



# Reasonable Adjustments Policy

## Purpose

The purpose of this policy is to:

1. Inform students about how to access support,
2. Support The Collective Acting Studio in complying with the requirements of relevant legislation,
3. Clarify where responsibility lies for the identification and implementation of reasonable adjustments,
4. Outline the necessary steps for the effective implementation of reasonable adjustments,
5. Inform students how to apply for reasonable adjustments

## Part 1 - Introduction:

Collective Acting Studio is committed to a policy of equal opportunities and welcomes students with disabilities, medical conditions (physical and mental health) and neurodiversity. We are committed to creating a positive climate which allows everyone to participate in all aspects of the School's life.

The School aims to provide a supportive learning environment for each individual student. Highly trained staff are in place to offer appropriate advice and assistance to students with a diversity of needs. For example: students with dyslexia requiring support with structuring written work; individuals with autism needing help with processing information; those with depression, anxiety or other mental health challenges in need of psychological support; and students with sensory impairments or restricted mobility requiring environmental adaptations.

1.1 Collective Acting Studio seeks to provide equal access for its disabled students through inclusive design where possible and, otherwise, through reasonable adjustments. This commitment builds upon the foundation of equality legislation and anti-discrimination guidance.



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1.2 The Reasonable Adjustment Procedure provides a framework for the effective implementation of reasonable adjustments for all disabled students at Collective Acting Studio.

## Part 2 - Scope:

2.1 The Equality Act (2010) provides protection against discrimination, harassment, and victimisation on the grounds of disability and other protected characteristics.

2.2 A person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This encompasses individuals with physical or sensory impairments, mental ill health, specific learning difficulties, and a range of chronic or fluctuating conditions.

2.3 It is unlawful to discriminate against a disabled person in relation to the provision of education and related services. However, it is lawful to treat a disabled person more favourably because of their disability.

2.4 It is a legal duty for higher education institutions to anticipate needs and make reasonable adjustments so that disabled students are not placed at a substantial disadvantage compared to students who are not disabled. The duty arises in relation to all aspects of the student experience, including:

1. provisions, criteria, or practices (for example, procedures, policies, course materials, and teaching and assessment methods);
2. physical features (for example, access to buildings, fixtures, and fittings);
3. providing auxiliary aids or services (for example, equipment or human support).

2.5 Inclusive design of curriculum content can ensure that accessibility is embedded in activities for all students' learning, teaching, and assessment.

2.6 The duty to make reasonable adjustments is anticipatory: it requires the Collective Acting Studio to plan ahead and anticipate the likely needs of disabled students, rather than waiting until adjustments are proposed. Collective Acting Studio should therefore ensure where possible, that adjustments to policies, practices, and procedures have been made in advance to reduce or remove the barriers to disabled students.



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2.9 The purpose of the duty is to take reasonable steps to remove or avoid disadvantage so that disabled students can effectively participate in the education and other benefits, facilities, and services provided for students. Failure to comply with the duty to make reasonable adjustments is considered discrimination.

2.21 The duty requires that only adjustments that are reasonable are made. What is reasonable will usually depend on the individual circumstances of the case. In assessing what is reasonable, the Collective Acting Studio should take the following into account:

1. the effect of the disability on the individual student;
2. the effectiveness of the particular steps in removing or overcoming the relevant disadvantage;
3. the relevant interests of other people, e.g. whether an adjustment would result in a significant disadvantage for other students;
4. the practicality of the changes;
5. any potential health and safety issues;
6. the resources available (both those of Collective Acting Studio and other financial assistance such as the Disabled Students' Allowances)
7. the financial and other costs of making the adjustment;
8. the type of education/provision or other benefit, facility, or service being provided by Collective Acting Studio;
9. the extent to which aids and services will otherwise be provided to disabled students (e.g., local authority support)

2.22 Reasonable adjustments should not compromise the academic standards of programmes or modules, as the Equality Act places no duty to make a reasonable adjustment to a competence standard.

2.23 A competence standard is 'an academic, medical, or other standard, applied for the purpose of determining whether a person has a particular level of competence or ability'. A competence standard must apply equally to all students, be genuinely relevant to the programme, and be a proportionate means to achieving a legitimate aim.

2.24 There is however a duty to make reasonable adjustments to the way in which a competence standard is assessed so that disabled students are not disadvantaged as a result of their disability.



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2.25 Reasonable adjustments must not affect the validity or reliability of the assessment outcomes. However, they may involve, for example, changing the usual assessment arrangements or method, adapting assessment materials, providing a scribe or reader in the assessment, and re-organising the assessment environment.

