
Reasonable Adjustments Policy

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1.0 Introduction

1.1 Objectives

The objective of this policy is to further embed a culture of inclusion for students at the Dyson Institute and to set out our approach to reasonable adjustments for teaching, learning, assessment and in the workplace to ensure all students are enabled to succeed. This includes:

- To set out our commitment to an inclusive learning, teaching, assessment and working environment differentiated for individuals
- To provide students with information on our approach to reasonable adjustments
- To facilitate disclosure and sharing of a specific learning difference, disability, or an identified need, and offer applicants and students the opportunity to demonstrate and realise their full potential,
- To provide fair and equal treatment of all applicants and students.
- To comply with the regulatory and legislative requirements under the Equality Act (2010) and The Office for Students. In particular, the need to avoid discrimination and to provide reasonable adjustments for disabled students toward an inclusive learning environment,
- To comply with the legal and statutory requirements under the SEND Code of Practice 0-25 years ([2015](#)), with specific reference to duties outlined in Section 7 including:
 - Reciprocal duty to co-operate between education establishment and local authority.
 - Duty to use best endeavors to secure the special educational provision that the young person needs.
 - The duty to have regard to this Code of Practice.
- To provide students with information about the Institute's approach to making reasonable adjustments for teaching, learning, assessment and in the workplace
- To ensure that the Dyson Institute upholds our commitment to Access and Participation.

1.2 Scope

This policy applies to:

- Registered students at the Dyson Institute of Engineering and Technology.
- Dyson Institute applicants and offer holders.
- Academic provision, workplace rotations and access to services and facilities

Definition of disability

A physical or mental impairment which has a substantial, long-term, and adverse effect on a person's day-to-day activities.

In the context of the Equality Act 2010, an impairment is considered "long-term" if it meets any of the following criteria:

- It has lasted for at least 12 months.

- It is likely to last for at least 12 months.
- It is likely to last for the rest of the life of the person affected

“Normal day-to-day activities” refer to things that people typically do on a regular basis. These activities include general work-related tasks, such as shopping, personal hygiene, preparing meals, household chores, walking, talking, reading, and social interactions. Importantly, they are considered normal for people in general, not specific to an individual.

1.3 Out of scope

It should be noted that an unanticipated and extraordinary deterioration in health or wellbeing of a student, whereby it may mean that they pose a risk to themselves, to other students or to the activities of the Dyson Institute, and all other procedures or options have been considered or exhausted within the scope of this policy, the relevant Dyson Technology policies will be pursued.

Students are responsible for arranging personal care and informing the Institute prior to arrival if care is required on site. The Institute does not provide support for day to day living tasks such as washing, shopping, cleaning or for the provision of personal care specialist equipment. Personal care can be applied for through Social Services in a student's Local Authority (if from the UK).

Reasonable adjustments required for accommodation within the Dyson Institute Village is in scope of the Accommodation Policy.

1.4 Linked policies

- Admissions policy
- Academic Regulations
- Accommodation Policy
- Fitness to study
- Mitigating Circumstances
- Dyson Institute privacy Notice
- Safeguarding and Prevent Policy
- Dyson Policies
- Attendance Policy

2.0 Approach to Reasonable Adjustments

We take a three-pronged approach to disability:

- We anticipate a level of need and ensure the course is inclusive from day one.
- We design detailed packages of support for those with a higher level of need.
- We celebrate the differences in our community by raising awareness.

2.1 Reasonable Adjustments for Institute Students

The Dyson Institute will take deliberate action to ensure that members of the community are not put at disadvantage by provisions, criteria or practices, physical features, or access to relevant aids.

The Institute has a duty to make reasonable adjustments comprising of three requirements:

- where a provision, criterion, or practice (PCP) puts disabled students at a substantial disadvantage compared with those who are not disabled, to take reasonable steps to avoid that disadvantage.
- Where a physical feature puts disabled students at a substantial disadvantage compared with people who are not disabled, to take reasonable steps to avoid that disadvantage or adopt a reasonable alternative method of providing the service or exercising the function.
- where not providing an auxiliary aid or service puts disabled students at a substantial disadvantage compared with students who are not disabled, to take reasonable steps to provide that auxiliary aid or service.

2.2 Anticipatory adjustments

The Institute understands that all students may benefit from additional resources at some point in their studies and therefore takes an anticipatory approach by providing a range of support options and tools available to all, such as:

- Specialist software,
- Laptops,
- Recorded lectures
- Specialist hardware
- Range of self-assessment resources
- Psychological support – talking therapies
- Referrals to further assessments to establish the scale of the adjustment required.

