

The National Institute of Teaching

ITE Handbook on Reasonable Adjustments

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Introduction

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 are able to succeed.

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) which requires NIoT to pay due regard to the need to: *“Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.”* The Equality Act (2010) defines a ‘reasonable adjustment’ as a change that removes or reduces a disadvantage for people with disabilities. The purpose of reasonable adjustments is to ensure that people with additional needs have the same access to opportunities, services and education. We aim to remove barriers to education by providing reasonable adjustments to support trainees at NIoT to meet their potential.

Trainees disclosing a disability, as defined under the Equality Act (2010), will be offered reasonable adjustments to interview practices, assessments, learning and teaching as standard. This means that we will make variations or alterations to the NIoT’s processes so that a disabled trainee can access without disadvantage the opportunities at the NIoT without compromising expected academic or professional standards. However, there is no duty to make alterations to genuine ‘competency standards’ to determine if a trainee has reached the required level of competency or capability required for teaching, as outlined in the Teacher’s Standards (2011). See the Reasonable Adjustments Policy, including ‘Appendix B – Advisory Note on Assessing Competency Standards’ when making judgements on this.

This handbook has been created to offer a standardised approach to reasonable adjustments across the NIoT. It should be read in conjunction with the NIoT ‘Policy

on Reasonable Adjustments' which sets out the expectations and the process. For any trainee disclosing a disability, mental health condition, specific learning difficulty (SpLD) or long-term health condition, with accompanying evidence, NIOT will create a Reasonable Adjustment Plan (RAP). The RAP will be incorporate standardised, anticipatory and individualised reasonable adjustments and will be agreed upon by the trainee, Student Support and the Tutor before it is finalised and implemented.

Section One - Standardised Reasonable Adjustments

This section refers to adjustments that are considered 'standard' inclusive practice for supporting any trainee with a disability that meets the definition under the Equality Act (2010), regardless of the type of disability or condition they have.

Standard reasonable adjustments will be added at the point of entry to NIOT for any trainees declaring a disability (pending evidence). A trainee can request to remove any of the standardised reasonable adjustments from their reasonable adjustment plan, if they feel these do not align with their support needs.

Assessments

- 1(a) Trainee will receive a 5-day extension for all written assessments as standard via Turnitin. Trainees will be provided with an extension portal.
- 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.

Trainees can also request extra time (this can be helpful for a range of conditions for extra processing time or time to take rest breaks):

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

(Below applies only to Specific Learning Differences (SpLD), Autism Spectrum Condition and Processing Disorders)

- 1(d) Assessment marker is aware of Specific Learning Difference and will provide feedback which is constructive and aids improvement for spelling and grammatical errors. Feedback should be word processed, not handwritten.

Learning and Teaching

- 1(e) Where possible, sessions should be recorded, the option of the trainee recording sessions for personal learning only is also permitted. Permission should be sought from the facilitator before recording takes place.
- 1(f) Learning materials should be made available at least 24 hours in advance of sessions, preferably in electronic format e.g. via the Learning Platform.
- 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. The length and frequency of any additional sessions will be dependent on staff availability and course requirements.

Section Two – General Anticipatory Reasonable Adjustments

This section refers to general anticipatory reasonable adjustments that can be helpful within assessment, learning and teaching (which are not specifically aligned with a particular disability or condition). These reasonable adjustments are *not* offered as 'standard' to all trainees by NIoT but can still be beneficial to offer to trainees with a disability or long-term health condition (regardless of condition).

The Student Support Team will recommend appropriate 'General Anticipatory' reasonable adjustments as part of the 'Anticipatory Assessment of Need' document that will form the agreed Reasonable Adjustment Plan (RAP).

Please discuss these recommended adjustments with trainees to assess appropriateness when completing the plan. Suggested adjustments can be removed from the RAP on discussion with the trainee if they are not appropriate.

These lists are not exhaustive, and the trainee's individual support needs should be the priority when determining reasonable adjustments. A RAP should typically contain a combination of standard, general anticipatory, and individualised adjustments (please see Section Three on condition specific adjustments).