### Part 3 - What is a 'Reasonable Adjustment' for a disabled student?

3.1 Under the Equality Act 2010 (previously the Disability Discrimination Act), discrimination against disabled people can take place in either of two ways by:

- treating them less favourably than other people, or,
- failing to make reasonable adjustments when they are placed at a substantial disadvantage compared to other people for a reason relating to their disability.

3.2 Institutions are only expected to do what is reasonable. This will depend on individual circumstances, and on financial and other resources available. Health and safety issues and the interests of other people may be relevant here although this not likely to be the case.

3.3 Many reasonable adjustments are free or low cost.

3.4 Under the Act, Higher Education Institutes also have an anticipatory duty to provide reasonable adjustments for disabled applicants and students. This means that in addition to providing individual reasonable adjustments for specific requirements, Collective Acting Studio must plan ahead and take a strategic approach to addressing and removing the barriers that potentially impede the progress of disabled students.

*An example of an individual reasonable adjustment is providing a student who has a hearing impairment with a professional quality dual muff headset so that she can hear the cues (most students use just one earpiece).*

*An example of an anticipatory adjustment is providing all written materials for the course in advance (including play-scripts and poems) by email or intranet, so that all students can prepare for the session, including those with hearing or visual impairments and those with*



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*specific learning difficulties.*

3.5 Where the term 'reasonable adjustment' is used alone in this policy, it refers to both individual and anticipatory adjustments.

## Part 4 - Who is covered by the term 'disabled student'?

4.1 Under the Equality Act a person is disabled if they have:

- an impairment which has an adverse effect on the ability to carry out normal day-to-day activities;
- the adverse effect is substantial;
  
- the adverse effect is long-term. This means that it has lasted for 12 months, is likely to last for more than 12 months, or for the rest of a life or (particularly in the case of conditions such as mental health difficulties and ME) is likely to reoccur.

4.2 The term 'disabled person' can include those with the following conditions:

- Dyslexia and other specific learning difficulties
- Mental health difficulties
- 'hidden impairments' such as diabetes, asthma, and sickle cell anemia
- Visual impairments
- Hearing impairments
- Mobility difficulties
- Medical conditions including cancer and HIV/Aids from the point of diagnosis;
- Social and other communication and learning difficulties such as Autism, Asperger syndrome and ADHD/ADD.



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4.3 The meaning of the term 'student' is also very wide and includes postgraduates and undergraduates, home and overseas students, those on short courses (including fully fee-paying courses), those visiting from other institutions, applicants and those attending interview and audition.

4.4 This policy focuses on Collective Acting Studio students who are applying for or attending our high education programs.

### Part 5 - What is the Social Model of Disability?

5.1 Collective Acting Studio uses the Social Model of Disability and this is the perspective that helps the institute to form its policy and procedures on reasonable adjustments. The 'Social Model' takes the view that society creates barriers that 'disable' people from participating fully and on an equal basis with others and that wherever possible, these barriers ought to be removed.

5.2 Collective Acting Studio has a commitment to identifying and removing the barriers a disabled student might face in their training and to providing appropriate support through making reasonable adjustments (and other strategies where appropriate) so that all students can achieve their full potential.

5.3 An approach where staff take responsibility for identifying and removing potential barriers, takes the emphasis away from the more negative 'medical model' focus of what a disabled person cannot do and puts the emphasis on what a disabled person can achieve with appropriate support.

### Part 6 - What is 'reasonable'? Maintaining academic and other standards and identifying the core elements of the training:

6.1 The purpose of the legislation on reasonable adjustments is to enable disabled people to gain access to learning opportunities that are available to their peers and would otherwise



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be denied to them. It is not expected that academic, artistic, and other relevant learning standards should be lowered or compromised.

6.2 To achieve this, course leaders and course developers need to be precise on what is and what is not a core element of a programme so that they can assess what is just a traditional, '*tried and tested*' method of teaching and what is an essential component of the course. This will help to see where appropriate individual or anticipatory adjustments can be made

### Part 7 - Under the reasonable adjustments policy, who has responsibility for developing and implementing adjustments?

7.1 Individual reasonable adjustments are usually developed by the Course Leader/Student Welfare Officer and written into an Individual Learning Plan. The disabled student should always be a key part of developing and modifying their Individual Learning Plan.

### Part 8 - Confidentiality and disclosure of information:

8.1 Students have the right to choose not to disclose information about their condition or impairment or to disclose information to members of staff and ask for this to be kept confidential to others. Students need to understand that although they have the right not to disclose information, it may limit the possibility of making reasonable adjustments (although Collective Acting Studio still has the responsibility to make anticipatory adjustments).

