

ITE

Reasonable Adjustments Policy

Document Control Table			
Document title:		ITE Reasonable Adjustments Policy	
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Version Number		2	
Date Approved		10 th July 2025	
Approved By		SEQA	
Date of Next Review		July 2026	
Document History			
Version	Date	Author	Note of revisions
1	Nov 2024	James Holmes	Policy created
2	March 2025	Ruth Margrove	Policy updated to reflect the new reasonable adjustment handbook

1. Introduction

1.1 The National Institute of Teaching (NIoT) is committed to creating an inclusive environment that promotes equality of opportunity for everyone in its community. Equality, diversity and inclusion are cornerstones of our vision of a school system that nurtures the talents of all teachers and leaders so they can provide all children with the world-class education they deserve. To improve the quality of teacher and leader development at a system level, we will create an inclusive environment where all members of the NIoT community are valued and able to succeed.

1.2 The NIoT has a legal responsibility to adhere to the Equality Act (2010) which includes the Disability Discrimination Act (1995), the Special Educational Needs and Disability Act (2001) and the Disability Discrimination Act (2005). This includes advancing equality of opportunity for disabled trainees. As such, the NIoT has a duty to anticipate Reasonable Adjustments (RAs) in the design of its programmes and their assessment and in the development and provision of other facilities and services that support Trainees and their learning and teaching.

1.3 An RA is a 'reasonable variation' or alteration made to the NIoT processes so that a Trainee with a disability can access, without disadvantage, the opportunities of the institution without compromising the expected academic or professional standards of the institute. The application of an adjustment will result from individual consideration in consultation with the trainee. What is 'reasonable' will vary according to a range of factors, such as, what is relevant and practical to overcome disadvantage, and will depend on the circumstances of the individual.

1.4 There are two key considerations of 'reasonableness' which can help when thinking through when an adjustment may be reasonable:

(i) Could the adjustment be practicable in its application (is it possible)?

(ii) Could the adjustment be effective in achieving its aim (will it work)?

1.5 An adjustment should not be considered unreasonable if it does not remove the disadvantage fully; an adjustment which partially removes or reduces substantial disadvantage is also likely to be reasonable.

1.6 Reasonable Adjustments (RAs) can apply too:

(i) the process of admission to the NIOT

(ii) the delivery of teaching, consistent with the learning outcomes of a programme or module and associated placement opportunities

(iii) the assessment process.

1.7 There is no duty on behalf of the NIOT to make adjustments to 'lawful competency standards', which are academic, medical or other standards applied for the purpose of determining whether or not a person has a particular level of competence for a qualified teacher as outlined in the [Teaching Standards \(2021\)](#).

1.8 In making a judgement about whether a reasonable adjustment is possible in relation to the assessment of a 'competency standard' staff should refer to 'Appendix B – Advisory Note on Assessing Competency Standards' of this policy and the Advance HE guidance notice on Competency Standards which can be found [here](#).

1.9 Reasonable adjustments are made on the basis of appropriate evidence verified by appropriate NIOT staff. NIOT has a duty to act if a disability is declared and to support Trainees in a timely manner therefore, in lieu of evidence temporary reasonable adjustments will be made until evidence is ascertained (see Section 9).

1.10 It should be noted that any reasonable adjustments a Trainee may have had prior to their starting a programme of study here will not necessarily be adopted by the NIOT but should be discussed when making reasonable adjustments.

1.11 This Policy applies to all registered ITE Trainees of the NIOT and applicants. Students on the ITE programme are subject to fitness to practise and may be subject to additional requirements detailed by relevant professional bodies. For the purposes of this policy the term 'ITE Lead' can be defined as a Head of ITE for a particular Region or those leading the ITE provision at an Associate College.

1.12 Any trainee wishing to formally disclose an additional need or disability to the NIOT should do so by completing the [Additional Needs and Reasonable Adjustments Questionnaire](#). This information will be sent to Student Support who will contact.

2. Eligibility

2.1 NIOT is able to make reasonable adjustments for Trainees that meet the criteria for having a disability, long term health condition or other impairment under the Equality Act (2010). A trainee should consider whether they meet the criteria regardless of whether they see themselves as having a 'disability' or being 'disabled' as a wide range of conditions are considered (see 2.5 for a non-exhaustive list).

2.2 The Equality Act (2010) confirms that a person has a disability if:

- (i) they have a physical or mental impairment, and
- (ii) the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

2.3 According to the Act, the effect of an impairment is a long-term effect if:

- (i) it has lasted at least 12 months;
- (ii) the period for which it lasts is likely to be at least 12 months;
- (iii) or it is likely to last for the rest of the life of the person affected.

