NMITE if they have a disability and/or believe they require reasonable adjustment. This is encouraged when applicants are starting the admissions process and if an applicant does declare a disability, they will be contacted by the Student Services Team to gather further information and assess if a reasonable adjustment is required at any stage of the admissions process.
- 6.2 All students applying to NMITE will be assessed for suitability based upon the selection process stated within the Admissions Policy.
- 6.3 Students are responsible for applying for and taking up their funding entitlement through Disabled Students Allowances (DSAs) via relevant Student Finance, or other funding body, where there are likely to be additional costs related to their needs. The Student Services team can advise and support students with their applications for DSAs.
- 6.4 Students who apply for Disabled Students Allowances will undertake an independent Needs Assessment conducted by an external agency and will provide medical evidence or a recognised (post 16) report of their specific learning difficulties as appropriate. NMITE will provide a summary of its pedagogy to applicants and students prior to attending a Needs Assessment.



- 6.5 Students are required to make an application to NMITE for Reasonable Adjustments (Appendix 1), the Student Services Team or their Personal Tutor are able to support the application. The application must be accompanied by evidence of the disability and/or reasonable adjustment required; this could be a letter from a medical practitioner, educational psychologist report, a needs assessment, or an individual learning plan (post 16).
- 6.6 Where reasonable adjustments are approved by the Reasonable Adjustment Panel and implemented by NMITE, the student has a responsibility to engage with and utilise the reasonable adjustments and/or funded support provided to gain maximum benefit.
- 6.7 Students should notify the Student Services Team if there are any problems in the implementation of reasonable adjustments or funded support as identified in their needs assessment, or if their condition changes and support needs are altered
- 6.8 Students should maintain ongoing conversation with Student Services Team throughout the duration of their studies, to ensure any reasonable adjustments made remain fit for purpose. A record should be made of any agreed adjustments.
- 7. Responsibility - NMITE**
- 7.1 All staff members are expected to treat others with dignity and respect. It is illegal to discriminate against a person on the grounds of their disability.
- 7.2 NMITE is responsible for the implementation of this policy and resulting arrangements for reasonable adjustments. While NMITE will make every reasonable effort to apply the principles set out in this statement and help students to make the best use of available specialist support, accreditation, budgetary and other resource constraints make it impossible to guarantee that all potential adjustments and adaptations will be available to students without restriction.
- 7.3 A student may develop a disability during the period of their studies, or it may become apparent that a student is thought to have a previously undiagnosed disability (this could be raised by the student or a member of NMITE staff). In either of these circumstances the Student Services Team can provide support and signposting to external agencies that can



undertake diagnostic testing or provide appropriate evidence dependant on the type of disability.

Note: the student may apply for extenuating circumstances or interim reasonable adjustments to cover the duration that it takes to gather evidence and or complete diagnostic and needs assessment (this can take up to three months).

- 7.4 Students may apply to the NMITE Neurodiversity Diagnosis Fund for support with a Diagnostic Assessment if finance is a barrier for the individual student.
- 7.5 Where requested the Student Services Team in liaison with the Personal Tutor have a responsibility to work with a student to make an application for Reasonable Adjustments. The application should be sent to the Director of Registry and Student Life.
- 7.6 The Reasonable Adjustments Panel will convene within 10 working days of receiving an application. The Panel is made up of the Director of Registry and Student Life, the Academic Director, and the Student Services Manager or nominated representatives.
- 7.7 The student will be informed of the outcome in writing within 5 working days of the Panel meeting.
- 7.8 Student Services Team will share information with the academic team, as agreed with that student, via the Core student records system and within a document accessible to module leaders.
- 7.9 The Programme Lead in conjunction with the Module Lead are responsible for implementing reasonable adjustments based on information provided by the Student Services Team and the as authorised by the Reasonable Adjustments Panel.

8. Appealing the Decision of the Reasonable Adjustments Panel

- 8.1 If you are dissatisfied with the outcome of a Reasonable Adjustments Panel you may appeal the decision in writing to the Director of Registry and Student Life within 5 working days of the decision. The only ground for appeal is the student has new evidence which it was not possible for the student to submit at the time of submitting their original claim for reasonable adjustments.
- 8.2 The appeal will be considered within 10 working days of being received by the CEO Designate. They may uphold the appeal in which case the



application for reasonable adjustment will be referred back to the Reasonable Adjustment Panel. If the CEO Designate rejects the appeal, the Director of Registry and Student Life will issue a Completion of Procedures letter. In either case the student will be informed of the outcome of the appeal within 5 working days.

- 8.3 If an application for reasonable adjustment is rejected either by the panel or at the appeal stage by the CEO Designate this does not preclude the from making an application at another time if further diagnosis or evidence is available.