8.2 The Data Protection Act considers information about disability to be confidential information and staff need to take great care not to pass information on to students or to other members of staff who might not have been included in the Individual Learning Plan, which outlines the agreed adjustments.

8.3 Staff need to accept that there are occasions when they will be asked to make and/or agree an adjustment without being given all the details of the student's disability, medical or mental health condition.



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### Part 9 - All Collective Acting Studio members of staff have the responsibility to:

- make sure that they read all Individual Learning Plans that are sent to them and keep up to date with any changes or developments;
- take a proactive approach to finding out about reasonable adjustments that they have responsibility for implementing;
- meet regularly to discuss the effectiveness of the training in relation to the specific needs of each individual, and work collaboratively to imagine new and innovate ways to adjust the training to bend and stretch to meet the student, not the other way around.
- undergo training to ensure our practice is cutting edge and pioneering in ensuring disabled students can access drama school training.
- remember to implement the reasonable adjustments that have been approved and decided, not on a 'one-off' basis but throughout the course;
- take steps to see where, in their own teaching or work, an adjustment (both anticipatory and individual) might help a student to make progress and achieve their potential;
- have a sensitive and respectful approach to discussing adjustments with the student concerned;
- respect confidentiality of information both within the training/studio/workshop within Collective Acting Studio;
- discuss any problems/s.

### Part 10 - Short term adjustments for students with a physical, medical, or emotional condition that is likely to be temporary:

10.1 Policy and procedure for short term adjustments apply to a student who has a physical, medical, or emotional difficulty that is likely to be temporary.

10.2 A short term adjustment is not a legal entitlement as is the case for disabled students but it is good practice, enabling a student to continue their training during a period of adjustment and/or recovery.





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10.3 The procedure for drawing up agreed reasonable adjustments is similar to that for disabled students and staff should read Part 3 of this policy to familiarise themselves with their responsibilities and for information about confidentiality.

10.4 All information about a student's health and wellbeing is considered personal information (whether or not they can be described as 'disabled students') and due regard needs to be paid to confidentiality of information.

### *Part 11: Who has responsibility for a student's learning and teaching?*

Collective Acting Studio has responsibility for:	The student has responsibility for:
Providing you with the opportunity to disclose information relating to your disability or condition in a confidential setting	Explaining your needs to Collective Acting Studio both at the start of the course, and throughout the course as the requirements and demands become clearer
Giving you information about what kind of support you can expect	Your learning



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Your teaching	Looking after yourself and seeking help when needed
Your well-being	Thinking about the kind of support that would help your learning and progress
If appropriate, working with you to draw up an Individual Learning Plan	Being proactive in seeking help – not leaving it until too late
Making sure that all relevant members of staff (including part time and visiting staff) are informed of the support that has been agreed	Requesting review meetings if there is anything that is not working for you
Arranging regular meetings with you to review and update the Individual Learning Plan	Attending any meetings that have been arranged to support you throughout your training
Informing staff of any new adjustments to the Individual Learning Plan	Applying for the Disabled Students Allowance
Guiding you through your application for the Disabled Students Allowance	Taking advantage of, and making time for the IT training and reading resources recommended in your Needs Assessment
Giving you the support you need in signposting you to both the Psychological (diagnostic) and Needs Assessments	Providing the school with evidence of any previous diagnostic assessments
Organising 1-1 specialist support for dyslexic students or providing contacts for you to arrange this yourself	Using your support appropriately, for example by turning up for any training and study support sessions arranged
Organising staff training on disability issues, both general and specific	Follow the student term & conditions and maintain a 90% attendance

### Part 12 - Procedure for identifying and implementing individual reasonable adjustments:

12.1 There are a number of steps which need to be considered when determining an adjustment for a student. These include:

– is it known, or could it reasonably be expected to be known, that the individual has or might have a disability?



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- what reasonable adjustments, if any, does the individual say they require?
- could a referral to external Occupational Health, Enabling Services or Dyslexia Services provide additional information or advice?
- is additional advice required from any other specialist department outside agency?
- is the cost of the reasonable adjustment known, is it thought reasonable and is there outside funding available?
- has an application been made for the Disabled Students' Allowance (DSA)?
- what other adjustments might be possible or necessary which do not cost money?
- based on all the information, is the adjustment considered to be reasonable?
- if the adjustments are considered reasonable, what steps need to be taken to put them into place and who needs to be involved? If they are not considered reasonable, what steps might be taken instead?
- what monitoring mechanisms need to be put into place to ensure the reasonable adjustments are working effectively and who might need to be involved in assessing the effectiveness?

