

Reasonable Adjustments: Teaching and Learning

If a student requires adjustments to access the various elements of their teaching and learning due to a disability they must **liaise with DDS**. Evidence of the Disability, Specific Learning Difficulty, Mental Health Difficulty or medical condition is requested and, if appropriate, an application is made for Disabled Students Allowance (DSA). If DSA is awarded it funds an independent assessment of need and some additional support. DDS uses the information available to establish the student's needs and the most appropriate adjustments. Where appropriate an **Individual Learning Plan (ILP)** is produced.

DDS communicates all disability-related information, reasonable adjustments/ILPs for individual students through **eVision** to the appropriate **Disability Liaison Officer (DLO)**. This information can also be viewed by the student and module leaders (under Module Leader tab). All new and revised information is flagged up with the DLO by email. DLOs **must act upon all disability related information** sent, share with colleagues on a need to know basis and file information accordingly. Please see more information about the DLO role in the document 'The Role of Disability Liaison Officers' which can be found here <https://www.keele.ac.uk/inclusiveteaching/>

Reasonable Adjustments are required for a wide variety of reasons. If they enable the student to access their course and are deemed 'reasonable' then we do our best to facilitate them. This list is not exhaustive, as we do add adjustments if required. **Several students may require the same adjustment but for different reasons.**

Once in place reasonable adjustments are not necessarily static. **DDS will review and update them as necessary**, throughout the year, based on the student's needs and the effectiveness of the adjustments in place.

Anticipatory adjustments and good practice in inclusive teaching and learning will often mean some of the adjustments entered by DDS are already happening for all students. This is fantastic and is something to celebrate, however, until we can be 100% certain that ALL staff EVERYWHERE across the university are adhering to best practice DDS will continue to flag up adjustments pertinent to a student's needs. **Flagging up such adjustments reminds staff of the importance of anticipatory adjustments, helps them**

to understand the needs of the student and often gives the student confidence that their needs have been heard.

This document outlines the range of adjustments that may be recommended. They have been grouped into general categories, however, some could easily fit into several categories. They are only included once for ease of navigation.

Staff awareness

Often it is helpful for staff to be aware of certain issues. This awareness may not necessarily require direct action, but may influence how a situation is approached and may inform how to effectively work with certain students.

- Please be aware student is V.I (Visually Impaired)

It can be helpful to know that a student in the group has a visual impairment. Visual Impairment covers a large spectrum and you may find it helpful to refer to our document Supporting students with Visual Impairments for more information.

https://www.keele.ac.uk/media/keeleuniversity/lpdc/downloads/4_Visual%20Impairment.pdf

- Tutor to maintain even pace for signer

A student with a Hearing Impairment may require a signer, it is important that an even pace is maintained to allow time for the signer to translate the spoken content of the lecture. It is also important to remember that a student watching cannot also be looking at visual materials on the board. You may find it helpful to refer to our document Supporting students with Hearing Impairment

https://www.keele.ac.uk/media/keeleuniversity/lpdc/downloads/5_Hearing%20Impairment.pdf

- Please provide support discreetly

Often students are self conscious about needing support. They have the right to confidentiality and not have everyone know that they have difficulties. In some instances they specifically ask for all support to be discreet, for example choosing to sit away from a note taker or keeping their requirement for alternative formats from their peers.

- Tutor to be aware of procedure in case of seizure

If a student is prone to seizures it is helpful for staff to be made aware. You can find more information and familiarise yourself with the protocol here

https://www.keele.ac.uk/media/keeleuniversity/lpdc/downloads/6_Epilepsy.pdf

- Tutors to be aware that student is lip reading

A student with a Hearing Impairment may be lipreading, it is important that an even pace is maintained to allow the student to follow what is being said. It is also important to remember that a student cannot lipread and also be looking at visual materials on the board, Nor can they lipread if you are not facing the room. You may find it helpful to refer to our document Supporting students with Hearing Impairment https://www.keele.ac.uk/media/keeleuniversity/lpdc/downloads/5_Hearing%20Impairment.pdf

- Student may need to move around during classes

Some students find it difficult to sit in one place for any length of time, particularly if they are in pain. Being able to move around can ease pain and enable a student to better focus and engage with the class.

