



Centre for Alternative Technology

Additional Learning Needs Policy

Provision of support

Policy for the provision of reasonable adjustments and support for Disabled students

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1. Introduction

1.1 The Graduate School at the Centre for Alternative Technology (CAT) is committed to providing an inclusive and accessible environment which enables all students to reach their potential. A wide range of provision is available to support students, alongside appropriate policies, and procedures. This policy sets out how CAT meets its obligations under the Equality Act (2010). It identifies our approach to supporting disabled students and formalises areas of responsibility.

1.2 A person has additional learning needs if they have a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

1.3 Courses within the Graduate School are mostly delivered through a blended learning approach, which means that a proportion of a student's learning will be done in a home environment. The provisions in the policy relate to activities that take place on the CAT site, field trips and practical activities, and online learning that will normally be remotely accessed through a Virtual Learning Environment (VLE).

1.4 CAT will also welcome students on short courses and other educational activities. Whilst this document refers primarily to Graduate School students, the principles herein apply to all studying at CAT.

1.5 CAT observes the social model of disability which views disability as being created by environmental, social, and attitudinal barriers within society rather than by the disability itself. Barriers can be in the physical environment such as inaccessible buildings or services; attitudinal resulting in stereotypes; prejudices and assumptions about the capabilities of disabled people; or organisational such as having inflexible policies and procedures. We aim to address all these barriers to ensure that disabled people can participate in all aspects of their study at CAT.

2. Scope

2.1 This principle of this policy addresses all aspects of support for disabled applicants and students at CAT.

2.2 This policy applies to all students studying with CAT, regardless of mode of study. Short courses participants will be advised and assessed by the short courses team based on the duration and nature of their study.

2.3 Where a student is also a member of staff, HR will be consulted to determine the most appropriate procedure for consideration of any reasonable adjustments.

2.4 This policy is written within a UK context. Whilst CAT aims to support all our students, including those studying by distance learning overseas, some features mentioned in this document such as the funding options such as Disabled Support Allowance (DSA) are only available to UK students, and overseas students will need to consider arrangements in their home region.

3. Objectives

3.1 CAT recognises its responsibilities to make provision as accessible as possible and will aim to do this using inclusive approaches to provision and services or anticipatory reasonable adjustments wherever possible. CAT aims to identify the most common barriers experienced by disabled students and, wherever possible, to identify appropriate anticipatory adjustments to overcome these barriers. Where this is not possible and/or additional needs are identified, we will seek to implement appropriate individual reasonable adjustments.

3.2 Reasonable adjustments (individual and anticipatory) cannot be made to competence standards, such as stipulated by a Professional, Statutory and Regulatory Body (PSRB). A competence standard is a particular level of competence or ability that a student must demonstrate to be accepted on to, progress within and successfully complete a particular course or programme of study, which are required for a particular study programme. Competence standards must be directly related to the learning outcomes of the programme. There is therefore no requirement to alter the academic standards of a programme with competence standards for a disabled student. However, it may be necessary to adjust the way in which a competence standard is assessed and is considered on a case-by-case basis.

3.3 CAT has targeted provision to support this approach. The Graduate School Student Support team and Additional Learning Needs Coordinator are the key services provided by CAT. This team understands the barriers which can impact on students' ability to engage with their academic studies and will identify inclusive approaches, anticipatory and individual reasonable adjustments to enable individuals to participate fully in study at CAT. On some occasions, this provision will also be informed by an external third party with appropriate specialist knowledge of an additional learning need.

3.4 The Additional Learning Needs (ALN) coordinator provides targeted academic support for disabled students. Coordinators have discipline specific knowledge which enables them to apply the reasonable adjustments in a proportionate and appropriate manner, in consultation with Programme and Module leaders. Co-ordinators are also a local point of contact for staff and disabled students and will coordinate support within the school.

3.5 All students have access to a Personal Tutor who will signpost to relevant specialist services within the Graduate School, and, if appropriate, external to CAT.

4. Duty to Make Reasonable Adjustments

4.1 As provided for by the Equality Act (2010), CAT has a duty to make reasonable adjustments for disabled students, and those with additional learning needs.

