Executive summary

City has a legal obligation to provide reasonable adjustments in instances where inclusive practices and anticipated adjustments do not meet the needs of individual students with disabilities. Whilst we have a long history of specialist disability support and provision of reasonable adjustments, this policy is the first of its kind at the university and demonstrates a tangible commitment to inclusivity, consistent with the Equality, Diversity and Inclusion (EDI) Policy. The purpose of the policy is to:

- Outline our statutory obligations in relation to disabled students
- Provide an overview of how these obligations will be met and formalize largely already established processes
- Clarify the roles and responsibilities of both staff and students and;
- Ensure consistent practice in relation to the provision and implementation of adjustments

The policy is also relevant to the Education and Student Strategy and Access and Participation Plan, particularly with regards to priorities of student support, experience, engagement and attainment. It has been developed as part of a wider project through which we will be reviewing and developing the mechanisms required to support the policy, including an accompanying guidance document.

Educational Quality Committee is invited to contribute to the policy consultation and endorse the draft policy for recommendation to Senate. Additionally, the Committee is invited to provide feedback to shape the development of guidance to support implementation of the policy across Schools.

Key points for EQC

1. The draft submitted for consideration includes amendments made following feedback received to date, as shown in the highlighted sections. The period of consultation is ongoing therefore this is subject to further review. The final version will be shared with EQC prior to submission to Senate.

2. The timescales for the implementation of identified reasonable adjustments proposed are:
• Course adjustments – Usually 10 working days
• Exam (including class tests) and placement-based adjustments – Usually 25 working days

Exceptions may arise for PSRB regulated programmes, instances where requests for adjustments are received after relevant published deadlines (see paragraph 19) or, where more complex adjustments or resolution procedures are required.

3. A formal resolution procedure will be developed alongside the policy (to be defined and described in the guidance). The purpose of this is:
   • To provide a formal mechanism which can be initiated by staff if they are unable to implement a recommended adjustment.
   • To provide an opportunity to review the reasonableness of that adjustment and;
   • Where appropriate, to identify alternative solutions.

The related timescales proposed are:
• Upon receipt of Student Support Plan, staff have 10 working days within which to initiate resolution procedures
• Conclusion of resolution procedures within 25 working days – extensions permitted

4. A list of standard reasonable adjustments will be presented for endorsement at ADE Forum. Prior to endorsement, schools will be required to contact PSRBs to ensure these can be accommodated.

Action(s) required from the Committee:

<table>
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<tr>
<td>A. note the paper and next steps</td>
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<tr>
<td>B. endorse the draft policy</td>
</tr>
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<td>C. provide feedback relating to the policy as appropriate</td>
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<tr>
<td>D. provide feedback to shape the development of the accompanying guidance</td>
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<td>E. consider how standardised, streamlined approaches to the implementation, management of reasonable adjustments and related processes can be established across schools/services/departments.</td>
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<td>F. note the scope of the policy and consider what is required in order to embed anticipatory adjustments to support students and ensure we are meeting our legal obligations.</td>
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The table below outlines which committees/groups have already seen the report and the resulting outcome/action from discussions.

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<th>Outcome/action</th>
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STUDENT REASONABLE ADJUSTMENTS POLICY

Scope
Pre-application to completion of taught and research programmes leading to an award at City, University of London.

Summary
This document outlines the legislative context, principles and purpose of this policy. It should be read in conjunction with the Student Reasonable Adjustments Guidance. These documents demonstrate City, University of London’s commitment to the creation and maintenance of a culture in which diversity is celebrated, equality of opportunity is promoted, and in which unlawful discrimination is not tolerated, as outlined in the Equality, Diversity and Inclusion Policy.

Should be read in conjunction with:
Student Reasonable Adjustments Guidance

Approved/re-approved: XXXXXXX

Date for review: To be reviewed on an annual basis, with allowance for updates.

Effective from: XXXXXXXX
# Table of Contents

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Introduction

1. This policy provides an overview of the means by which the University complies with its legal obligations and ensures consistent practice across the organisation in relation to the application of anticipatory and reasonable adjustments, to ensure students with disabilities can access and engage successfully in the activities offered.

2. In this policy you and your means the student; we, us and our means City, University of London and its staff members. A definition of terms is provided in the appendix (see table of contents).