- Difficulties with unexpected arrangements

Unexpected changes to routine or a move from what is expected can be very difficult for some students, particularly those with Autistic Spectrum Disorder and/or high levels of anxiety. Try to avoid sudden changes, but if they are genuinely unavoidable communicate them clearly and be aware that the student may need help adapting to the change.

- Wheelchair user

Student uses a wheelchair. This may have no impact on the students participation, or it may require some thought depending on the reason for needing a wheelchair and the nature of the course.

- Needs to be informed of timetable changes ASAP

The student may need time to adjust to the new time table because they find change difficult or they may need time to rearrange support from non medical helpers. If a student is unable to give the non medical helper sufficient notice they may struggle to find cover for the session and/ or still need to pay for a cancelled session.

- Advance warning of cancellations.

Some students find change to routine very difficult. By notifying of cancelled sessions in advance you can help to minimise anxiety. Knowing in advance can also aid those students who have to very carefully manage their time and allow student to cancel or rearrange non medical helper support.

- Be aware that student is undergoing Chemo

The student may experience a complex variety of difficulties, or none, as a result of chemo. Please be aware that the student may be particularly vulnerable and may need various adjustments to ensure they can continue with their course.

- Difficulty with communication
- Difficulty asking for help

Student finds it difficult to communicate their needs or ask for help. You may need to be proactive in encouraging communication and give regular opportunities for the student to ask questions and engage with support.

- Student is easily distracted

Student may find it difficult to stay on task, is easily sidetracked and may need to be guided back on track or reminded about what they need to be doing.

- Do not ask student questions
- Not put on spot to answer questions

The student finds it difficult to contribute in class and may find questions difficult. For example, being put on the spot could cause them to disengage or have a panic attack.

- Use email as communication

Some students need to see things written down so find email communication helpful. Some students find it difficult to access the KLE, for example due to difficulties with screen reading software. Unless they receive communication by email they may miss something important.

- Tutors to be aware student may have panic attack

Staff awareness can alleviate anxiety, both of the student, and the staff member in the event the student is unwell.

- Please be aware slow to process information

Awareness that a student may need a little extra time to process information. This does not mean that they do not understand or cannot do a task, just that it may take a little longer.

- Misinterpret information
- Misinterpret people's intentions

Be aware that the student may misunderstand information or intentions, they may not understand expectations or unwritten rules. This may be due to processing difficulties, a tendency to take things literally or a lack of awareness of social 'norms'.

- Student will be carrying EpiPen

Awareness that in the event of an allergic reaction an EpiPen is carried by the student and may need to be administered.

- Student unable to read 24 hour clock

Staff awareness to avoid unnecessary confusion or embarrassment.

- Tutors to be aware student has blackouts

Staff awareness helps alleviate anxiety surrounding blackouts for student and staff member.

Lectures/Seminars/ Tutorials

- Requires group to introduce themselves before discussions.

Possibly because the student needs to be able to identify who is speaking, for example if they are Visually Impaired.

- Allowed food/drink/medication in lectures

Staff to be aware student may need to eat/drink/take medication during classes.

- Requires lecture notes in advance in 12pt font
- Requires lecture notes in advance in 14pt font
- Requires lecture notes in advance in 16pt font
- Requires lecture notes in advance in 18pt font
- Requires lecture notes in advance in 20pt font
- Requires lecture notes in advance in 24pt font
- Requires lecture notes in advance in 28pt Arial font Bold
- Requires lecture notes in advance in 36pt font
- Requires lecture notes in Sans Serif font
- Student requires lecture notes on coloured paper
- Lecture notes required on cream paper
- Requires handouts on peach paper
- Requires handouts on lilac paper
- Access to slides relevant to lectures in advance
- Handouts need to be black text on white background

General advice is that black text on white background is less accessible for lots of students. In some cases the student needs to have a clear contrast and so black on white is essential., for example if the student has a visual impairment. Alternatively it could also be to allow the student to use an appropriate overlay.

- Handouts in advance

Students require notes/ handouts in a particular format to allow them to access the session. It is good practice to ensure notes are available in electronic form 48 hours in advance of the lecture. The student can then reformat and print in their preferred style.

- Lecture notes needed in advance & in electronic form

This enables the student to familiarise themselves with the material and then fully engage with the session. They are able to reformat and print in their preferred style if required.