4.2 The duty to make reasonable adjustments requires organisations to ensure that they have anticipated and taken reasonable steps to address barriers which put disabled students at a substantial disadvantage in relation to a relevant matter, when compared to non-disabled students.

4.3 The intention is that the learning environment should be as inclusive as possible, so that individual interventions are the exception, not the rule.

5. Institutional responsibility

5.1 CAT wishes to maintain an environment in which disabled students are able to fully participate in the student experience and will therefore take all reasonable steps to ensure that disabled students:

- Have access to appropriate learning and teaching support.
- Are able to access the estate and buildings utilised in the provision of teaching and learning and associated services.
- Note that our main teaching estate is based in accessible areas but the CAT estate itself is located upon a reclaimed quarry site – the Llwyngwern Quarry, designed to blend with the surrounding countryside. This means that whilst the main site is accessible by those with mobility needs, the natural geography and industrial legacy of the site mean that there remain some areas where paths are narrow and uneven.
- Have access to student support staff and additional needs coordinator who are able to advise on the range and extent of provision available.
- Have documented support plans in place such as the Student Access Agreement (SAA) and Personal Emergency Evacuation Plans (PEEP)
- Can access IT facilities and services.
- Are able to access learning materials in a timely manner. To meet CAT's environmental targets learning materials will normally be distributed in electronic format, but if learning on the site materials may be distributed as hardcopy, or other.
- Are able to access additional support, which may or may not be represented in a formal needs assessment, in the form of non-medical help such as a note taker (where funded through DSA) when studying on the CAT site.
- When on site have access to quiet or less formal environments to enable students to have time away should they require it.

6. Responsibilities

This section outlines the roles and responsibilities of key areas of CAT. It does not contain all operational detail of these responsibilities. Further information about relevant procedures should be available from the relevant areas, and/or from the Student Support team.

6.1 The Head of School and Academic Council are responsible for the Graduate School's strategy with regards to disabled students, ensuring compliance with the Equality Act (2010) and overseeing the associated resource to fund support for disabled students.

6.2 The Head of Learning and Education is responsible for strategy in supporting visiting disabled students from schools, colleges or universities. They also have responsibility for supporting participants on short courses. The visiting organisation has responsibility for identifying the additional learning needs of their students and informing CAT so that reasonable adjustments can be made where possible. For individuals attending short courses they have a responsibility to inform CAT of any additional needs in advance of attending the course.

6.3 The Additional Learning Needs coordinator is responsible for advising CAT about strategy and policy in relation to disabled students and identifying the impact of changes in the external environment on CATs provision.

6.4 The Student Support Manager is responsible for ensuring that students are aware of the support available to them. Once students have declared a disability, the Student Support Manager and Additional Learning Needs coordinator are responsible for ensuring that they have an appropriate Student Access Agreement (SAA) document, which identifies relevant inclusive approaches to provision and, where appropriate, identifies anticipatory and individual reasonable adjustments to reduce barriers to the students' participation in their academic programme.

6.5 Student Support are responsible for engaging with and receiving consent from students in order that they can create, store and/or communicate the SAA (and associated documents) to all relevant parties and are responsible for providing advice to students and staff on disability related matters. Student Support will store the master copy of an individual student's SAA, and a copy will be sent to the student and the Additional Learning Needs coordinator.

6.6 Student Support and the Additional Learning Needs coordinator are responsible for ensuring that an SAA is effectively communicated within the school and for the health and safety of disabled students including ensuring that disabled students who require one, have a Personal Emergency Evacuation Plan (PEEP). They are also responsible for ensuring that reasonable adjustments are in place for assessments organised within the school including group work, practicals, and presentations. Academic Staff have a responsibility to ensure that all teaching and learning materials and practices within their areas meet the agreed needs of disabled students. Head of School and Additional Needs coordinator are also responsible for ensuring that their staff are aware of this policy and the availability and remit of CATs Student Advice and Wellbeing service.

6.7 All personal records of additional learning needs are maintained securely in agreement with [CATs Privacy Policy](#).

6.8 The Additional Learning Needs coordinator has oversight and responsibility for ensuring relevant academic and administrative staff are aware of students support needs and for coordinating school based support.