3. We strive to enable all students to fulfil their personal and academic potential and have a positive university experience. We are committed to inclusive practice, the anticipation and removal of barriers to access and participation and development of sector-leading models of practice, and thereby the provision of an inclusive environment and approach to application, teaching, learning, assessment and other activities. This is to improve access to higher education amongst underrepresented communities, which includes but is not limited to those with disabilities, reduce attainment gaps and advance equal opportunities, a high-quality learning and positive student experience for all. This is consistent with our Equality and Diversity Statement which confirms:

   City, University of London is committed to promoting equality, diversity and inclusion in all its activities, processes, and culture, under its Public Sector Equality Duties and the Equality Act 2010. This includes promoting equality and diversity for all, irrespective of any protected characteristics, working pattern, family circumstance, socio-economic background, political belief or other irrelevant distinction.

   In accordance with the Equality, Diversity and Inclusion Policy, this document also demonstrates our commitment to the creation and maintenance of a culture in which all students, staff and stakeholders feel valued, and in which unlawful discrimination is not tolerated.

4. We subscribe to the social model of disability which acknowledges that it is social barriers and not specific impairments which disable people. We welcome and encourage students with disabilities to apply, actively engage in and contribute to our community and believe that the more diverse this is, the greater its potential for innovation and excellence in education, teaching, research and learning.

5. All staff must adhere to this policy. They are responsible for maintaining their knowledge of all aspects of this policy and accompanying guidance and for its implementation as it pertains to services and processes accessible or applicable to students at any point during their relationship with us. Specific responsibilities for its application are defined within the Student Reasonable Adjustments Guidance.
Legislative Context

6. The Equality Act 2010 (the Act) provides protection for those with a current disability or with previous experience of a disability from which they have recovered, against discrimination, harassment, and victimisation. It requires that we facilitate access to higher education and advance equality of opportunity for those individuals. Compliance with this obligation may require treating those with disabilities more favourably than their peers; this is not to be taken as permitting conduct that would otherwise be prohibited by or under the Act.

7. We have a legal duty to analyse the effects of our policies and key business decisions on equality and to provide anticipatory adjustments; to anticipate and minimise or remove any disadvantage that might reasonably be foreseen and faced by an applicant or student with disabilities. This is required even in the absence of a student with a disclosed disability.

8. We will achieve the legal obligation to provide anticipatory adjustments through the design and development of inclusive applications and admissions processes, teaching, assessment, facilities, provisions and services. This obligation cannot be fulfilled through the use of reasonable adjustments. Whilst inclusive practice falls outside the scope of this policy, embedding this will reduce individual reasonable adjustment requirements.

9. In instances where anticipatory adjustments do not sufficiently meet your individual needs as a student with disabilities, we are required and committed to the provision of support and reasonable adjustments where their application does not compromise genuine academic or professional competency standards. This is to ensure that students with disabilities are not disadvantaged in comparison to their peers.

10. We will use our discretion to provide temporary support provisions where appropriate to those students who are pregnant or have short term conditions or injuries that can be evidenced but that do not meet the legal definition of disability (Equality Act, 2010). Where appropriate, we will also exercise discretion to provide support provisions to care experienced students, young adult carers, young, estranged students and asylum seekers who are deemed eligible and register with City Cares referred by City Cares and deemed eligible.

11. In addition to the above, we are committed to operating within the principles established by the Code of Practice (Quality Assurance Agency, 2010) for the assurance of academic quality and standards in higher education as it pertains to the treatment of students with disabilities.

12. Disclosure of a disability or receipt of reasonable adjustments does not prevent the application and use of other appropriate policies and procedures such as Extenuating Circumstances.
Disclosing a Disability

13. We will be better placed to support you to fulfil your academic potential and have a positive university experience if you disclose that you have a disability. We encourage you to do this at the earliest opportunity however, you can disclose at any point during your academic journey, including prior to application. If you wait to disclose, this may affect our ability to provide support and adjustments.

14. We welcome all candidates and encourage you to disclose your disability or access requirements on application to us. Decisions on admissions are based on aptitude and ability and are made regardless of a disability disclosure. The only exceptions arise where there are concerns about fitness to study or practise. In these instances, we will consult with the relevant team(s) and reserve the right to delay or withdraw your admission. Our Admissions Policy is available on our website.