### Part 13 - What is evidence?

11.1 Evidence is required only when the adjustment requested would put the candidate at an advantage compared to others if they did not actually require the adjustment. In this respect students, and/or representatives will be required to provide evidence when:

- Extra time is requested
- An amanuensis/reader/learning support assistant/sign language interpreter is required to be present during the assessments
- Learning Support is requested
- Additional equipment, such as word processors or laptops are required
- Other adjustments are requested that might provide an advantage through the course or with assessments.

11.2 Types of evidence that can be supplied are:

- An Education Health Care Plan
- An assessment by a Local Authority (for example a Learning Difficulty Assessment)
- Specialist assessor report
- Clinical or Educational Psychologist report



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- Report from Psychiatrist or another doctor
- Speech and Language Therapist Report
- Certificate of visual impairment
- PATOSS Registered Teacher's Report Evidence supplied must be dated within the last three years.

11.3 If you are applying for reasonable adjustments for summative assessments and you have already supplied evidence which is still in date you will not need to supply this again. If this is the case, please make a note on your exam/assessment request form giving details of the date evidence was last supplied.

11.4 Where the above adjustments are not requested there is no requirement for evidence to be submitted. If in doubt as to whether evidence must be provided, please contact your Course Leader or Head of Year.

11.5 Supporting documentation can be scanned in and uploaded to the students record. If you are unable to upload documents and save them online then please bring to the Collective Acting Studio Office.

### Part 14 - Scope of reasonable adjustments:

#### 14.1 Student disclosure

a. Collective Acting Studio will consider ways written communications, such as emails, presentations, web pages are used
b. If printed text/scripts etc. – Collective Acting Studio will be guided by <i>Dyslexia Style Guide 2018: Creating Dyslexia Friendly Content</i>
c. Study skills support – students will be signposted to online Screening tool etc./ websites/Drama Online/Online resources
d. Photocopying arrangements



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e. Have the same information conveyed in more than one way, e.g., verbally and in writing
f. Provision of quiet room
g. Extra time immediately after group sessions & tutorials to check understanding
h. Staff to have awareness training
i. Immediate access to named pastoral support, e.g., particular staff member you can go to with any concern
j. Advanced communication and preparation for changes of routine, e.g., around deadlines, change of schedule, change of routine, change of content and expectations and exam time
k. To be treated with respect as an individual, without staff being directive, patronising or making assumptions about what you know and what you can do
l. Course materials in plain English or with symbols
m. Extra time to put together responses when in training and seminars
n. Signposting to medical support and emergency arrangements
o. Academic staff to be clear about what they expect from you
p. Contact from staff during any periods of time away from studies
q. Maintenance of confidentiality about your condition
r. Itinerary, handouts, and booklists in advance of training sessions and company meetings
s. Use of literal language and keeping oral instructions simple and concise

### 14.2 Students with DSA &/or the required evidence

	<u>Mental Health Condition</u>
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### Specific learning difficulties (dyslexia, dyspraxia, dyscalculia)

- Specialist tuition support, e.g., language skills or structuring work
  - Support with identifying the most relevant books and chapters to read
  - Assistive technology such as a computer with dictionary explanations software or a screen reader
  - Digital recorder
  - Use of a scanner
  - Handouts and exam papers in preferred format, e.g., on tape or on different coloured paper
  - Special photocopying arrangements
  - Extra time to read, understand and prepare answers
  - Use of literal language and keeping oral instructions simple and concise
  - Extra time after tutorials to check understanding
  - Exam papers printed on coloured paper or printed in ink other than blue or black
  - Use of coloured filters or overlays
  - Use of coloured pens (other than blue or black)
  - Oral examinations instead of, or in addition to, the written examination.
- Timetable planning and help with their work programme to deal with stress. This may include limiting the number of exams in a day or week
  - Extra support and help with planning before or during exam and assessment periods
  - Exam officers to be aware that problems may arise during exam periods
  - Access to mentoring and study skills support
  - Support from Student Services
  - Named contact to go to for support when necessary
  - Academic staff to be clear about what they expect from student
  - Flexibility in attendance and punctuality if treatments or therapies are tightly scheduled or during times when difficulties are worse than usual
  - Digital recorder for recording lectures
  - Quiet room to rest in
  - Contact from staff during any periods of time away from studies
  - Maintenance of confidentiality about your mental health condition
  - Sufficient information and awareness among staff who do know about your difficulties, to prevent major misconceptions
  - Supervised rest breaks during exams
  - Prompter to keep you focused in exams