2.4 Section 20 of the Act confirms the following requirements for reasonable adjustments:

- (i) where a provision, criterion or practice of (an institution) puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to avoid the disadvantage.
- (ii) where a physical feature puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to avoid the disadvantage.
- (iii) where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to provide the auxiliary aid.

2.5 Reasonable adjustments are made for trainees with a range of difficulties including, but not limited to:

- (i) Dyslexia, dyspraxia, ADHD and other specific learning difficulties (SpLDs).
- (ii) Autism spectrum conditions.
- (iii) Long term mental health difficulties / mental illness.
- (iv) Unseen disabilities like autoimmune conditions, connective tissue disorders, diabetes, epilepsy, cancer, HIV, chronic fatigue.
- (v) Long term mobility impairments.
- (vi) Sensory impairments.

2.6 Trainees will also be supported with temporary reasonable adjustments for conditions that are likely to last less than 12 months or while we are awaiting evidence to put in place formal reasonable adjustments (see Section 9 below).

3. Disclosure

3.1 Applicants to NIoT are encouraged to declare a disability or other condition as part of their application and should be asked when offered an interview at NIoT about any reasonable adjustments that need to be made for the interview process.

3.3 Trainees can self-disclose to Student Support by completing the [Additional Needs and Reasonable Adjustments Questionnaire](#). If a trainee would like additional help or support, they can contact studentsupport@niot.org.uk.

3.2 Trainees also are encouraged to disclose their disability at any point during their studies and not just during the Admissions process. Once a trainee has disclosed a disability to any member of staff of the NIoT, the institution has a responsibility not to discriminate and the NIoT has a duty to act. When a trainee declares a disability to a member of staff, the Disclosure Protocol should be followed (Appendix A).

3.3 Apart from where it might impact on a trainee's Fitness to Practise, decisions on admission to the NIoT are made regardless of any disability which a trainee may have declared prior to admission (such as through DfE Apply). NIoT has a duty to ensure that interview processes are completed in a fair and unbiased manner that does not discriminate against any applicant to NIoT regardless of disability.

3.4 Information regarding a trainee's disability is confidential and the NIoT must respect the dignity and confidentiality of a trainee disclosing a disability. Apart from cases where the health and safety of the trainee or others is at risk, or where compelled to do so in accordance with data protection (GDPR), information will only be disclosed with the trainee's written consent, under a 'need to know' basis.

3.5 Should a trainee disclose to a member of staff at the NIoT, or should a member of staff become aware of a trainee with a disability, the protocol for disclosure and consent should be followed as set out in Appendix A.

3.6 If a trainee does not give consent to make this full disclosure, then it should be understood that the help and support offered may be significantly limited. If a trainee does not disclose to the NIoT a disability or additional need then the NIoT will not be able to act to put in appropriate adjustments and support.

3.7 Any Trainee is free to refer themselves at any point during their programme with NIoT to the Student Support Team by completing by emailing studentsupport@niot.org.uk for assistance.

4. NIoT Responsibilities

4.1 The NIoT as an institution accepts overall responsibility for implementation of this Policy; however individual trainees and members of staff are required to abide by the principles set out under this Policy and to assist the NIoT in complying with it.

4.2 Adjustments will be made to remove barriers to learning and to reduce disadvantage, the NIoT will take due regard to distinguishing 'Competency Standards' for the Teaching Standards (2021) with 'Provisions, Criteria and Practice' as outlined in the Advance HE Competency Standards Guidance (2024) (see also Annex B) for help to distinguish the difference between competency standards and 'Provisions, Criteria and Practices' for which adjustments can be made.

4.3 Student Support and the trainee's Tutor and ITE Lead have a shared responsibility for ensuring a trainee's individual support needs are taken into consideration and reasonable adjustments are implemented satisfactorily, ensuring realistic expectations are set with the trainee about the provision of adjustments.

4.4 All staff involved in teaching and assessment, including any such persons not actually employed by the NIoT, have responsibility for ensuring that reasonable adjustments, as agreed between the trainee and the NIoT are implemented as specified. In cases of uncertainty, advice should be sought in the first instance with Director of Registry Services or the Student Support and Welfare Manager.

4.5 Where there may be concerns about any disabled trainee, or about the recommended adjustments, the ITE Lead should consult with the Head of the ITE Faculty, Student Support and Welfare Manager and the Director of Registry Services, particularly before following a Fitness to Study or Fitness to Practise process.