- Student should be allowed to rec lectures
- Agree with mod co-ordinator to rec lec if playback not available

Student should be permitted to record the lecture for their personal use. This can be beneficial when the student is unable to effectively listen, engage with the material and take adequate notes. It also aids students who are auditory learners.

- Important lecture notes to be written on board

Some students find it difficult to identify the most key point. It is helpful to ensure important points are on the board. If it is a class led discussion it can be helpful to note important points. It is also helpful to write down any difficult terminology.

Group Work

- Student may find group work difficult

Staff to be aware that student may find it difficult to engage with group work. This does not mean that the student should necessarily be exempt, but by being sensitive to the students difficulties and not enforcing participation it is likely that the outcome will be more favourable.

- Needs horse-shoe layout for group work.

Often requested because the student needs to see everyone's face clearly, for example when lipreading.

- May need to work alone in group due to absences

Disability related absences can make group work difficult and other students do not always understand if they feel a group member is 'letting them down'. While group work is often encouraged in some instances it is appropriate to facilitate a student working alone.

- Needs to work in small groups

If a student is unable to work in a large group, maybe due to anxiety, hearing impairment, visual impairment or other reason, they may be more comfortable working in a small group.

- Group work information in advance

If a student takes longer to read and process information, or finds change or sudden activities difficult having the information in advance can alleviate some of these difficulties and help the student participate effectively in group work.

Reading / Course materials

- Reading for group sessions to be given in advance
- Student may require notes in Braille

Students should have access to notes in their preferred format. DDS can advise on how to arrange for materials to be obtained in Braille.

- Audio descriptions for visual material needed
- Tactile diagram for any pictorial or graphical info

Student is unable to access visual material and requires an alternative. With a bit of thought it is possible to produce the information in a way the student can access

through careful audio description or by 'feeling' the information. Giving some thought to the purpose of the image and what information is being conveyed and having conversations with the student about how they best absorb the information is essential. Assuming something will translate to a tactile diagram without careful thought can be ineffective and costly.

- Allowed adequate time to prepare to read aloud
- Student should not be asked to read aloud

Reading aloud can be very difficult for some students, and is unlikely to be part of the course requirement. Some students want to participate fully and, given time to prepare, are able to read aloud. Others find it too difficult, or even impossible, and should not be asked to read aloud.

- Please take into consideration slow reading speed

When giving information in written form be aware that students read at different speeds, some need to re read to assimilate the information. Please take this into account. Where possible provide the material in advance to allow the student to prepare.

- Student requires electronic research materials
- All reading materials in advance

This allows the student to access the material in their preferred format, including utilising a reader if necessary, and arrive prepared.

- Key chapters on booklist identified
- Student will require short directed reading list

These adjustments enable the student to most effectively utilise their time and focus on the key chapters.

- Subtitles required on all video content
- Student needs transcripts of audio/visual material

If the student is unable to hear the spoken content of audio visual materials subtitles and/or transcription is essential.

- Student will need book lists well in advance

Allowing the student to access book lists well in advance facilitates those who need time to request materials in alternative format, for example electronic, audio or Braille. It also enables those students who need to take more time reading and rereading and ensures that students can better plan and manage their time.

- Instructions clarified by tutor
- Written instructions in advance
- Requires all instructions in writing

Some students find it difficult to understand, follow or remember instructions. Having the instructions clarified or in written form alleviates some of the difficulty and allows the student to access the activity.

Accessibility of Room

- Teaching room must be wheelchair accessible
- Teaching rooms must be on the ground floor
- Teaching rooms must have a hearing loop

Please find a list of Assistive Listening Systems here:

<https://www.keele.ac.uk/media/keeleuniversity/studentssupport/disabilityservices/keele-assistive-listening-systems.pdf>

- Needs to be close proximity to a toilet
- No back to back lectures in different buildings
- Classes in close proximity
- Easy access to all teaching rooms is required

Inform timetabling as soon as possible that the room needs to have certain features, such as location, accessibility or equipment. It is not possible to ask timetabling to schedule the room based on the individual student as they allocate room based on module and would not know which modules a student is doing.

- Reserved seat for all lectures
- Tutor to ensure student can sit at the front of the class

Having access to sit in a particular place in the class can help students to better manage their difficulties. For example sitting near the front may aid concentration, facilitate lip reading, or allow the student to leave the room with minimal disruption if required.