15. If you are a current student, you should disclose a disability by disclosing and/or registering with the relevant student support team(s): Student Counselling, Mental Health and Accessibility Service (comprising the Counselling, Mental Health, Neurodiversity and Disability teams) and the Student Health Service. Further information about the teams, registration processes and the full range of support offered can be found in the Student Reasonable Adjustments Guidance and on the Student Hub.

16. If you are resitting without attendance, or your studies have been interrupted or suspended, you may also disclose a disability, however; the support that can be offered in these circumstances may be more limited and will depend on your individual circumstances.

17. Any information you disclose to the Student Counselling, Mental Health and Accessibility Service, Student Health Service and Occupational Health will remain strictly confidential and will only be shared with relevant parties with your knowledge and consent, for the purpose of supporting you. The only exception arises where there is a clinical, regulatory or legal obligation to share information (please see paragraphs 40-43). If you have any questions or concerns about confidentiality, we encourage you to contact us so that we can discuss this with you, to enable you to make informed decisions.

Students – About Reasonable Adjustments and Responsibilities

18. To receive specialist support and reasonable adjustments, you must register with the appropriate student support team(s) (see paragraph 15 above). Only current students and students resitting without attendance, can formally register with specialist student support teams. Information about the relevant student support teams and how to register with them can be found in the Student Reasonable Adjustments Guidance and on the Student Hub.
19. It is your responsibility to contact and register with the appropriate student support team(s) in a timely manner. Delayed registration or failure to engage with published timelines such as deadlines for exam arrangements may limit our ability to provide support and adjustments.

20. The relevant student support team(s) will assess your needs. Working within agreed practice and, where appropriate, in consultation with other relevant staff members, they will identify any reasonable adjustments. These will be communicated with your agreement through the provision of a Student Support Plan.

21. All students in the School of Health Sciences and the School of Arts and Social Sciences undertaking specific professional qualifications with a practical, clinical component (e.g. placement) are required to engage with Occupational Health for the purposes of Fitness to Practise. If you disclose a disability, this may result in recommendations for placement-based adjustments only. Occupational Health are unable to make academic or university-based adjustments. Placement-based adjustments will be communicated through an Occupational Health report. The principles of reasonable adjustment provision remain.

22. We will only apply reasonable adjustments following formal receipt of a Student Support Plan from the Student Counselling, Mental Health and Accessibility Service, the Student Health Service or Occupational Health.

23. If you have a disability, you are required to attain the same competencies as your peers. We are not required to make adjustments to genuine competence standards, where academic, medical or other standards are applied by or on behalf of the University for the purpose of determining whether or not a person has a particular level of competence or capability. However, it is not always appropriate to be prescriptive about how these competence standards are achieved and/or assessed and, where necessary we will put in place reasonable adjustments to ensure you are assessed fairly.

24. If you are undertaking a programme regulated by one of a Professional, Statutory and Regulatory Bodies (PSRBs) we are obliged to make reasonable adjustments where this enables you to achieve safe and effective practice without supervision by the end of the programme. However, standards or competencies that you need to meet in order to qualify and work as a registered professional are not subject to adjustments.

25. In rare instances, the process of assessing whether a competence standard has been achieved is inextricably linked to the standard itself, i.e. the ability to complete an assessment may itself amount to a competency standard, and we may therefore be unable to apply adjustments.

26. Reasonable adjustments recommendations will be made based on the information you provide to us at the time of assessment (typically during the registration process). Whilst you are strongly encouraged to contact us should you feel you require a review of your support and/or adjustments; these will only be amended when evidence can be provided to demonstrate one or more of the following:
a) A significant change in your circumstances e.g. deterioration in health or receipt of a new diagnosis  
b) Changes to professional and/or academic standards or competencies  
c) Changes to teaching and/or assessment delivery, method or schedule  
d) Despite engagement in appropriate support, previously agreed adjustments do not sufficiently meet your needs

27. Once the relevant departments have received your Student Support Plan, adjustments will usually be implemented within the following time scales:

   a) Course adjustments (relating to teaching and coursework): 10 working days  
   b) Exam (including class tests) and placement-based adjustments: 25 working days

Exceptions may arise for PSRB regulated programmes, instances where requests for adjustments are received after relevant published deadlines (see paragraph 19) or, where more complex adjustments or resolution procedures are required.

