

Reasonable Adjustments Policy

1. Scope

1.1 This policy applies to students following higher education and apprenticeship programmes.

1.2 This policy should be read alongside the Learning Teaching & Assessment Strategy, which commits Walbrook to inclusive and accessible teaching, learning and assessment and to strengthening equality, diversity and inclusion.

2. What are Reasonable Adjustments?

2.1 Reasonable Adjustments are the actions that the Walbrook Institute London [Walbrook] takes to support your learning, teaching and assessment needs if you have a long-term health condition or learning disability. Your needs may include adjustments to methods of teaching or assessment (e.g. additional time), support for learning (e.g. technology or a support person), adaptations to policy or process, or changes to physical aspects of Walbrook (e.g. accessing the teaching environment) if you are an on-campus student. Our approach to reasonable adjustments aligns with our Equality and Diversity Policy.

3. How is a Disability Defined?

3.1 A disability may be seen or unseen and is defined by the Equality Act 2010 as a substantial and long-term physical or mental health condition which impairs your ability to carry out day-to-day activities. It includes learning disabilities such as dyslexia. More information about the definition of a disability under the Equality Act 2010 is published on the UK Government website.

3.2 While short term health conditions, such as an illness that requires hospitalisation of a couple of weeks, or a broken limb do not qualify as disabilities under the Act, we may still be able to support you with short term adjustments and/or through an application for extenuating circumstances.

4. Purpose of Reasonable Adjustments

4.1 In making Reasonable Adjustments our focus is on:

- i. Supporting you in reaching your full potential
- ii. Maintaining the competence standards of our academic provision
- iii. Considering the impact of your disability
- iv. Complying with our legal obligations under the Equality Act 2010

5. What does 'reasonable' mean in relation to Reasonable Adjustments?

5.1 In defining what is 'reasonable' we are guided by the Equality and Human Rights Commission. A test of reasonableness is an objective process and includes consideration of:

- i. How effective the change would be in avoiding the disadvantage you would otherwise experience due to the impact of your disability
- ii. The practicality of the proposed adjustment
- iii. The proportionate cost of the proposed adjustment in relation to our resources

- iv. The availability of other forms of financial support

6. Examples of Reasonable Adjustments

6.1 We will consider the impact of your disability on an individual basis but some examples of Reasonable Adjustments that we may be able to make in response to a specific impact include:

- i. Early provision of learning materials before a class
- ii. Access to all teaching and learning materials and recordings on the VLE
- iii. You being allowed to use a recording device in a teaching session
- iv. Providing you with learning materials in an alternative format
- v. Recognising you may be absent from a class and putting in place access to materials
- vi. Making adjustment to learning methods (e.g. group work) where you cannot participate
- vii. Adjusting study spaces (e.g. quiet zone) for on-campus students
- viii. Additional support in accessing library resources
- ix. Provision of hearing loops
- x. Use of assistive technology
- xi. Accommodating a support worker (e.g. scribe, personal assistant)
- xii. Adjustments to time allowed for assessments
- xiii. Supervised breaks during examinations
- xiv. Changes in assessment method

6.2 While it may be possible for us to make Reasonable Adjustments to the way in which the teaching and learning is delivered, or to the method of assessment, we will not make changes to the standards or competencies required in the Learning Outcomes for your programme. Doing so would undermine the integrity of the programme and the associated award made by Walbrook.

6.3 Where a Reasonable Adjustment proposes the use of an assistive artificial intelligence tool, this will be agreed having regard to the Generative AI Usage Policy, to ensure that the tool's use is compatible with the tier of AI use permitted for the relevant assessment. Where a conflict cannot be resolved through the choice of tool, an alternative adjustment will be considered so that you are not disadvantaged.

7. Disclosing a Disability

7.1 For us to be able to consider putting in place Reasonable Adjustments, we need to know if you have a disability. Sharing your disability with us at the earliest opportunity will help us consider how we can support you in your studies. You can disclose a disability to us in the following ways:

- i. On your application form when you apply to Walbrook if you have a disability at that time.