Practicals

- Student may need to be seated for practicals

Student may have mobility difficulties which prevent them from standing, depending on the individual they may be able to stand for a short time, or not at all. It may also vary from day to day so don't assume if a student can stand for one session they can always stand for the duration.

- Needs instruc/demos repeated or alt explanation
- Needs written instructions in advance for practicals

Some students find it difficult to understand, follow or remember instructions. Having the instructions repeated, clarified or in written form alleviates some of the difficulty and allows the student to access the activity.

- x25% extra time in practicals

Be aware the student may take longer to complete practical tasks and allow time accordingly.

- Use of prompt card in Lab sessions

Student may need to refer to instructions, key spellings, formula or other prompts to help them access the session. The student would usually create these independently but may ask for some support.

- Difficulty touching cadavers

Staff should be made aware that the student finds this particularly difficult and should work with the student, with input from DDS if necessary, to find a way to reduce these difficulties.

Field Trips

- Use alternative means to record field data

A discussion about the nature of the field work and the expected way of recording data may be helpful, then, alternative method that meets the student's needs should be explored. Alternatives to handwriting may include the use of a voice recorder, camera, tablet or laptop.

- Requires support for field trips
- Considerations for fieldwork

It is important to find out exactly what kind of support/ considerations are needed. It may be necessary to meet with DDS and the student to discuss and agree an individualised plan to ensure the student is safe and able to fully engage with the field trip.

- Requires note taker for field trips

Consideration needs to be given about facilitating an extra person on the trip. For example, the note taker may require accommodation/ transport.

- Field trip info in advance

This may be to alleviate anxieties about the field trip or to facilitate planning around the student being able to access the trip and appropriate support being arranged.

Placements

The responsibility to ensure students are not disadvantaged on placement falls to the University. However the responsibility to make reasonable adjustments for disabled students on placements resides with the placement providers. This requires continuous negotiation between both parties.

Please encourage students to disclose disability, impairment or specific learning difficulty well in advance of individual placements being arranged. This is to ensure that appropriate and relevant support can be discussed prior to placements being identified.

Academic related adjustments do not always translate well into a work environment and it may be that some thought needs to be given around strategies the student can employ. For example, a student concerned about taking notes from a telephone call may use a template for taking messages which acts as a prompt to ensure key information is noted down.

- Mobility issues may affect choice of placements will need adaptations/modifications for placements
- Any placement must be wheelchair accessible

Consideration needs to be given to the location and layout of the placement provider to ensure accessibility.

- An alternative to placements may be needed
- Student to discuss placement options with school

If a student is unable to attend a placement, discussions need to take place to establish an alternative or to explore if a placement may be possible with additional arrangements.

- Some placement travel costs need to be subsidised
- Will require a taxi to and from placement

Where a student is unable to walk or access public transport it may be necessary to subsidise costs or provide taxis.

- Work placement info in advance

Information available in advance may alleviate anxieties about the placement or to facilitate planning around the student being able to access the placement and will allow time for any appropriate support to be arranged.

- Student requires disability disclosure to placement via school

Usually the university cannot disclose details about the students disability to the placement, and students are encouraged to self declare and discuss relevant support needs. In this instance the student is asking for the school to make the placement aware of their disability.

Equipment

Equipment can have a significant impact and empower a student to work more independently. Sometimes this equipment is provided through the DSA and the student will provide it in sessions where it is required, other times it will be the responsibility of the school to ensure it is available. If you have any queries about an individual student please do not hesitate to contact DDS for discussion or clarification.

- Allow to record using mobile phone
- Allowed to take images on phone

Advancements in mobile phone technology have been extremely beneficial for students who can now use various apps in place of lots of pieces of technology to overcome their difficulties.

- Student will be using screen reading software

This may mean they use headphones to avoid disturbing others.

- Student may wear one ear phone in taught sessions

This may be for a variety of reasons. Please be aware that the student is not 'being rude'.

- Use of talking calculator
- Student will use a Braille note taker in class

This is a specialised piece of equipment that allows the student to read Braille. It can be connected to a computer and used to read the text from the screen.

- Will use ergonomic keyboard

This is a specialised keyboard. There are various ergonomic designs available and it will be based on the students needs.