28. We will only implement adjustments that we regard as appropriate and reasonable. Where responsible staff are unable to implement adjustments recommended by the student support team(s) or Occupational Health, they will initiate resolution procedures within 10 working days of receipt of your Student Support Plan. If it is agreed that the recommended adjustment is not reasonable, we will consider any alternative options in consultation with you.

29. We will endeavour to minimize any unavoidable delays and where possible, conclude resolution procedures within 25 working days. In instances where procedures cannot be concluded within this timescale, we will notify you as soon as possible. For more information, please refer to the accompanying Student Reasonable Adjustments Guidance.

30. We are not obligated to adopt specific reasonable adjustments that you may have received at a prior institution or programme of study and are not responsible for the provision of support where this would more appropriately be provided by Social Services or the National Health Service (NHS). Similarly, we are not required to provide support that would ordinarily be funded by Disabled Students Allowances (DSA) if a student has elected not to access this resource, nor, where this has not been identified as a requirement through the application and assessment process of this bursary.

31. If your support and adjustment requirements exceed what we can reasonably accommodate and where there are significant concerns for your wellbeing, studies, engagement with our community, public safety and/or clinical practice, we may initiate a referral to Fitness to Study or Fitness to practise as appropriate. For fuller information about these policies and processes, please see here.

32. Adjustments will only apply to future activities; they cannot be applied retrospectively.
33. On receipt of a disability disclosure, staff members must signpost the student to the appropriate service for support and advice, this includes the Student Counselling, Mental Health and Accessibility Service, the Student Health Service and Occupational Health. All staff members are responsible for maintaining their knowledge of these services and signposting students as appropriate. Upon disclosure to any staff member, irrespective of the mechanism used and, subject to the provision of sufficient evidence of a disability, the University is deemed to know as per the terms of the Act. The legal obligation to provide reasonable adjustments begins at this point.

34. Staff with responsibility for the development, delivery or facilitation of academic or clinical activities, facilities, provisions, services and processes must ensure that these are inclusive and embed anticipatory adjustments.

35. Although we are not required to make adjustments to genuine competence standards, these must be assessed internally to ensure that they do not have a discriminatory impact on students with a protected characteristic. If a competence standard is found to be discriminatory, to remain lawful it must be objectively justifiable, in that it must be demonstrated that it is a proportionate means of achieving a legitimate aim.

36. Where inclusive practices (including those relating to the assessment of genuine competence standards), do not meet the needs of an individual student with disabilities, we are obligated to provide appropriate, reasonable adjustments. These must only be applied following receipt of a Student Support Plan from the Student Counselling, Mental Health and Accessibility Service, the Student Health Service or Occupational Health report. Adjustments will only apply to future activities, they cannot be applied retrospectively.

37. Members of the Student Counselling, Mental Health and Accessibility Service, Student Health Service and Occupational Health are experts in their fields. Responsible staff members must implement the reasonable adjustments recommended by the relevant student support team(s), usually within the following timescales:

   a) Course adjustments: 10 working days
   b) Exam (including class tests) and placement-based adjustments: 25 working days

Exceptions may arise for PSRB regulated programmes, instances where requests for adjustments are received after relevant published deadlines (see paragraph 19) or, where more complex adjustments or resolution procedures are required.

38. In instances where it is felt a recommended reasonable adjustment(s) cannot be put in place, the responsible staff member must initiate resolution procedures within 10 working days of receipt of the Student Support Plan. Staff must endeavour to minimize any unavoidable delays to the implementation of adjustments and where possible, conclude resolution procedures.
within 25 working days. In instances where procedures cannot be concluded within this timescale, the relevant staff member can apply for an extension. Further information can be found in the Student Reasonable Adjustments Guidance.

39. Challenges to the professional judgement of the Student Counselling, Mental Health and Accessibility Service, Student Health Service or Occupational Health will not be considered grounds for failing to implement an adjustment or initiating resolution procedures. Failure to provide appropriate and reasonable adjustments is considered discrimination.

Data Protection – How We Process Information About Your Disability

40. This policy will be applied in accordance with the Equality Act 2010, General Data Protection Regulation 2018 (GDPR) and the Data Protection Act 2018. To be able to fulfil our responsibilities to support you and provide reasonable adjustments, we need to record personal and special category data about you. We do this on the basis of **public task, legal obligation** and **substantial public interest**. For further information about how we collect, store and process your information, see here.