6.9 Programme Leaders are responsible for reviewing the curriculum of their programmes and identifying appropriate inclusive approaches with the help of the ALN coordinator.

6.10 Module Leaders have a responsibility to be aware of which students on the module require reasonable adjustments and ensuring that programme colleagues are aware of the requirements. This information is available from the Additional Learning Needs Coordinator and Student Support.

6.11 Personal tutors have a responsibility to be aware of which students within their tutee group require reasonable adjustments and to ensure that students are aware of the support available to them.

6.12 All Academic staff are responsible for implementing relevant reasonable adjustments as detailed within the student's Learning Agreement. The SAA will be created as per section 6 of this policy and in consultation between all relevant parties.

6.13 IT Services are responsible for ensuring appropriate accessible software is available for disabled students. The Graduate School provides students with a copy of the Microsoft Office 365 software suite which includes the Microsoft Teams learning environment through which our distance learning provision is delivered. Microsoft Office software includes accessibility features such as transcription, readers and dictation. Introductory training on the Teams environment will be provided during Induction to the Graduate School. Where additional guidance on accessibility is required we will offer appropriate training there as well. We cannot guarantee that we can offer IT support with other 3rd party assistance software due to the wide variety of hardware and software combinations but will try and offer guidance in good faith.

6.14 Graduate School courses are delivered through blended learning, and students are required to have their own computer and internet access to participate in the programmes. Students are expected to be responsible for the maintenance of their own computer hardware and peripherals.

6.15 The Heads of Estates and Customer Services are responsible for ensuring the CAT site is physically accessible and that accessibility equipment is managed effectively. They are also responsible for ensuring that site services, such as parking and catering, are accessible and that timetabling issues are addressed effectively, including the availability of quiet spaces.

6.16 The Customer Services Manager is responsible for ensuring appropriate accessible accommodation is available through CAT to meet the needs of all students.

6.17 The Head of School and validating University partners are responsible for ensuring that accessibility and inclusive practice are considered as part of the module approval process, including appropriate consultation during course validation.

6.18 The Head of School is responsible for updating appropriate information, including Regulations in Practise, and other publications on inclusive practices in higher education. There is also a responsibility here to ensure that the institutional Virtual Learning Environment (VLE) meets appropriate inclusivity requirements.

6.19 CATs marketing team is responsible for ensuring that all CAT corporate systems, including the website, are inclusive and accessible.

6.20 The Graduate School Marketing Officer is responsible for ensuring that all communications produced by the Graduate School are accessible.

6.21 The Graduate School Marketing Officer is responsible for ensuring that CAT events such as open days are accessible to all participants (including visitors and supporters), and that appropriate pre-entry disclosure of disability is forwarded to the admissions team. Pre-entry disclosure processes will be applied to all levels and categories of students to ensure consistency.

6.22 The Head of School is responsible for ensuring effective facilitation of disclosure of disability during the registration and enrolment processes.

6.23 Human Resources are responsible for ensuring relevant training and development opportunities related to issues of equality and diversity are available to staff.

6.24 Student Support and the Additional Needs coordinator are responsible for ensuring appropriate provision of support to students with mental health difficulties.

6.25 The Admissions team, Student Support and Head of School are responsible for assessing at enrolment, whether those M.Arch students attending the ARB regulated, vocational programme are suitable to commence training and are likely to be fit to practice on completion of their studies, in accordance with guidance from relevant the ARB. In addition, the admissions team and additional learning needs coordinator will advise programme leaders where students have declared a disability, impairment or health condition if they may need any adjustments to the training programme or programme of study on medical grounds. The programme leader will liaise through the additional learning needs coordinator if there is a need to clarify whether adjustments recommended are considered to be reasonable in the circumstances of the individual.

6.26 Academic Staff are responsible for ensuring that their provisions are as accessible as possible, e.g. provision of alternative formats.

6.27 The Health and Safety Manager is responsible for ensuring procedures devising and actioning Personal Emergency Evacuation Plans (PEEP) and for maintaining up-to-date evacuation procedures covering all the CAT site. The Head of Visitor Services has responsibility for the Caretaker team who are responsible for actioning overnight PEEP plans and operating the safe use of equipment to assist persons with mobility impairments in an evacuation situation and for publishing up to date lists of such people, and first aiders, on a building-by-building basis on the intranet.