Assessments

- (2a) Academic Registry, Student Support and Tutors to consider modifications to assessments or alternative methods of assessment, where appropriate. Any modifications would need to be agreed in advance to ensure that the request is reasonable in the individual circumstance and may not always be possible depending on situation and assessment of 'competency standards'.

Examples of alternative/modifications to assessments:

- ✓ A recorded presentation instead of a live presentation.
- ✓ A 1-1 presentation to the Tutor instead of to the peer group.
- ✓ A Viva or academic interview instead of a written assignment.

Learning and Teaching

These are the general non-standard reasonable adjustments that are understood to be generally beneficial for most disabilities and conditions within Learning and Teaching. Student Support will make anticipatory suggestions for these adjustments within the 'Anticipatory Assessment of Need' which will be utilised to form the RAP.

- (2b) Tutors to leave time at the end of the class to allow the trainee to clarify information or check their understanding of content covered or tasks set.
- (2c) Tutors should allow the trainee a short period of extra time for reading, writing and processing information. Providing information about an activity in advance is beneficial and can help trainees to be prepared for their learning.

- (2d) Tutors should convey information in more than one way, for example written and verbal format for the trainee. The Tutor should provide printed paper resources provided, where possible, depending on availability.
- (2e) Tutors to provide clear, concise instructions, when setting tasks and assessment submissions. To reduce the risk of misinterpretation, instructions and information should be broken down into manageable pieces. Where possible, provide the trainee with a written copy of all instructions.
- (2f) Notify the trainee of any changes to the timetable and assessments as far in advance as possible to allow time to prepare and manage workload.
- (2g) Trainee is permitted to take breaks during class to rest, use the toilet or move around. If leaving the room, tutors should not draw attention to this.
- (2h) Trainee is permitted to access the quiet space (Tutor to advise of locations on campus) as and when needed if the space is available.
- (2i) A degree of flexibility with attendance and punctuality with class for the purpose of attending medical appointments or when they encounter a flare up of their symptoms/conditions only to be discussed with Tutor.
- (2j) Assistive technology and applications can be utilised. Trainee should apply for support via DSA for any assistive technology required.

Section Three – Reasonable Adjustments by Condition

This section refers to General Anticipatory Reasonable Adjustments which are specifically aligned with a particular disability or condition. These Reasonable Adjustments are not offered as 'standard' by NIOT to all trainees on entry but can be beneficial to trainees with a particular disability or condition requiring a RAP plan.

These lists are not exhaustive, and the trainee's individual support needs should be the priority when determining Reasonable Adjustments (see Section 4). A RAP should contain a combination of standard, general anticipatory and condition specific / individualised adjustments to ensure the trainee is supported.

Autism Spectrum Condition (3.1)

The following adjustments can be put in place for trainees who have an Autistic Spectrum Condition. Please note, that other Reasonable Adjustments can be agreed by determining individual requirements (see Section 4). Staff should consider whether the request is reasonable and can *always* be accommodated in learning and teaching. If you are unsure, contact the Student Support for help and advice.

- (3.1a) Tutors may need to supervise group tasks more closely to check the trainee's understanding of the task and their role, and to support the group to communicate effectively with one another. This will not always be possible at times, such as National Delivery across the full cohort of trainees.
- (3.1b) Trainee to be provided with a named Tutor as a regular point of contact for academic related support and advice (frequency of contact to be agreed).
- (3.1c) Trainee is permitted to wear noise cancelling headphones on campus and during teaching activities, as and when needed.
- (3.1d) Trainee is permitted to wear tinted glasses to prevent visual stress and light sensitivity.
- (3.1e) Trainee may require prompting to remain focused on a task in class, assessments or deadlines. Tutors should be patient, directive and constructive when giving prompts and feedback for work.