4.6 In relation to the competence standards as set out in 1.4, it should be noted that there are certain requirements in relation to the successful completion of the

Teachers' Standards (2021) and the rigours of the training programme, which may preclude some trainees from being able to demonstrate competence and attainment.

4.7 Appropriate steps need to be taken to ensure that where there is disagreement about provision of reasonable adjustments, a robust escalation process is in place via the ITE Lead, the Student Support and Welfare and the Director of Academic Registry and that there is fair and timely resolution. Decisions need to be documented and communicated clearly to all parties involved, including the trainee.

4.8 The NIOT is responsible for providing accessible placements and every effort should be made to source these and work with placement providers to make reasonable adjustments. Trainees should be asked if their RAP can be shared with the placement school. This should be part of the NIOT's anticipatory provision.

4.9 Confidential records should be kept detailing any trainee interactions and any decision made. The RAP will be updated if a trainee condition changes. A central register of RAPs should be held by the Student Support and Welfare Team.

4.10 Feedback from staff and trainees should be sought particularly with regards to the implementation of reasonable adjustments, but also to inform future practice.

4.11 Staff should be kept updated on good practice and current legislation through online resources, staff training programmes and briefings. All relevant staff should attend any bespoke training offered provided regarding additional needs support.

- 4.12 The Student Support and Welfare Manager should be consulted by appropriate staff to ensure that the needs of disabled students are considered at the planning stages, e.g. module validation and assessment reviews.

○ 5. Trainee Responsibilities

5.1 In order for reasonable adjustments under this Policy to be made, trainees need to disclose their disability as soon as reasonably possible, provide appropriate evidence and comply with NIoT procedures (as defined under this Policy) for determining and implementing their support and adjustments.

5.2 Appropriate evidence for reasonable adjustments includes but is not limited to: medical evidence from a GP or other health professional, a screening or diagnostic report from a registered practitioner, DSA Needs Assessment and / or Occupational Health Screening evidence. Evidence should be sent in a timely manner, where possible, to ensure that NIoT can ensure that appropriate support is put in place.

5.3 Reasonable adjustments cannot be delivered fully unless a disability, mental health condition or other enduring health condition that meets the grounds (as set out in 2.1-2.4) is disclosed, and appropriate consent is given for dissemination of necessary information for implementation on a 'need to know basis'.

5.4 Trainees who have not submitted evidence at the time reasonable adjustments are made will be offered temporary reasonable adjustments as set out in Section 9 of this Policy until appropriate evidence can be provided. Any temporary adjustments made will be time limited and will be regularly reviewed until evidence is provided.

5.5 Trainees should notify their Tutor or Student Support if there are any problems in receiving support, or if their condition changes so as to give rise to the need for an alteration to their level of support, who will make provisions as required.

5.6 Trainees must ensure that they comply with any disclosure requirements specific to their NIoT programme in relation to ethical, registration or fitness to practise requirements of the NIoT and the relevant registration authority.

5.7 Although every effort to make reasonable adjustments will be made, trainees are also required to show reasonable diligence in their conduct and programme of study. Trainees are advised to discuss any attendance issues with their Tutor.

5.8 Trainees should ensure they engage when required with Support Services and their Tutor regarding their support needs and should follow advice and guidance related to applying for Disabled Students Allowances (DSA) where appropriate.

5.9 Trainees are also encouraged to refer to the NIoT Trainee Code of Conduct, specifically to those points referring to their responsibilities as a trainee.

6. Identifying the Need for Reasonable Adjustment

6.1 If an offer for study with NIoT is accepted, prior to onboarding the trainee will be invited to complete the Additional Needs and Reasonable Adjustments Questionnaire. Based on their responses to this survey a 'Anticipation of Needs'

document will be created which will later be agreed with the trainee when they join the course in order to form their 'Reasonable Adjustments Plan' (RAP).

6.2 In creating and agreeing the RAP with students, appropriate standard, anticipatory and individualised adjustments will be considered and, where reasonable, agreed on a case-by case basis with the trainee and tutor.

6.3 Recommendations made by the Director of Registry Services and Student Support and Welfare Manager should be followed unless the Head of ITE can demonstrate a specific reason why they cannot implement the RA, linked to either resources or competence standards, as required by the Equality Act 2010.