6.28 All students and applicants have a responsibility to inform CAT, in a timely manner, of their disability or medical condition, in order that support can be provided.

6.29 The Additional Learning Needs Team are responsible for reviewing compliance with this policy, requesting appropriate changes and making recommendations to the Graduate School for amendments to policy and practice.

7. Disclosing a disability to the Graduate School

7.1 Students are able to disclose a disability at any point during their time at CAT.

7.2 All applicants to the CAT will be given the opportunity to disclose their disability, prior to commencement of a programme.

7.3 Students and applicants will need to provide relevant consent for processes to be followed with respect to their additional learning needs and must engage fully in this process.

7.4 The Admissions Team will contact all students who disclose a disability through recruitment processes, prior to their arrival in order that the support process can be in place for the beginning of the programme.

7.5 Students will be given a further opportunity to disclose a disability during the registration and enrolment process.

7.6 If, during their period of study, a student becomes aware of a previously undiagnosed disability, they should contact student support as soon as possible.

7.7 If at any time, any member of staff becomes aware of serious concerns regarding a student on a regulated, vocational programme which might impact on their ability to meet competence standards, the student must be referred for an occupational health assessment through the Program leader utilising the Fitness to Study policy.

7.8 Students who wish to discuss access to reasonable adjustments are advised to contact Student Support as early as possible.

7.9 Students who wish to access reasonable adjustments will be required to provide independent evidence of their learning need. Further guidance on types of evidence can be obtained from Student Support. Students with specific learning difficulties and/or dyslexia should refer to the Specific Learning Needs and Additional Assessment Time Provision and Reasonable Adjustments Form contained within Appendices 3 and 4.

7.10 It is anticipated that the majority of students coming to CAT will have received appropriate support and assessment whilst in earlier education settings. In the event of students not having received such an assessment, or not having the appropriate level of assessment, the student must make provision to provide a formal assessment.

7.11 CAT recommends that students who suspect they have undiagnosed additional learning need such as dyslexia or dyspraxia should initially undertake an online screening exercise before arranging for a formal assessment. Details of online screening tests can be provided by the additional learning needs coordinator or student support team. If the test results in the possibility of moderate to severe dyslexia the student is advised to make provision for a formal assessment.

Adjustments during the waiting period for a formal assessment are considered on a case-by-case basis but evidence of awaiting a formal assessment must be written by a medical professional.

8. Guidance on the identification and implementation of Reasonable Adjustments

8.1 CAT has a range of established, inclusive practices in place to ensure that students can access programmes. As far as possible and within the bounds of awareness, inclusive, anticipatory approaches will be accessible to all students in order that students who do not wish to disclose to CAT, can also access appropriate provision.

8.2 Whilst inclusive approaches and anticipatory adjustments will meet many disabled students' needs, some students will still require additional individual adjustments.

8.3 The additional learning needs team is responsible for identifying individual reasonable adjustments (to programmes of study) for individual students, in consultation with Programme leaders where appropriate, and within the wider CAT provision. Programme teams will be responsible for ensuring that anticipatory adjustments to programmes of study are in place. If a student has an independent Assessment of Needs report for Disabled Students Allowance (DSA) purposes or an Educational Psychologist's report, the recommendations from these reports will be considered when identifying reasonable adjustments. The Additional Learning Needs support team will firstly consider whether anticipatory adjustments will meet the specific needs of the individual student and then whether individual reasonable adjustments are required.

8.4 Student Support, in consultation with academic colleagues, will consider a number of factors when deciding whether an individual adjustment is reasonable. Factors may include, but not be limited to, the perceived effectiveness of the adjustment, the time or resource required to implement the adjustment, the student's previous experience of the adjustment and whether the need could be met through an existing inclusive approach or anticipatory adjustment. CAT is not obliged to offer the student their preferred adjustment, particularly if an inclusive approach or alternative adjustment is available which would provide appropriate support for the student. CAT will endeavour to respond to requests for reasonable adjustments promptly.