- (3.1f) Tutors to avoid open ended questions when speaking with the trainee directly. Literal, unambiguous language, closed questions and cues are likely to be more effective, allowing sufficient time to answer questions. Please note, Tutors will need to be able to model questioning techniques in class.
- (3.1g) Tutors are asked to be directive in their suggestions for reading and researching resources. I.e. providing suggested sources for reading.
- (3.1h) Tutors should provide the trainee with a written copy of all module materials before the class to aid navigation of the curriculum.
- (3.1i) Trainee can request a regular 1-1 meeting with the Student Support to access wellbeing and learning support.
- (3.1j) Please do not draw any unnecessary attention in front of peers, if there are concerns in some areas, please speak with the trainee privately.
- (3.1k) Trainee can bring additional items into class, such as fidget toys or other items which may help to enhance concentration and reduce anxiety.
- (3.1l) Trainee should be offered regular 1:1 support with their Tutor and / or mentor to break down learning topics and to assist with meeting deadlines.
- (3.1m) Tutor, Mentor and Student Support to allow longer appointment times to give trainee additional time for processing and asking questions.

Blind or Visual Condition (3.2)

The following adjustments can be put in place for trainees who are Blind or have a Hearing Condition. Please note, that other Reasonable Adjustments can be agreed by determining individual requirements (see Section 4). Staff should consider whether the request is reasonable and can *always* be accommodated. If you are unsure, contact the Student Support and Welfare Manager for help and advice.

- (3.2a) Trainee, Tutors and the Student Support to agree what additional learning resources can be provided for vision difficulties i.e., braille or audio.
- (3.2b) The trainee to be provided with a larger monitor set-up for viewing footage in class. Where this is not practicably possible, tutors should explore alternative methods of supporting the trainee with their vision difficulties.
- (3.2c) The trainee is permitted to use their laptop during teaching sessions to access in class materials and to take notes.
- (3.2d) The trainee can move to sit at the front of the class to improve visibility and may need to pace their use of display screen equipment.
- (3.2e) Trainee requires materials to be printed in an enlarged font (insert minimum size) and this can be requested from the Tutor.
- (3.2f) Trainee is permitted to wear tinted glasses to prevent visual stress.
- (3.2g) Trainee requires materials to be printed on (Insert colour) paper and is permitted to use an (Insert colour) overlay if they have one. Printing on (Insert colour) paper can be requested from the tutor.
- (3.2h) The trainee is permitted to leave a taught session a few minutes early to avoid traffic in the corridors and get around the campus more easily.
- (3.2i) Trainee is permitted to bring a guide dog on to campus. The trainee will have responsibility for the guide dog and should discuss this with the Tutor.
- (3.2j) Trainee will be accompanied by a sighted guide to assist them with navigating the campus and when on placement. This will need to be funded via Disabled Students Allowances (DSA).

- (3.2k) Trainee can request a regular 1-1 meeting (online or in person) for their Wellbeing Support via the Student Support and Welfare Team.
- (3.2l) Trainee will receive a Health and Safety induction regarding accessibility and will have a Personal Emergency Evacuation Plan (PEEP) / and or Risk Assessment completed by staff before they start the course.

Deaf or Hearing Condition (3.3)

The following adjustments can be put in place for trainees who are Deaf or have a Hearing Condition. Please note, that other Reasonable Adjustments can be agreed by determining individual requirements (see Section 4). Staff should consider whether the request is reasonable and can *always* be accommodated. If you are unsure, contact the Student Support and Welfare Manager for help and advice.

- (3.3a) Prolonged study and noisy environments can exacerbate the trainee's hearing difficulties. Trainee benefits from a quieter, distraction free environment when working on campus. If the trainee requires a separate room or quieter study space for completing independent or group tasks, this should be accommodated where practicably possible.
- (3.3b) Tutors provide subtitles or closed captions (if available) when using digital materials during teaching sessions, especially for interactive activities.
- (3.3c) Trainee relies on lip reading to help them in conversation. Where possible, the teaching space should be set up in a U shape to allow the trainee to see all speakers' faces/lips during a group discussion.
- (3.3d) The trainee can move to sit at the front of the class to improve hearing, concentration and / or lip reading. In group discussions, it is helpful if only one person speaks at a time. Tutor to help facilitate discussions.

- (3.3e) Trainee can request assistance from tutors and for support with setting up and working with sound equipment.
- (3.3f) Trainee uses a hearing loop linked to their hearing aid to amplify sound. Tutors will need to wear the microphone or position it nearby.
- (3.3g) Trainee will be accompanied by a sign language interpreter. This will need to be funded via Disabled Students Allowances (DSA).
- (3.3h) Trainee can request a regular 1-1 meeting with Student Support to access wellbeing and learning support.
- (3.7i) Trainee will receive a Health and Safety induction regarding accessibility and will have a Personal Emergency Evacuation Plan (PEEP) / and or Risk Assessment completed by staff before they start the course.