41. We endeavour to ensure that information about how your personal, sensitive information will be stored, processed and shared is easily accessible, to help you make an informed decision about disclosure. If you subsequently choose to disclose a disability to us, we will seek your informed consent before sharing your personal, sensitive information with relevant staff. We will strive to ensure that your information is shared in accordance with the agreed terms.

42. We respect your right to choose not to provide consent for sensitive information to be disclosed to other staff members or external parties and, will ensure that you are made aware of the implications of non-disclosure. This may include prevention of the provision of additional support and reasonable adjustments.

43. Our obligations of confidentiality do not apply under the following circumstances:

   a) Information is or becomes public knowledge other than as a result of a breach of confidentiality by us;

   b) We are required to disclose under its Professional, Statutory and Regulatory Body (PSRB) Requirements in relation to vocational programmes;

   c) We are required to disclose by law;
d) We are required to give proper instructions to any professional adviser who has an obligation to keep any such information confidential; and

e) In instances where there is concern for the safety of an individual(s), we have a legal obligation to fulfil Duty of Care. This includes a duty of care for public safety and professional bodies.

If you have any questions about how we handle your personal, sensitive information or you wish to learn more about your rights, please visit the Student Counselling, Mental Health and Accessibility Service’s Privacy Notice and City’s Privacy Notice.

Disclaimer

The information in this policy is correct at the time of writing. We subscribe to the Office of the Independent Adjudicator for Higher Education (OIA) scheme, this policy is therefore subject to its review. We are committed to complying with any formal decision and/or recommendation(s) issued by the OIA arising from a student complaint, noting that we are not bound to comply with the OIA decision. We reserve the right to make amendments to the policy. In the event that amendments are made, we will take reasonable steps to publicise changes in a timely manner.
Appendix 1: Definitions

**Anticipatory Adjustments** strategic action or approaches taken to eliminate or minimise the disadvantage that may be faced by applicants or students with disabilities in comparison to their peers, resulting in a more accessible and inclusive teaching and learning environment, reducing the need for reasonable adjustments.

**Association Discrimination** occurs when an individual is treated less favourably as a result of their association with another person with a protected characteristic.

**Competency Standard** defined by the Act as an academic, medical or other standard applied for the purpose of determining whether a person has a particular level of competence or ability.

**Direct Discrimination** occurs when an individual is treated less favourably than someone else as a result of the presence of a protected characteristic.

**Disability** defined by the Act as a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities. To be protected under the Act, the condition must meet the following criteria:

(a) Must have lasted or be likely to last 12 months or longer  
(b) Impact must have more than a single minor effect

This includes conditions where symptoms may fluctuate, reoccur or are progressive. Therefore, some specific health conditions are considered disabilities from the point of diagnosis.

**Disability Disclosure** made by any means to any member of university staff, is considered a disclosure to the university. It is the responsibility of that staff member to provide the student with relevant information and signpost appropriately to facilitate access to support.

**Discrimination Arising from Disability** occurs when an individual is treated less favourably because of difficulties or additional considerations required arising from a disability where the treatment cannot be justified by being a proportionate means of achieving a legitimate aim. This only applies where it is known or ought to be known that an individual has disabilities i.e. if a disability disclosure has taken place.
**Harassment** occurs when an individual(s) conduct relating to a protected characteristic has the purpose or effect of violating the dignity of an individual or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.

**Inclusive Teaching and Learning or Practice** refers to the definition proposed by the Higher Education Academy.

> Inclusive learning and teaching recognises all students’ entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences. Inclusive learning takes into account educational, cultural and social background and experience, physical or sensory impairment and mental well-being. Students may be less able to learn if they are not included and feel that they belong. All staff and students benefit from learning that acknowledges and draws upon differences and commonalities and is based on principles of equity, collaboration, flexibility and accountability.

**Indirect Discrimination** occurs when an individual is put at a particular disadvantage because a provision, practice or criterion, whilst appearing neutral, has the effect of creating a barrier for those with a protected characteristic.