8.5 Where appropriate, Student Support will liaise with the Programme Leader to discuss whether an individual adjustment may conflict with any competence standards for the programme, and how this might be addressed within the SAA.

8.6 For students who are able to access external funding for a reasonable adjustment, for example through DSA, CAT requires the student to access such funding. Student Support and Student Finance will provide guidance and advice on this process where necessary. Where external financial sources are not available and Student Support and the Academic team identify the adjustment to be reasonable, CAT will seek to fund this adjustment, where possible.

8.7 Annually, the Head of the Graduate School and Chief Finance and Operations Officer will set, in conjunction with the Student Support Manager and the additional learning needs team, an upper financial limit for individual reasonable adjustments. In the majority of cases, this will ensure that reasonable adjustments can be put in place without onwards referral, and therefore ease the speed of the process. Where the upper limit is breached, the Disability team will refer the case to the additional learning needs coordinator services for review and agreement, if appropriate. If the additional learning needs coordinator does not think that the proposed adjustment is reasonable, they will discuss alternative options with the Head of School and Student Support team who may then discuss these with the student before any adjustments are agreed.

8.8 With the student's consent, Student Support and the Additional Learning Needs coordinator will produce a Student Access Agreement (SAA) for each student which identifies the inclusive approaches and reasonable adjustments required.

8.9 Without consent, Student Support will be unable to progress support for an individual student.

8.10 A copy of the SAA will be circulated by the ALN coordinator within the school as appropriate. Programme leaders will be responsible for ensuring that all relevant academic colleagues are aware of the reasonable adjustment required for students within their cohorts.

8.11 Student Support are responsible, when requested to by a student, for advising on referrals to external agencies (typically UK based) for support workers and should be considered the named contact for this element of provision.

8.12 If a student disagrees with a proposed reasonable adjustment and/or does not think that the recommended reasonable adjustments have been implemented, they should raise this with the ALN coordinator in the first instance. The ALN coordinator will reassess the situation with the programme team where appropriate. If the student remains dissatisfied, then they should make a complaint using the student complaints procedure – see section 9.

8.13 The impact and/or nature of a student's disability may change over the course of their period of study. This may result in the anticipatory support or reasonable adjustments no longer being appropriate. In such cases, the student should contact the ALN coordinator at the earliest opportunity to discuss the changes. The ALN coordinator will identify whether there are additional or alternate inclusive approaches or reasonable adjustments needed. The process will then proceed as from 8.4 above.

8.14 Assistance Animals – CAT policies allow animals on site but require that only assistance animals be allowed into teaching activities. For this purpose, therefore, only assistance animals registered with an appropriate professional standards body will be allowed into the teaching spaces and activities. If a request is made through the Student Support, this information will be passed to the ALN coordinator and to the Estates, Customer Services and Health and Safety teams as early as possible to allow for adjustments to be made.

8.15 The owner of the assistance animal will be asked for their permission to communicate this fact to other students in order that any other issues can be circumvented in a timely manner (e.g. allergies, anxieties). The student owner of the animal will remain responsible for the animal at all times. Should the animal cause disruption to CAT activities or act aggressively to other individuals, CAT reserves the right to exclude the animal from the CAT site.

9. Complaints

In the first instance, concerns regarding the appropriate and/or timely nature of provision of support, should be directed to the Additional Learning Needs coordinator, for informal resolution. If a student, having first referred the matter to the Additional Learning Needs coordinator, believes that they have not received the appropriate reasonable adjustments to ensure that they can study effectively, the matter should be referred to the Head of School to be addressed through CATs Complaints policy and procedures. This can be accessed using the following link: [GSE complaints policy and procedures](#).

10. Related Policies and Documentation

CAT has a number of policies and documentation designed to support all students, some of which may have particular relevance to students with additional learning needs. Links are provided to

these policies below. Please note, policies are updated on a regular basis and the latest version of the document should be accessed on the CAT website in each case.