6.3 Trainees can disclose a disability at any time whilst they are at NIoT not just as part of the Admissions process. All Trainees who consent to their information being shared will be provided with a Reasonable Adjustment Plan (RAP) and the process of arranging this support should be communicated clearly to the Trainee.

6.4 For Trainees with disabilities as defined by the Equality Act (2010), adjustments are only made from the point at which a Reasonable Adjustment Plan comes into effect. Any concerns with Reasonable Adjustments or support provided should be raised by the Trainee with the Tutor or Student Support for further guidance.

6.5 A new RAP should be implemented for each new programme undertaken at the NIoT and an existing plan should be updated for any changes to a condition.

7. Implementing Reasonable Adjustments

7.1 Inclusive practice should be embedded within all core areas of the NIoT. This means that NIoT will anticipate standard and reasonable adjustments and make alterations ahead of time to ensure that curriculum provision is inclusive.

7.2 Standard and anticipatory reasonable adjustments will be suggested for all trainees with a disability and trainees will have opportunity to discuss any further individualised adjustments as required when their RAP is created.

7.3 Reasonable adjustments will be assessed on a case-by-case basis and should be considered reasonable and acceptable within the outlined expectations of the Teaching Standards (2011) and the definition of 'reasonable' as outlined by the Quality Assurance Agency for Higher Education (QAA) Code of Practice for the Assurance of Academic Quality and Standards in Higher Education.

7.4 Any trainee who discloses a disability or condition meeting the criteria for reasonable adjustments via the Support Needs Survey will have an 'Anticipation of Needs' document completed and shared with the trainee. This will outline standard adjustments offered and any anticipatory and individualised adjustments recommended as outlined in the NIoT Reasonable Adjustment Handbook.

7.5 The Trainee will then be offered a meeting either with Student Support or with their Tutor to agree the plan and to make any further tailored adjustments. This will be agreed within the formalised RAP plan which will be shared with the Trainee.

7.6 The Tutor / and or Student Support should consult the 'Anticipation of Needs Document', DSA Needs Assessment (if provided) and any other accompanying evidence when creating the RAP. This should be discussed with the Trainee taking

into consideration their individual needs (Appendix C for an example RAP the Reasonable Adjustments Handbook for further information on adjustments).

7.7 At the point that reasonable adjustments are made Student Support and / or the Tutor should consider whether the Trainee will also require an accompanying risk assessment and / or Personal Emergency Evacuation Plan (PEEP).

7.8 The Tutor must ensure that the RAP is uploaded onto the single central record and update the central Student Support Tracker to advise the RAP is complete.

7.8 The Tutor and Student Support, will be responsible for ensuring that reasonable adjustments for the classroom, learning and teaching are implemented as soon as the RAP plan is created and shared with any appropriate staff, with consent of the Trainee, who will need to be aware of the plan to be followed.

7.9 Where trainee is to attend placement, responsibilities with regards to implementing, funding and monitoring all reasonable adjustments should be discussed and formally agreed in advance. Advice can be provided by Student Support, the Tutor and the Head of ITE regarding reasonable adjustments this.

8. Reasonable Adjustments for Assessment

8.1 NIoT will ensure that all candidates for assessment should, as far as possible, undertake assessments under equitable conditions. The purpose of any reasonable adjustments that may be made to assessment are therefore, aimed at enabling a trainee to demonstrate their ability and to address the barriers they may experience as a result of their disability but not to otherwise advantage the candidate.

8.2 In making reasonable adjustments to assessments, an individual analysis of the nature and degree of the barriers a trainee may experience will be made and steps will be taken to provide appropriate provision according to individual need.

8.3 A reasonable adjustment should not give unfair advantage over other candidates and the offering of adjustments will be carefully considered by the NIoT within the principles of parity and fairness with regards to assessments.

8.4 Standardised reasonable adjustments for assessments are outlined in the NIoT Reasonable Adjustments Handbook for reference. Any non-standard adjustments to assessments are made at the discretion of the Director of Academic Registry in consultation with the Head of ITE and Student Support and Welfare Manager only.

8.5 Any further adjustments implemented will depend on the trainee's disability or condition, on the format and duration of the assessment and on recommendations made by a suitably qualified specialist.

8.6 In the event of an upcoming assessment where a RAP is not in place in time for consideration, trainees should make an application for an Extension or Extenuating Circumstances in lieu of Reasonable Adjustments while a plan is created.

9. Adjustments for Short Term Conditions and Temporary Reasonable Adjustments

9.1 This Policy defines a "short term condition" as any condition not covered by the definition of a disability as defined by the Act as noted in Section 2.1-2.3. This can include, but is not limited to, pregnancy, broken limbs, surgery or hospitalisation, a decline in an ongoing health condition or short-term decline in mental health.