Indirect discrimination can only be justified in exceptional circumstances if it can be demonstrated that the action was a proportionate means of achieving a legitimate aim and only if this cannot be overcome through the provision of anticipatory or reasonable adjustments. A legitimate aim might be any fair and reasonable lawful decision made in running the organisation however, if there is a discriminatory effect, the sole aim of reducing costs is likely to be unlawful.

**Perception Discrimination** occurs when an individual experiences direct discrimination because others believe they have a protected characteristic. This applies even if the individual does not possess that protected characteristic.

**Protected Characteristics** refers to groups that are protected under the Equality Act (2010), these include:

- Age
- Disability
- Ethnicity (including race, colour and nationality)
- Sex
- Gender reassignment
- Religion or belief
- Sexual orientation
- Marriage and civil partnership and;
• Pregnancy and maternity (irrespective of whether you are pregnant or have given birth recently).

**Reasonable Adjustments** action or amendments taken within reasonable limits to eliminate or reduce the disadvantage faced by individual applicants or students with disabilities in comparison to their peers to ensure they can access and progress in education and employment. This should be considered in relation to the following:

- A provision, criterion or practice
- Physical features
- Auxiliary aids

In accordance with the Quality Assurance Agency: *The application of an adjustment will result from consideration of the circumstances of the individual student and will involve the student in discussion of possible courses of action. What is ‘reasonable’ for an institution will vary according to a range of factors and will depend on the circumstances of the individual case. Factors influencing the determination of what is reasonable will include the effectiveness of taking particular steps in enabling the student to overcome the relevant disadvantage, health and safety issues, the effect on other students and the financial cost to the institution.*

**Victimisation** occurs when an individual is treated less favourably because they have made or supported allegations about discrimination or harassment, or because it is believed that they may have done so.
## Appendix 2: Policy Details Table

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<th>Document Title</th>
<th><strong>Student</strong> Reasonable Adjustments Policy</th>
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</tr>
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<td>Approving Committee or Body</td>
<td>Senate</td>
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<tr>
<td>Last Updated</td>
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<tr>
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<td>TBC July 2022</td>
</tr>
<tr>
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</tr>
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<tr>
<td>Website Link</td>
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<tr>
<td>If you have queries about this document or if you require it in an alternative format, please contact</td>
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### Appendices

#### Policy Update Cover Sheet

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<td><strong>Scope / Rational / Key Changes</strong></td>
<td>City has a legal obligation to provide reasonable adjustments in instances where inclusive practices and anticipated adjustments do not meet the needs of individual students with disabilities. Whilst we have a long history of specialist disability support and provision of reasonable adjustments, this policy is the first of its kind at the university and demonstrates a tangible commitment to inclusivity, consistent with the Equality, Diversity and Inclusion (EDI) Policy. The purpose of the policy is to:</td>
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- Provide an overview of how these obligations will be met and formalize largely already established processes
- Clarify the roles and responsibilities of both staff and students and;
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The policy is also relevant to the Education and Student Strategy and Access and Participation Plan, particularly with regards to priorities of student support, experience, engagement and attainment. It has been developed as part of a wider project through which we will be reviewing and developing the mechanisms required to support the policy, including an accompanying guidance document.

Please note, the process of consultation is ongoing, this draft is therefore subject to change.
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<th>Equality Act, GDPR, Data Protection Act</th>
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<tr>
<td><strong>Author</strong></td>
<td>Hannah Abrahams</td>
</tr>
<tr>
<td><strong>Owner</strong></td>
<td>Student Counselling, Mental Health and Accessibility Service</td>
</tr>
<tr>
<td><strong>Date of Origin</strong></td>
<td>This version (updated draft for discussion) January 2020</td>
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<td><strong>Version</strong></td>
<td>Draft V2.0</td>
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<tr>
<td><strong>Resourcing &amp; Financial Implications</strong></td>
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<tr>
<td><strong>Implementation Expectations</strong></td>
<td>(Brief summary of implementation implications, full details to be completed within implementation plan; see section 15 and appendix 3)</td>
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<td><strong>Evaluation of impact (for existing policies)</strong></td>
<td>See paragraphs 12 and 30</td>
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<td><strong>Publication</strong></td>
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<td>Intranet <em>(For internal policies only)</em></td>
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</table>
For further information and queries please contact: | Hannah.Abrahams.1@city.ac.uk