- Student Programme Handbooks – course specific but available at <https://cat.org.uk/courses-and-training/graduate-school/studying/students/>
- Extenuating Circumstances Policy and Procedures. These have slight variation for [LJMU students](#) and for [UEL students](#) to account for the respective university regulations.
- [GSE Student Support & Welfare Guide](#)
- Fitness to Study policy
- [Complaints policy and procedures](#)
- [Equal Opportunities Statement](#)
- [CAT extension policy](#)
- [CAT Equal Opportunities Policy](#)
- [Student Admission Policy and Procedure](#)

11. Amendments and Review of the Additional Learning Needs Policy

CAT reserves the right to amend and review this policy considering operating experience and/or prevailing circumstances.

Date Document Approved: 26th Oct 2022

Version 1.0

By: Academic Council

To be reviewed by: April 2025

Appendix 1 Additional Learning Needs Coordinator - Role Descriptor

The ALN Coordinator will:

- Act as a point of contact for students with a disability support need.
- Act as a liaison point between the academic and the Student Support team.
- Ensure that the disclosure of disability is actively encouraged and communicated effectively within the school, including from academic colleagues to the Student Support team and in reverse where appropriate.
- Liaise with relevant colleagues within the CAT regarding any issues relating to the support of disabled students.
- Raise awareness within the school of issues facing students with disabilities and the academic implications this may have.
- Work with standard procedures across the institution to ensure that all issues of disclosure, distribution of SAAs and related issues are dealt with in a consistent and systematic manner, including communication with relevant academic colleagues.
- Assist the Head of School to ensure that a robust SAA records system is in operation throughout the school.
- Coordinate and support School based training, development and awareness raising activities for disability support, liaising with relevant Professional services staff (Disability Support/Equal Opportunities).
- Contribute to and update Disability Support information on the School VLE sites.
- Provide support and advice on disability matters to school colleagues, ensuring that concerns are referred effectively.

Appendix 2 Additional Learning Needs Team

The additional Learning Needs Team consists of the following staff:

- Head of School (or nominee)
- Additional Learning Needs Coordinator
- Student Support Manager
- Student Support Officers

Any other relevant professional staff with additional knowledge of either a specific additional learning need or an individual case, as identified by the Team, may be co-opted to enable the full consideration of the individual case

Appendix 3 Specific Learning Needs and Additional Assessment Time Provision

As part of its assessment strategy CAT does not require students to sit written examinations.

All other coursework at CAT is through continual assessment . This may take the form of e.g.; reports, essays, reports, design projects, presentations or dissertation. In these situations, CAT takes the following anticipatory approach.

As part of the Graduate School's anticipatory adjustments, all students who disclose 3rd party evidence of a disability or additional learning need such as dyslexia, will receive **one extra calendar week** beyond the published deadline to submit **individual written assessment(s)**.

The extra calendar week includes national holiday periods. i.e. if the extended period falls on a bank holiday the work remains due on that date.

Should a student who has been accepted for additional time provision require further additional time, they are eligible to apply for an extension in accordance with [CAT's extension policy](#).

If, for reasons beyond CATs control, the whole of a cohort is permitted an extension to an assessment deadline, the additional assessment time provision still allows for an additional calendar week in addition to the new assessment deadline.

Should a student with additional assessment time provision fail to meet an extended deadline, and there are no documented mitigating circumstances, they will be subject to the usual penalties for late submission of work.

In normal circumstances students who submit work up to one calendar week after the published submission deadline will receive feedback at the same time as the rest of the cohort. Students who submit work after this date may face delays on receiving feedback.

Group work will not normally be subject to additional assessment time provision.

If a module involves a presentation for assessment, it is likely that the presentation will take place in the same time period as the rest of the cohort due to scheduling practicalities for larger cohorts.

- Students who declare a verbal disability shall not be assessed for oral fluency and lack of hesitation. If additional time is required for the presentation this will normally be an additional 25% extra time for the presentation.
- If students declare additional learning needs such as anxiety, the module leader will discuss different arrangements. For example, the presentation may not be required to take place in front of the whole cohort.

There may be rare occasions where a student is required to undertake a *viva voce* assessment, such as for the M.Res Dissertation final assessment.

- Chairs of *vivas* should be sensitive to the fact the viva can be a stressful event for all students, especially for some with specific additional needs. It would be sensible for candidates to have someone available locally to support them, especially if the student is at a remote venue.