Long-Term Medical Condition (3.4)

The following adjustments can be put in place for trainees with a Long-Term Medical Condition. Please note, that other Reasonable Adjustments can be agreed following determining individual requirements (see Section 4). Staff should consider whether the request is reasonable and can *always* be accommodated when offering tailored support.

- (3.4a) Trainee can use the disabled toilet on campus. Please can the Tutor advise of the disabled toilet facilities that the trainee can use.
- (3.4b) The trainees' classes should be located near toilets where practicably possible. Trainee can leave class at any point to use toilet facilities.

- (3.4c) Trainee is permitted to test their blood and administer medication in class / leave the room for this. Tutor should not draw attention to this.
- (3.4d) Trainee is permitted to eat and drink during class. Tutors should not draw any unnecessary attention to this. Please discuss this with the Tutor and ensure that eating and drinking does not take place in science labs.
- (3.4e) Trainee is permitted to store medicine in the fridge on campus. Please raise this with Student Support and the Tutor for instruction.
- (3.4f) Fatigue and prolonged study, practical or physical activities, can exacerbate symptoms. The trainee will pace their activity levels accordingly.
- (3.4g) The trainee may need some practical assistance with lifting, carrying, holding or transporting equipment at times. Please discuss the practicalities of this on campus, on placement and where the responsibilities lie.
- (3.4h) Trainee may require alternative equipment to assist them in class. This can include a chair or other assistive equipment. Please discuss this between Tutor and trainee. Equipment to be provided by the DSA if required.
- (3.4i) Trainee can request a regular 1-1 meeting with the Student Support to check in and access wellbeing and learning support.
- (3.7j) Trainee will receive a Health and Safety induction regarding accessibility and will have a Personal Emergency Evacuation Plan (PEEP) / and or Risk Assessment completed by staff before they start the course.

Mental Health Condition (3.5)

The following adjustments can be put in place for trainees with a mental health condition. Please note, that other Reasonable Adjustments can be agreed by determining individual requirements. Staff should consider whether the request is

reasonable and can be *always* accommodated. If you are unsure, contact the Student Support and Welfare Manager for help and advice on adjustments.

- (3.5a) Tutors should be aware that fatigue and prolonged study can exacerbate the trainee's symptoms. The trainee will need assistance with pacing.
- (3.5b) Tutors to provide clear, concise instructions, when setting tasks and assessment submissions. To reduce the risk of misinterpretation, instructions and information should be broken down into manageable pieces.
- (3.5c) Notify the trainee of any changes to the timetable and assessments as far in advance as possible to allow the trainee time to prepare and manage their workload accordingly.
- (3.5d) Trainee is permitted to take breaks during class to rest or move around. If leaving the room to take a break, tutors should not draw attention to this.
- (3.5e) Trainee is permitted to access a quiet space to use as and when needed. The Tutor should advise of quiet spaces on campus.
- (3.5f) A degree of flexibility with attendance and punctuality is allowed for medical appointments or to account for flare up of symptoms/conditions.
- (3.5g) Please ensure that sessions are structured with clear guidance at the start of class about what will be covered and what to expect. Give notice on IRIS ahead of sessions to help trainee prepare with reading materials.
- (3.5h) Tutors should be aware that the trainee experiences vocal and physical tics and should not draw any unnecessary attention to these in front of peers. If there are concerns, tutors should speak with the trainee privately.

- (3.5i) The trainee may become anxious or distressed when called upon to present, read aloud or contribute to group discussions. Tutors should allow the trainee to choose how and when they contribute to these activities.
- (3.5j) Providing information in advance of the session will support in reducing anxiety or distress. If there is an activity as part of an activity that causes the trainee anxiety, this will need to be discussed with the Tutor in advance.
- (3.5k) Trainee can request a regular 1-1 meeting with the Student Support to check in and access wellbeing support.
- (3.5l) The trainee is sensitive to materials containing themes of (Insert theme). Tutors should provide content warnings when discussing themes or sharing resources, in-person or online, that may be of a distressing nature for the trainee.
- (3.5m) Trainee is permitted to bring fidget toys into class and other aids which may help to ease condition symptoms. Please discuss other aids as required.