2.3 Designed Adjustments

2.3.1 For teaching and learning

The Institute takes a 'start with yes' approach to all adjustments required for the learning environment where the student's request is their evidence of need. These adjustments can be:

- Requested by the student;
- Recommended by the academic team;
- Recommended by the student support team;

Examples of these adjustments include:

- Movement breaks;
- Changes to room lighting;
- Support with activities that include fine motor skills;

- Specific font

2.3.2 For assessments

Competence Standards - Reasonable adjustments can be considered for assessments except for where there is a competence standard. A competence standard is defined within the Equality Act 2010 as: 'the academic, medical or other standard(s) applied for the purpose of determining whether a person has a particular level of competence or ability'. It therefore may not be possible to make reasonable adjustments to aspects of some assessments because they constitute a competence standard.

The Institute's Academic Team will ensure that competence standards are 'genuine'. Competence standards should be the subject of regular review to ensure they remain genuine.

It may be necessary to include mandatory requirements, often but not exclusively, related to the need to demonstrate certain knowledge, skills and competencies required by professional, statutory, or regulatory bodies. These may require students to undertake study and assessments on days associated with religious observance.

Where competence standards do not apply, the Institute will be prepared to implement reasonable adjustments to assessment such that students with disabilities are not disadvantaged.

Decisions about reasonable adjustments are not made in isolation but by a Reasonable Adjustments Panel (further referred to as 'panel') of appropriately identified members of Institute staff. The Panel must reach a majority decision in order to approve or reject reasonable adjustment applications for assessment purposes or where there is a need for additional equipment (see section 4).

2.4 Adjustments for the workplace

Workplace adjustments are supported by the Dyson Institute Workplace team – any adjustments which do not require partial or whole financial contribution from the Institute will be approved. Any adjustments which require budgetary approval will be heard at a reasonable adjustments panel.

Examples of reasonable adjustments in the workplace may include actions such as (list not exhaustive nor limited to)

- Assessments such as Personal Emergency Evacuation Plans (PEEPs),
- Reallocation of duties,
- Provision of specialist equipment or furniture,
- Provision of regular breaks,
- Increased access to a mentor
- Information to be presented in a variety of formats,
- Amending certain policies or procedures (for example, allowing staff to be accompanied by additional or
- Alternative representation at formal meetings),
- Ensuring meetings or training takes reasonable adjustments into consideration.

When needed, the Dyson Institute, workplace team or line manager will work with Dyson Human Resources and the Health and Safety team to ensure an efficient process of referral to an external Occupational Health assessor for verification of reasonable adjustments in the workplace.

2.5 Emergency reasonable adjustments

For acute conditions, marked deterioration of an existing chronic conditions, or the timing of a diagnosis, may be considered a basis for Mitigating Circumstances, where there has been notable distress, reasonable adjustments are not yet in place, or existing reasonable adjustments are no longer sufficient. In cases such as these, students are encouraged to make use of the Mitigating Circumstances process (policy found here).

Where the student's disability is a result of an acute condition or emergency e.g., a broken bone, cases like these will be dealt on a case-by-case basis and approved by an emergency Reasonable Adjustments Panel and retrospective documentation will be gathered and stored in accordance with GDPR requirements.

Should the student require adjustments to be implemented ahead of the next scheduled panel meeting, an emergency panel will be convened at the earliest opportunity. Agreed upon emergency interim reasonable adjustments may be approved for a specified period. If the student has an existing Reasonable Adjustments package, the panel will assess whether further adjustments should be implemented due to the student's additional temporary need.

On occasion, the Reasonable Adjustments process may be initiated alongside the Mitigating Circumstances process. For example, a student with a chronic health condition experiences an unforeseen decline in health and requests,

- i) an extension to an upcoming assessment deadline,
- ii) additional reasonable adjustments to be added to their support package to enable them to complete the assessment by the extended deadline (e.g., use of a scribe or assistive software).

Where possible, students will be informed of the outcome of their Mitigating Circumstances request first, followed by the decision of the reasonable adjustments panel. This is to allow the reasonable adjustments panel to take into consideration the extended/deferred assessment deadline and what measures could be reasonably implemented.

Please note that staff shall do their best to accommodate requests made at short notice so that students are not disadvantaged but it is not possible to guarantee that they shall be met.