Eligibility for Additional assessment time provision (AATP)

- Students must have disclosed a disability, medical condition or specific learning difficulty to CAT as soon as possible after diagnosis or enrolment at the institution (whichever occurs first) and in advance of the assessment period, as per the process below.
- On **receipt of evidence** of the disability, medical condition or specific learning difficulty, the additional learning needs team will document a Student Access Agreement (SAA). Eligibility for AATP will be documented in the form of a formal SAA document. No other evidence will be accepted or required.
- In the event of a temporary or newly disclosed disability, a doctor's letter will be acceptable, and provision will be put into place for the impending assessment period but will not continue for the duration of the course. Please note, applications received after the 3-week (15 working days) assessment deadline (referred to in Process, below) will not be considered for the immediate assessment period but will be actioned prior to subsequent periods.

- Please note, at the end of each assessment period, a review will be carried out by the Student Support Team. Any students who do not take up the provision allocated to them, will be reviewed. This may result in the provision being withdrawn.

Process

- The Reasonable Adjustments Form is shown in appendix 4. The form should be completed and submitted online. The completed form will be sent to the student support where access will be restricted to a small number of staff, working on a need-to-know basis. Applications for Reasonable Adjustments should be made as early as possible and no later than 3 weeks (15 working days) prior to an assessment period. An application for Reasonable Adjustments will remain in place for the entirety of the student's course and therefore there is no requirement for repeat submissions. However, should Reasonable Adjustments be in place but not utilised, this may result in withdrawal of this provision.

- If, at review, a student states that they no longer need the provision, this should be reported in writing and appended to the SAA. The provision can be cancelled, and a copy of the correspondence sent to Student Support for completeness.

- If, at review, a student states that they do still require the provision, provision will be kept in place for a subsequent assessment period. If at the end of the second period, provision has not been utilised, CAT will withdraw the provision. Academic staff should send written confirmation of this to the Student Support.



Appendix 4 Reasonable Adjustments Form

Name			
Student number			
Disability Code:		(if other)	
Received Documentation		Comment	

Reasonable adjustments, using notes from documentation, and/or meeting and email discussions.

<i>Concern</i>	Suggested Actions	Addressed/ (Date.)	Comments
<i>Confidentiality</i>	Discussion regarding need for privacy / disclosure – privacy policy		
<i>Barrier</i>			Solutions agreed by CAT team Date:
<i>Health and Safety/ Personal Emergency Evacuation Plan</i>			
<i>Assessment Deadlines</i>	1 calendar week extension on all final submissions. Initial group activities should be completed at normal time		
Assignment Cover Sheet	Generate cover sheet for attachment to all assessments		
On-site Accommodation Needs			
Other considerations			
Wellness Action Plan			

Document to be reviewed by:

Advice sought from:

<https://www.disabilityrightsuk.org/adjustments-disabled-students>

Equality Challenge Unit

Details regarding Disabled Student Allowance eligibility can be found at:

- <https://www.ucas.com/finance/additional-funding/disabled-students-allowances-dsas>
- <https://www.gov.uk/disabled-students-allowances-dsas/eligibility>
- <https://www.studentfinancewales.co.uk/undergraduate-students/new-students/what-financial-support-is-available/disabled-students-allowances.aspx>
- <https://abilitynet.org.uk/HE-support-checker>

A copy of this form will be retained on file at CAT

Student Name: (Print)			
Signed:		Signed:	
Date:			

Additional needs codes

0. No known disability
1. Dyslexia
2. Blind/Partially sighted
3. Deaf/hearing impairment
4. Wheelchair user/mobility difficulties
5. Personal Care Support
6. Mental Health Difficulties
7. Unseen disability e.g. diabetes, epilepsy
8. Multiple Disabilities
9. A disability not listed above
10. Autism Spectrum Disorder
11. Attention Deficit Disorder (internal code)

Documentation Code for Evidence

0. No evidence provided
1. Approved Disabled Student Allowance (DSA) documentation
2. Occupational Therapist
3. Approved Medical Practitioner
4. diagnostic assessment from a practitioner psychologist or equivalent (dyslexia)
5. Personal Independence Payment (PIP) documentation
6. Previous educational establishment assessment
7. Awaiting evidence