- Student will be using own laptop in classes

Student may need access to a plug socket or a desk to allow them to work/ take notes effectively during classes.

- Student will be using roger pen

This is a handy microphone for various listening situations. It can be conveniently used where additional support is needed over distance and in noise. It features Bluetooth connectivity.

- Will use own special chair for physical disability
- Seating / posture aids needed during teaching

Having the right chair/equipment can make the difference between a student being able to participate in the lesson or not. Students with mobility difficulties and/or chronic pain will have had an assessment to ascertain the best style of ergonomic furniture/ aid to enable them to sit with less discomfort.

- Student may use radio aids

Be aware the student may need you to use a microphone/loop

- Difficulty lifting and carrying equipment

It may be necessary to consider this in practical sessions, field work and placements where there is an expectation that students need to carry or set up equipment. It may be possible to manage this informally or it may be necessary to arrange a support worker to assist the student depending on the needs of the individual.

- Ergonomic equipment required
- Large desk required.

Possibly due to student needing more space to facilitate use of extra equipment, ie magnification, laptop or other more specialist equipment.

- Student requires locker to lesson physical load

Somewhere to store books/ equipment in a convenient location so less needs to be carried around campus.

Miscellaneous

- Student requires assistance outlining colours

Students with visual impairment or colour blindness may need assistance to recognise colours, or may need the information in a different format.

- No strenuous activity
- Please provide timetable in advance

Providing the timetable in advance allows the student to make any necessary arrangements, for example, transport, carer support, non medical helper support. It also ensures that they can become familiar with where they need to be and plan their time most effectively, especially where they need to arrange for support outside of lessons.

Non-medical Helper Support

Students may receive funding via DSA for non medical helper support. Lower level support such as note taking and lab support is not eligible for DSA support and is funded by the university where necessary. DDS helps the student to arrange this, however, it is important that the schools know that there will be extra people in the room to ensure the room can hold enough people. It is also important for teaching staff to know that not everyone in the room is a student and so will not be participating in the class. Support workers are provided via various external agencies such as Randstad, Clear Links, Staffordshire ASSIST as well as via our in house support worker scheme.

- Student has sighted guide from ASSIST
- Student requires lab support worker
- Student has a note taker
- Student requires personal assistant
- Student will be accompanied by a support worker
- Student requires a mentor
- Student requires dyslexia tuition
- Student requires support worker
- Student will require Practical Support worker
- Student will be accompanied by a therapy dog

Attendance

Often there are disability related reasons why a student is unable to attend a session, arrives late, needs to leave early or needs to take a break during. While we understand that this can be disruptive, ensuring a supportive environment where a student feels able to manage their needs is always beneficial to all. Students often do not like to draw attention to themselves and will usually ensure they cause minimal disruption. It is usually better for a student to attend part of a session, rather than none. By making students feel that they are able to manage their needs and attend when they can it is likely that they will be able to attend more often as they will experience less anxiety.

- Cannot attend but can work from home
- If absent tutor to stay in email contact
- Please be aware that disability may cause absences

Please be aware that consideration needs to be given in approaching student absence. Clear communication should be established and caution should be exercised before engaging in a punitive process.

- Needs time out in a quiet space
- Allowed to discreetly leave the room for a few mins.
- Rest breaks in course sessions
- Leave lecture for toilet break

Time Out/ Rest breaks may be required for various reasons where to stay in class would cause difficulties. Here are some examples, these are not exhaustive:

- The student may need to take medication/ food/ drink to manage their condition.
- They may need to be able to stretch or move to prevent or alleviate pain/discomfort
- They may need to know that they can leave the room if they need to manage anxiety
- They may need fresh air
- They may need to use the toilet

- Access to lecture content when absent
- Student issued with notes at intervals during Leave of Absence (LOA)

Depending on the reasons for LOA it may be necessary to keep in touch with the student and keep them up to date with what is going on. Providing notes allows the student to prepare and can help to manage anxiety and uncertainty about their return. It also allows the student time to familiarise themselves with the materials which is beneficial if they find reading/ absorbing information difficult or have to carefully manage their time around their health.

- Student will require extra time to move between rooms
- May be late if walking a distance
- Leave lecture 5 mins early to get to next lecture

Be aware the student will take longer to move between rooms. The student will manage this based on their needs and may arrive late/ leave slightly early.