9.2 Although short term health conditions are not specifically referred to in the legislation, the NIoT will take a flexible and sympathetic approach to significant and verified short term conditions, for example allowing extension deadlines and other adjustments, where applicable, for trainees with short term conditions.

9.3 A temporary reasonable adjustment plan will be put in place, where appropriate, for short term health conditions at the discretion of Student Support and the Tutor. Any adjustments made will be time limited and will be regularly reviewed. Evidence should be requested for putting in short-term reasonable adjustments. If evidence is not provided within 2-3 weeks the adjustment will be reviewed by the Tutor.

9.4 A temporary reasonable adjustment plan will be put in place for any Trainee with a disability or long-term condition, who has not yet submitted evidence to NIoT. It is recommended that evidence is submitted as soon as possible ensure fairness and parity with adjustments. However, there is an understanding that long waiting lists for screenings for certain conditions may mean this is not possible. In this situation, the trainee is asked to provide evidence of being on a waiting list and any other accompanying referral evidence or other medical evidence available.

9.5 In the event of a short-term condition or other health concern arising during an assessment period, the process for Extensions and Extenuating Circumstances should be considered as set out in the PGCE Handbook as a first port of call.

9.6 In the event that a disclosed condition poses a Health and Safety risk the Tutor should contact the ITE Lead in relation to completion of a Health and Safety Risk Assessment and Personal Emergency Evacuation Plan (PEEP) (if relevant).

10. Postgraduate Teacher Apprenticeship (PGTA)

10.1 Apprentices will not be eligible for Disabled Student Allowance (DSA).

10.2 Employers are expected to provide reasonable adjustments in the workplace. The NIOT will work with employers to support apprentices.

10.3 Trainees who are on a PGTA programme may be able to access funding through Access to Work (<https://www.gov.uk/access-to-work>) to support in their workplace.

10.4 The NIOT as the main training provider will ensure that reasonable adjustments are in place for the trainee's study on the programme and will follow the same steps as set out within this policy.

10.5 If following assessment of the adjustments that are required by PGTA Trainees there are equipment or costs incurred for the reasonable adjustments to be put in place, the NIOT will apply for [Learning Support Fund](#) to support with these costs.

Appendix A - Disclosure Protocol

If a trainee discloses a disability, Specific Learning Difference or health condition to you. The following process should be followed:

1. Advise the trainee that it is in their best interests that this information is formally disclosed to the NIoT by completing the [Additional Needs and Reasonable Adjustments Questionnaire](#).
2. Advise that they do not need to discuss their condition with you in depth. However, they should complete the Additional Needs and Reasonable Adjustments Questionnaire in full to formally share this information.
3. Advise the trainee that Student Support will be in touch after receiving the questionnaire to book an appointment to complete their Reasonable Adjustment Plan / and or (if they consent) the information will be shared with their Tutor to implement Reasonable Adjustments.
4. If the trainee does not consent to completing the form, contact Student Support and / or the ITE Lead for advice without identifying the trainee.
5. Reiterate to the trainee that the purpose of disclosure is aimed at ensuring that they have any necessary support or adjustments in place.
6. Explain that by not consenting to disclosure this would limit the adjustments that could be made and may mean that no adjustment is made. If they still do not wish to disclose, then store this information confidentially.

Short Term Conditions

If following disclosure, it is clear that this is a short-term issue you should ensure the trainee is aware of the process for Extensions and Extenuating Circumstances should

be considered as set out in the PGCE Handbook and consider if temporary reasonable adjustments are appropriate for the trainee (see Section 9).

Exceptional circumstances

There can be exceptional circumstances when sensitive, confidential data such as disability related information may be shared. Such as in instances where there is an immediate risk to the personal safety of the Trainee, or to the safety of others. Contact a Senior Manager in your department or Student Support for advice before disclosing any confidential information and to ensure the situation is risk assessed.