Specific Learning Difference (SpLD) (3.6)

The following Reasonable Adjustments can be put in place for trainees with a Specific Learning Difference (SpLD) (where appropriate). Please note, other Reasonable Adjustments can be agreed as requested but, please consider whether the request is reasonable and can be *always* accommodated for as outlined in the RAP. If you are unsure, contact the Student Support and Welfare Manager.

- (3.6a) Trainee requires materials to be printed on coloured paper and benefits from using a coloured overlay. Printing on coloured paper can be requested from the Tutor for class resources.

- (3.6b) Tutors should be understanding of the difficulties the trainee can have with inattentiveness, restlessness and distractions. Trainee may require prompting to remain focused on a task, assessment or deadline.
- (3.6c) Trainee benefits from a distraction free environment when working independently or in small groups. If the trainee requires a separate room or quieter study space for completing tasks when on campus, this should be accommodated where practicably possible.
- (3.6d) Practical tasks involving fine motor skills and coordination may be challenging more challenging. The trainee may need extra time or practical assistance when using equipment or in physical classes / lessons.
- (3.6e) To prevent visual stress and fatigue, the trainee may need to pace their work if it involves a lot of reading or writing.
- (3.6f) Tutors should provide subtitles or closed captions (if available) when using digital materials, especially for interactive activities.
- (3.6g) Trainee is permitted to wear noise cancelling headphones on campus and during teaching activities, as and when needed.
- (3.6h) The trainee benefits from verbal rather than written instructions and instructions should be given one at a time.
- (3.6i) The trainee benefits from having resources and instructions in more than one representation, such as pictorially or in diagrams.
- (3.6j) Print handouts in a font that is easy to read, e.g. Arial 12 point, and on (non-glare) cream/ivory paper, to facilitate reading and annotating

Physical Condition (3.7)

The following Reasonable Adjustments can be put in place for trainees with a Physical Condition (where appropriate). Please note, other Reasonable Adjustments can be agreed as requested (See Section 4). When making a judgement consider whether the request is reasonable and can be *always* accommodated for as outlined in the RAP. If you are unsure, contact the Student Support and Welfare Manager.

- (3.7a) Prolonged study, practical or physical activities, can exacerbate the trainee's symptoms. The trainee pace their activity levels accordingly.
- (3.7b) Tutors to check in advance that the trainee can participate in planned practical or physical activities. Tutors may need to supervise these activities or make reasonable adaptations to enable the trainee to participate or allow them to opt out ahead of the activity, if appropriate.
- (3.7c) An alternative arrangement or assessment mode is to be considered for physical activities that form part of a formative or summative assessment. This is to be discussed with the trainee at the start of the programme.
- (3.7d) Where practicably possible, the trainees' classes should be scheduled on the ground floor or non-ground floors with lift accessibility.
- (3.7e) The trainee is permitted to leave session a few minutes early so that they can avoid traffic in the corridors and get around the campus more easily.
- (3.7f) The trainee can move to sit at the front of the room or in an aisle and is permitted to use a footrest when seated or other physical aid.
- (3.7g) The trainee can request assistance with lifting, carrying, holding or transporting equipment. The trainee should contact tutors and student support.

- (3.7h) Trainee requires ergonomic equipment to support sitting for long periods of time. The Tutor should oversee the placement of this equipment teaching rooms and tutors for use by the trainee only.
- (3.7i) Trainee requires teaching rooms to be set-up in a wheelchair accessible layout. The Tutor should oversee room set-up to ensure the trainee can navigate their teaching spaces freely.
- (3.7j) Trainee is permitted to use a disabled parking bay on campus. Please discuss this with your Tutor on site regarding facilitation.
- (3.7k) Trainee can use the disabled toilet on campus. A key can be obtained from the reception upon entering the building and must be returned.
- (3.7m) Trainee is permitted to use the building lift and will receive instructions on lift access and any other cards / keys required for this.
- (3.7n) Trainee will receive a Health and Safety induction regarding accessibility and will have a Personal Emergency Evacuation Plan (PEEP) / and or Risk Assessment completed by staff before they start the course.