2.6 Support available:

In order to identify the reasonable adjustments required, advice may be sought from any of, but not limited to the following:

Dyson Institute:

- The admissions team: The team can advise on and support reasonable adjustments for our potential applicants and offer holders.
- Senior Student Support Advisor (Disability): They will lead on managing the support for applicants, offer holders and students who may need reasonable adjustments, and up to date training for staff in implementation of those reasonable adjustments.
- Student Support Advisors (SSAs): They will support offer holders and students through the process of identifying need and requesting reasonable adjustments where required.
- The academic administration team: The team are responsible for recording and making sure the reasonable adjustments for learning, teaching and assessment are in place.

- A dedicated member of the academic team: They will lead on ensuring adjustments are applied in teaching, learning and assessment.
- The Engineering Workplace team and Degree Apprenticeship Manager: They will lead on ensuring that adjustments are applied in the workplace.
- Dyson Technology support:
- Occupational Health via the HR Team
- Dyson Health and Safety team

External support

- Independent provider referrals for services such as screening, diagnostic or needs assessment, tutoring and mentoring.

3.0 Reasonable Adjustment Process

3.1 Initiating the reasonable adjustment process – current learners

We encourage and welcome student to share any disability or additional need at pre-entry, during enrolment or during the period of their study. Students should inform us of any disability, additional need or change in need for which they wish to have reasonable adjustments, support arrangements or alternative assessment methods.

3.1.1 Methods of initiation

- Students can book a 'Disability and Neurodiversity support' one to one meeting via the student support portal.
- If a member of staff notices the need for an adjustment they will speak with the student and direct them to the student support team (SST) as required, sharing with the SST that they have taken this action.
- Academic staff can make adjustments suitable to their subject and teaching environment.
- Students can start the application process by speaking with any member of the Dyson Institute staff who will direct them to the student support team or the guidance on the Hub.
- Identified evidence from an advanced digital cognitive screening for learning differences during the Induction process.
- HR contacting the SSA following an occupational health report or referral carried out through Dyson Technology.
- Being signposted by a member of staff
- A student may be contacted by the SST if potential evidence of a need has been observed by a member of staff.

3.2 Initiating the reasonable adjustment process – applicants and offer holders

Applicants can notify the admissions team at any point through the application process. Information shared with the admissions team regarding the application process will only be used for making reasonable adjustments to the application process. Consent must be given to share that information further when the applicant becomes an offer holder.

- Offer holders to contact admissions@dysoninstitute.ac.uk.

- All offer holders will be contacted by the student support team after they have accepted their offer for an online one to one, this presents a further opportunity to discuss needs and reasonable adjustments prior to their arrival for induction.
- Being signposted by a member of staff on an applicant or offer holder event.
- An applicant or offer holder may be contacted by the SST if potential evidence of a need has been observed by a member of staff.

For students who would benefit from additional transition support as part of their adjustment package should contact the Senior Student Support Advisor (Disability) for tailored support prior to arrival disabilitysupport@dyson.com.

3.3 What to expect from student support contact

First contact with the student support, the SSA will share:

- Reasonable Adjustments Policy
- Reasonable Adjustments Student Guidance
- How to access the disability and neurodiversity support on the student support pages
- Reasonable Adjustments Privacy Statement
- Reasonable Adjustment Panel Terms of Reference
- And where appropriate, SSA will signpost to self-assessments or screening tools

It is the responsibility of the student to read and understand these documents, support is available if required.

3.3.1 How to prepare for a one-to-one disability support meeting

The student should consider the further information they require for example:

- process and application including any evidence required to consider reasonable adjustments.
- self-assessment methods and results of any completed screening tools
- referrals for external assessment/diagnosis
- methods of support of interest including mentoring, tutoring, talking therapies e.g. CBT, specialist equipment
- concerns

3.4 Applications not affecting assessments and/or not requiring additional resources

Adjustments that do not affect assessments or require funding/additional resource by Dyson Institute either partially or wholly, will not need panel approval as long as they are deemed reasonable. These adjustments will be recorded and shared with workplace and/or academic teams, and your Student Support Advisor. (See Reasonable Adjustment Guidance document).

3.5 Application process where adjustments affect assessments or require additional resources

Where the learner will require adjustments for assessments, require a learning need assessment or require additional equipment purchased, the student support advisor will support them through the application process. (See Reasonable Adjustment Guidance document).