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<p><u>Autism, Asperger &amp; ADHD</u></p> <ul style="list-style-type: none"><li>• Immediate access to pastoral support, e.g., staff member you can go to with any concern</li><li>• Staff to have awareness training</li><li>• Specialist tuition support, e.g., language skills or structuring work</li><li>• Materials in literal language, including exam papers</li><li>• Special photocopying arrangements</li><li>• Digital recorder for recording lectures, notes, etc.</li><li>• Extra time immediately after group sessions to check understanding</li><li>• Alternative ways of completing teamwork</li><li>• Support worker to act as a mediator for teamwork</li><li>• To have the same information conveyed in more than one way, e.g., verbally and in writing</li><li>• Time to get used to the campus or site</li><li>• Preparation for changes of routine, e.g., around deadlines and exam time</li><li>• Use of a prompter to keep you focused during exams</li><li>• Word processing facilities if motor control is impaired</li><li>• Use of peers, volunteers, or a buddy system.</li></ul>	<p><u>Deaf or hearing impairments</u></p> <ul style="list-style-type: none"><li>▪ Remote captioning e.g., using Skype to access a palantypist</li><li>▪ Induction loop system in training and seminar rooms</li><li>▪ Radio or infrared microphone system</li><li>▪ Textphone (e.g., minicom) at home, in the Students' Union and/or somewhere easily accessible at the college</li><li>▪ For college staff to receive deaf awareness training</li><li>▪ All exam invigilators to be aware of your impairment so they can give time warnings and tell you when to stop writing</li><li>▪ For people you have a lot of contact with to take British Sign Language (BSL) classes</li><li>▪ Digital recorder and/or copy typist to record lectures</li><li>▪ Covering the cost of photocopying course materials</li><li>▪ Flashing light or vibrating pad for the fire alarm (a flashing bell for hall of residence room)</li><li>▪ Local Authority support services for D/deaf or hearing-impaired people</li><li>▪ Video materials to have subtitles</li><li>▪ Extra time to read, understand, and produce answers.</li></ul>
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<ul style="list-style-type: none"><li>• Provision of quiet room if there are sensory issues.</li><li>• Allowing students to present to academic staff or make a video presentation instead of written assignments.</li><li>• Access to mentoring and study skills support</li></ul>	<ul style="list-style-type: none"><li>▪ Personal Emergency Evacuation Plan to ensure you can evacuate the building safely in an emergency.</li></ul>
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<p style="text-align: center;"><u>Learning difficulties</u></p> <ul style="list-style-type: none"><li>• To be treated with respect as an individual, without staff being directive, patronising or making assumptions about what you know and what you can do</li><li>• Course materials in plain English or with symbols</li><li>• Extra time to put together responses</li><li>• Support worker</li><li>• Clear explanation of specific tasks and any changes of routine.</li></ul>	<p style="text-align: center;"><u>Medical conditions</u></p> <p>Medical conditions might include epilepsy, diabetes, ME, eczema, sickle cell anaemia, or asthma.</p> <ul style="list-style-type: none"><li>▪ Alternative arrangements for work and deadlines if fatigue, stress, and effects of medication are an issue</li><li>▪ Timetable planning to avoid fatigue and problem environments</li><li>▪ Digital recorder for recording lectures, notes, etc.</li><li>▪ Arrangements to meet specific dietary needs, e.g., use of a fridge</li><li>▪ Rest room on campus or site</li><li>▪ Medical support and emergency arrangements</li><li>▪ Place of privacy to take medication and assistance if required</li><li>▪ Ongoing dialogue with staff if you have a hidden and/or fluctuating condition</li><li>▪ Contact from staff during any periods of time away from studies</li></ul>
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	<ul style="list-style-type: none"><li>▪ Flexibility in attendance and punctuality if treatments or therapies are tightly scheduled</li><li>▪ Supplying notes or arrangements for catch up sessions if you miss lectures</li><li>▪ Awareness among staff of your condition</li><li>▪ Maintenance of confidentiality regarding your condition</li><li>▪ Provision of snacks during exams</li><li>▪ All exam invigilators to be aware of your impairment so they know what to do in a medical emergency</li><li>▪ Supervised rest breaks during exams.</li><li>▪ Extra time in your exams, for example, if you have difficulties with memory and processing information.</li></ul>
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### Part 15 - Additional information and links:

- Disability Rights has a helpful leaflet about [Adjustments for Disabled Students](#) which includes some suggested reasonable adjustments for higher education students.
- The [Right to Participate website](#) has information and advice to help disabled students assert their legal rights under the Equality Act 2010, before, during and after the course.
- Disability Student Allowance guidance and information [Disability Student Allowance](#)



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