Section Four - Short-Term and Temporary Reasonable Adjustments

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. A short-term condition does not necessarily need to meet the criteria for Disability as outlined in the Equality Act (2010). However, appropriate evidence should be sought to authorise this.

Reasonable Adjustments as listed in Section One, Two, Three and Five can be put in for Trainees on a temporary or short-term basis. There are two situations where Reasonable Adjustments will be put in place on a Temporary or Short-Term basis:

- The trainee is experiencing a significant short-term health issue or condition, this can include but is not limited to: hospitalisation / surgery, broken limbs, pregnancy, short-term health condition (not likely to last over 12 months).
- The trainee is yet to submit evidence of their disability, long-term health condition, mental health condition or Specific Learning Difficulty (SpLD).

The trainee should be asked to provide evidence in both situations. A time-limit will be agreed in both scenarios for providing evidence and this should be reviewed regularly. As a guide, it is helpful for trainees to provide evidence within 2-4 weeks and failure to submit evidence will result in the Reasonable Adjustment being considered for removal. There is flexibility in this for, example if there is a long waiting time for a screening. Appropriate evidence includes, but it not limited too: medical evidence from a GP or registered medical professional, a diagnostic screening or report from a registered professional, results from the Corazon Health Questionnaire, DSA Needs Assessment.

Any of the adjustments listed in Section One-Three can be considered for Short-Term or Temporary Reasonable Adjustments. Further Reasonable Adjustments may also be helpful when considering Short-Term or Temporary Reasonable Adjustments, as appropriate (See Section 4). When making a judgement on Short-Term and Temporary Reasonable Adjustments, consider whether the request is reasonable and can be *always* accommodated as outlined in the RAP (so long as the temporary or short-term Reasonable Adjustment is in place). You should discuss with the trainee the length or the short-term adjustment and inform the trainee that this will be regularly reviewed.

If you are unsure, contact the Student Support and Welfare Manager.

Section Five - Individual Reasonable Adjustments

Trainees will have opportunity to discuss standard and anticipatory adjustments that have been offered as part of their 'Anticipatory Assessment of Need' that is completed. The trainee will complete the Reasonable Adjustments and Inclusion Survey, and an 'Anticipatory Assessment of Need' document will be created which will outline standard and general Reasonable Adjustments that have been recommended for the trainee. Trainees will also have the opportunity to request *individualised* Reasonable Adjustments on the Reasonable Adjustments and Inclusion Survey, and these will be highlighted for further discussion.

We recommend that Trainees read their 'Anticipatory Assessment of Need' document and think about other tailored Reasonable Adjustments that they may require. At NIoT we understand that the 'Handbook of Reasonable Adjustments' is by no means an exhaustive list of Reasonable Adjustments and has been created as a guide only to support staff and students. This means that trainees are invited to discuss their individual needs with Student Support and their Tutors to ensure that any support plan created is reflective of their individual circumstances. Where possible, we will aim to accommodate these needs so long as the proposals are '*reasonable*', and do not undermine quality compliance of the programme with regards to assessments and teaching, or competency standards as set out in the Teachers' Standards (2011). There will be an open discussion with trainees as part of this process to ensure both parties are equally informed about individual need.

Formally agreed individualised adjustments will be incorporated onto the Reasonable Adjustment Plan (RAP) and trainees will receive a copy of this for their records. A copy for the RAP will also be retained by the Tutor and Student Support. We will also discuss with you what other staff at NIoT have permission to view the RAP and have information about trainee needs. This will be on a 'Need to Know' basis and will always be to assure the quality of trainee learning and support. Please see the NIoT 'Reasonable Adjustments Policy' for further advice and guidance on how reasonable adjustments are implemented and for responsibilities of both NIoT staff and trainees. To suggest a change to the Reasonable Adjustment Handbook or Reasonable Adjustments Policy, or for further support with adjustments, please contact: studentsupport@niot.org.uk.