The application will be considered by a Reasonable Adjustments Panel (RAP), with a minimum quorum of three. The panel must have a majority agreement in their decision making. The panel will review the evidence and requested adjustments and share their decision either:

- Confirm bespoke packages of support as requested;
- Recommend additional or amended adjustments;
- Request further information (such as a Level two RAP or Institute Management Board [IMB] consultation)

3.6 Decision Making and Outcomes

3.6.1 Previous special arrangements

Although a student may previously have received special arrangements this may not provide sufficient grounds for making similar arrangements at the current level of study. Any consideration of special arrangements must consider the student's current capability, and the demands of the programme of study.

3.6.2 Evidence of need

Evidence of need is required to make reasonable adjustments where the adjustments include assessments or budgetary approval. In most cases this won't require a diagnosis, however, the Institute reserves the right to request a diagnosis where the evidence does not demonstrate a need to make reasonable adjustments requested. Provision of a diagnosis can support the team to make informed, relevant, and appropriate reasonable adjustments.

3.6.3 Absence of Evidence

If it is deemed that a student does not have the appropriate evidence, the Institute will provide support and guidance to assist the student, including access to further and/or updated evidence or assessment for the student if required. If this is not possible before the assessment or examination deadline, and/or there is clear evidence of a specific learning difficulty or disability affecting teaching and learning, interim recommendations can be considered by the panel to be put in place until evidence becomes available.

3.6.4 Complex case approval

For cases where a RAP recommends representation from the senior leadership team, for example where cases are complex, unprecedented, unusual or require exceptional budgetary approval for resources over and above those identified in 3.4 a member of IMB will be consulted and if necessary, taken to IMB for board approval.

3.6.5 Appealing a reasonable adjustment decision

If agreement cannot be reached during the reasonable adjustments process or if the application is rejected, the student can appeal the decision or the recommendations proposed by going to the Concerns, Complaints, Appeals and Feedback hub here and raising a case.

Confirmed packages of support and adjustments will be recorded and shared with workplace and/or academic teams, and your Student Support Advisor. (See Reasonable Adjustment Guidance document).

3.7 Reasonable Adjustments Review

There are four key review opportunities within each academic year:

- Annual Review
- Workplace rotation review
- Change of need
- On request of the individual

3.7.1 Annual Review:

The SST are responsible for undertaking a formal annual review with every student who has reasonable adjustments in place to establish if the adjustments are still required and deemed fit for purpose. As a result of this review, the SST will propose any amendments to these adjustments to the relevant panel as required. The student will be informed of the outcome of the panel and any follow up actions by the SST.

3.7.2 Workplace rotation review

When the student has been informed of their new rotation, the student is responsible for contacting the SST if their environment or duties differ from their previous rotation and in so doing require consideration for alterations of their reasonable adjustments. These must be recorded as Actions for the SSA receiving the information in the one-to-one notes and shared with the student.

3.7.3 Change of Need

When a student's needs have changed it is their responsibility to raise this with the SST, for example a new diagnosis. Once results from a diagnostic assessment have been shared between the student and SST, the evidence is shared with the panel who are then able to amend any interim adjustments accordingly.

Additionally, the SSA will advise if the Mitigating Circumstances process would be more appropriate in the event of a short-term change. Should the student's condition be expected to be a long-term change or additional conditions be considered, the SSA will record their actions in the one-to-one notes and propose amendments to the relevant Reasonable Adjustments Panel and inform the student of the outcome and any follow up actions.

Students are encouraged to inform a member of the Student Support team if their Reasonable Adjustments package contains adjustments which are not required.

If there is new professional guidance on specific adjustments, it is the responsibility of the SSSA to identify these and raise this with the relevant students.

3.7.4 On request

A student can request a review of their reasonable adjustments at any point throughout the programme by booking a 'Disability and Neurodiversity support' one to one meeting on the Student Support Hub. The student is to make it clear whether they are discussing the support or making a formal request for reasonable adjustment, this is to be recorded in the SSA's one to one notes and shared with the student. It is the student's responsibility to raise any discrepancies from these meeting notes with their SSA.

The student and their Student Support Advisor (SSA) can discuss the student's reasonable adjustments during their mandatory one-to-one meetings to ensure arrangements are working effectively recording any discussion or actions in the one-to-one notes.

3.8 Deadlines for application and review implementation

Students can apply for reasonable adjustments at any time; however, each term will have a deadline for adjustments to be implemented in time for the exam period to guarantee implementation of agreed reasonable adjustments. The

deadline for applications is no later than 8 working weeks prior to the exam period, the exact date will be published in the annual Reasonable Adjustment Guidance document.

Please note that staff shall do their best to accommodate requests made at short notice so that students are not disadvantaged but it is not possible to guarantee that they shall be met.

Please see section 3.5 for emergency reasonable adjustments.