9. Complaints and Resolution.

- 9.1 Offer holders and students at NMITE are encouraged to disclose a disability and make an application for reasonable adjustment under NMITE's Disability Support and Reasonable Adjustments Policy.
- 9.2 Students who feel that they may have been discriminated against because of their disability or any other Protected Characteristics, as defined by the Equality Act 2010, can make a complaint through NMITE's Student Complaints Resolution Procedure.
- 9.3 In addition, they also have the right to pursue a complaint under the terms of the Equality Act 2010 via the courts. If a student feels they have a case, they may start proceedings against the governing body of NMITE. For further advice and guidance, a student can contact the [Equality Advisory and Support Service \(EASS\)](#). The EASS is an independent advice service, not operated by the Equality and Human Rights Commission.

Phone: 0808 800 0082

- 9.4 Students may, if they wish, pursue a case under the Equality Act 2010 at the same time as making a case through NMITE's procedures outlined here.
- 9.5 Further information can be obtained from the EHRC website: www.equalityhumanrights.com



Appendix 1 – Reasonable Adjustments application form

Section 1

Student Name	
Student ID No.	
Personal Tutor	
Programme of Study:	
Year of Study: (e.g. year 1)	
Although it is not mandatory for you to speak to someone before you apply, staff members can provide helpful advice, if needed. If you have been speaking to someone about the reasonable adjustments you are making an application for, it can be helpful for the Panel to know this – please tick all that apply	
Yes, my Personal Tutor	
Yes, a member of the Student Support team	
Yes, another staff member	
No, I have not spoken to anyone	
Please provide the name of the staff member(s) you have spoken to, if applicable.	

Section 2

Is this application being made to request interim reasonable adjustment arrangements whilst waiting for or undergoing diagnostic assessment or evidence gathering?	Yes/No (Please delete)
If yes, you must as a minimum have a supporting statement from a member of NMITE staff. Who will provide the supporting statement?	
NMITE staff name:	
Role:	

Please move to Section 5



Section 3

Is this application being made as a result of a needs assessment made by an independent external agency (e.g Access Centre/ Dyslexia Association)?	Yes/No (Please delete)
If yes, please attach a copy of the Needs Assessment with this application.	
If no, please go to section 4	
As a result of the Needs Assessment, have you made an application to Student Finance England or other funding body, where there are additional costs related to the needs identified?	Yes/No (Please delete)
Have you received confirmation of awarded funding?	Yes/No (Please delete)
If yes, please attach a copy of the confirmation of funding letter.	

Please move to Section 5

Section 4

Is this application being made as a result of reasonable adjustments previously granted by an educational institution (post 16) in the form of an Individual Learning Plan and/or approval for adjustment to examinations.	Yes/No (Please delete)
If yes, please attach a copy of the ILP or other relevant documentation with this application.	
If no, please meet with a member of the Student Services Team or your Personal Tutor to discuss your individual needs, and the reasonable adjustments that you believe you require.	

Please move to Section 5



Section 5

What evidence are you providing in support of your application? Please tick all that apply	Submitted with application	Will be submitted separately
Confirmation of a diagnosis from a medical practitioner		
Diagnostic assessment from an educational Psychologist or specialist practitioner		
Learning needs assessment from an educational professional (post 16)		
Individual Learning Plan from most recent post 16 education provider		
Supporting statement from a member of staff		
Other – please specify		

Your supporting evidence

In accordance with the General Data Protection Regulations (GDPR), you should only submit evidence (data) relating to living third parties if it is strictly necessary for the consideration of your application. NMITE may be unable to contact people named in your claim to advise them that their data is being held. You should make anyone whose data you are including in your claim aware that you are doing so in order that, if they wish to do so, they can contact NMITE to object to that data being held.

<p>Please provide a personal statement to explain how your disability impacts on your learning or wider student life experience?</p>
<p>In order to support you in making this application, we need you to tell us what outcome you are expecting. There is an explanation of reasonable adjustments in Section 5 of the Student Disability Support and reasonable Adjustments Policy. Please indicate what outcome are you seeking from this application.</p>



Student Declaration	
<p>The information I have provided is correct and complete to the best of my knowledge.</p> <p>In submitting this form, I given my consent for this information to be disclosed to relevant NMITE staff responsible for considering my application and to those who will have responsibility for ensuring that reasonable adjustments are in place as approved by the Reasonable Adjustments Panel.</p> <p>I understand that the application will be kept on my student record.</p>	
I confirm and agree to the above statement:	
Student Signature	
Date	

Please forward your application and supporting evidence to the Director of Registry and Student Life by email to studentsupport@nmite.ac.uk



Policy Owner	Director of Registry and Student Life	
Version Number	5.0	
Date Policy (Re)Approved	TBC	
Approval authority	Academic Council	
Date of Commencement	1 st August 2025	
Equality Impact Assessment (EIA) completed	July 2022	
Amendment History	Date	Reason for Update
	08/2023	Annual review
	05/2023	Annual review
	08/2024	Annual review
	08/2025	Biennial Review
Summary of changes made to this version	4.2 to align language to HESA definitions 7.9 clarity of responsibilities	
Date for next review	01/08/2027	
Related Policies, Procedures, Guidance, Forms or Templates	Student Equality, Diversity, and Inclusion Policy	
Policies superseded by this Policy	V1:Oct 2021 V2:Aug 2022 V3:Aug 2023 V4:Aug 2024	