Appendix B – Advice Notice for Competency Standards

The NIoT deems assessment of the Teaching Standards (2011) as a lawful competency standard for the PGCE programme and Qualified Teacher Status (QTS) as outlined in the EHRC Technical Guidance (2014) due to satisfying the following criteria:

- (i) Equal application to all students
- (ii) Demonstrable relevance to the course
- (iii) Being necessary in service of a lawful objective (e.g. ensuring a level of knowledge sufficient to protect the integrity of the discipline or the safety of the public)
- (iv) Proportionality (i.e. being suitable and not excessive)

Identifying competence standards

Competence standards must be carefully considered and identified. They must also be communicated clearly to applicants and trainees so they can make informed decisions about which programmes of study or individual modules to take. In defining a competency standard, the following questions should be raised:

- i. What competence or ability is being measured?
- ii. What are the standards which are being applied to determine whether a person has met the relevant level of competence?
- iii. What aspect of the process are methods of assessment of whether those standards have been met?

Applying these questions, it is possible to determine what a competence standard is not. This includes:

- (i) A method of assessment (e.g. way of gauging an ability or level of knowledge such as a practical test)
- (ii) A requirement unrelated to the content and objectives of the course (e.g. a fitness requirement for a course not involving strenuous physical activity)
- (iii) A requirement that arises from pedagogic preferences or arbitrary norms of practice (unless that is the competence standard, e.g. the ability to perform a task in a specific timeframe)
- (iv) A requirement based on notions of what is deemed to constitute a 'good degree' (e.g. subjective approaches to particular activities imposed by tradition and historic practice)

Appendix C – Reasonable Adjustment Plan (RAP)

Details			
Name of Trainee		Email	
Subject / Phase		Date	
Academy / School		Review	
Region / AC		Location	
Tutor		ID Number	

About You	
Identified Need	
How long has your disability / condition been a part of your life? For example – Have you received a diagnosis/when did you first encounter barriers?	
Did you have any support in school or college? If so, what kind of support? And did you find this helpful? This includes extra time in exams, readers, scribes etc.	

Your Assessment Reasonable Adjustments (RAs) (Delete as appropriate)
<ul style="list-style-type: none"> 1(a) Trainee will receive a 5-day extension for all written assessments as standard via Turnitin. Use the 5-day extension portal available in Turnitin.

- 1 (b) Trainee can apply for an additional 10- or 15-day extension on written assessments by making an application on the online extension form.

Assess Trainee Requirement for:

- 1(c) Trainee is offered 25% extra time for all oral assessments. I.e. Additional 3 minutes and 45 seconds for a 15-minute presentation or viva.

Your RAs for Learning and Teaching (Delete as appropriate)

- 1(e) Where possible sessions should be recorded, the option of the trainee recording sessions for personal learning only is also permitted.
- 1(f) Learning materials should be made available at least 24 hours in advance of sessions, preferably in electronic format e.g. via IRIS.
- 1(g) Any reading lists provided should where possible differentiate between essential/desirable reading.
- 1(h) The trainee can request additional 1-1 academic tutorials with Tutors. The length and frequency of any additional sessions will be dependent on tutor availability and course requirements.

Your Condition Specific RAs (List as appropriate)

(Expand box as required)

Any other Individualised RAs (List as appropriate)

(Expand box as required)

Academic	
What I need help with	Strategies / Monitoring / Timeframe
<ul style="list-style-type: none"> • • • 	
Existing Support	Who else can provide support?
<ul style="list-style-type: none"> • • • 	
Wellbeing	
What I need help with	Strategies / Monitoring / Timeframe
<ul style="list-style-type: none"> • • • • 	
Existing Support	Who else can provide support?
<ul style="list-style-type: none"> • • • • 	
ACTION PLAN	
<p>SMART goals are specific, measurable, achievable, relevant, and time-bound objectives</p>	

1. 2. 3.

In Case of Emergency
Is there a possibility that your disability may require emergency intervention? Please describe a typical reaction / attack:
When did you last have a reaction/ attack and how often can they occur?
In the event of a reaction / attack, what steps should we take to ensure your safety?
Is there someone you would like us to contact in the event of emergency?

Short Personal Emergency Evacuation Plan
(A full PEEP will be created, if required)
I require the following support in the event of a fire/evacuation:

Do you require different support during a fire drill?

Student Responsibilities	
I will consider if I am eligible for Disabled Students Allowances (DSA) and will making an application, if not already in progress.	✓
I will inform Student Support / my Tutor as soon as possible if my circumstances change and my RAP needs to be updated.	✓
I will contact Student Support / my Tutor if there are any concerns or issues with the implementation of my Reasonable Adjustments.	✓
I agree to check my NIoT email regularly for correspondence and to reply within a reasonable time (normally 48 hours).	✓

Consent to share information	
Do you consent for the information provided on a 'Need to Know' basis?	
Next of kin contact details	

Completed by:	
Date:	