- ii. Informing Student Services or your Personal Tutor before you start studying with us or while you are studying with us if the disability is diagnosed after you have applied. If you disclose your disability verbally, we will normally ask you to follow this up by completing the form.

7.2 We will normally ask you to provide supporting evidence to support your disclosure to help us understand the impact of your disability and the type of Reasonable Adjustments that we will need to consider. However, providing adjustments is not dependent on us receiving that evidence. There are sufficient grounds for us to consider your request by you informing us of the need.

7.3 Your disability disclosure and its associated impact will be confidential to those people in the Walbrook community who have a role in supporting you in your studies. Please talk to Student Services if you have any confidentiality concerns about sharing your disability and its impact.

7.4 If you are struggling with aspects of your learning and you think it may be possible that you have a disability, please talk to the Student Engagement Team who will advise you on next steps. We will also suggest you talk to the Student Engagement Team if we identify that you might be struggling with your learning for reasons that are not clear to you and that you want to resolve.

7.5 We expect you to be honest when declaring your disability, for example, not submitting fraudulent supporting information. A fraudulent application means that you are attempting to gain advantage over other students. We may use the Student Disciplinary Procedure if we find potential or actual evidence of you acting dishonestly.

8. How your Circumstances will be Considered

8.1 If we have not already had a conversation with you about the impact of your disability (see Section 6), the Student Engagement Team will contact you to set up a meeting within 5 working days of you submitting the form. We may also invite you for a further conversation even if we have seen you already. In addition to looking at the documentation you have provided, talking will help us to understand more about the challenges that you are facing and how we might be able to support you.

8.2 The Student Engagement Team will then formally consider your request. They will evaluate your needs based on the nature of your disability including how you report its impact, and they will also consult external sources of information and good practice. They will then talk with your Programme Leader to consider how the proposed mitigation could be embedded in your programme and to ensure that the published learning outcomes (including the level and core competencies) can still be met. Where this is feasible, the Reasonable Adjustments will be discussed and agreed with you.

8.3 If the reasonable adjustment request is complex, then the Extenuating Circumstances Panel may be convened to collaborate with stakeholders to review the circumstances of the case.

8.4 We will normally require up to ten working days to consider the impact of your disability and the Reasonable Adjustments to be put in place. Where we need extra time, we will update you to let you know why and we will also provide you with an indication of when we will likely be able to make a decision.

9. Telling you about our Decision

9.1 We will confirm all decisions to you in writing. In confirming our decision to put in place Reasonable Adjustments, we will also let you know the other members of staff (e.g. the Programme Team) that we have or will inform so that they are aware of any actions they need to take. You and the relevant staff will be provided with the same information.

9.2 Where we are unable to put in place Reasonable Adjustments we will confirm with you in writing why this is the case and will also meet with you to talk this through.

9.3 You have a right to appeal a reasonable adjustment decision if you consider that the process has not been followed properly. You can do so via our Appeals Policy.

10. Reviewing your Reasonable Adjustments

10.1 The Student Engagement Team will contact you within six weeks of your Reasonable Adjustments being put in place to check if the actions are addressing the impact of your disability in the way that was agreed.

10.2 However, if at any time, you think that the Reasonable Adjustments that have been put in place are not working, you should contact The Student Engagement Team .

10.3 If the Reasonable Adjustments are not working, it may be possible to make some minor changes that would better address the impact of your disability, or it may be necessary to undertake a wider review to see what different steps might be possible. Any changes will be considered and confirmed in the same way as your original case (see Sections 7 and 8).

10.4 Reasonable Adjustments may also be considered or reviewed if you or we raise a question about your Fitness to Study.

11. Any Questions?

11.1 Please contact the Registry or the named contacts in this document.

12. Document Control

Version:	1.2
Approved by:	Academic Board
Originator/Author:	Head of Academic Quality
Policy Owner:	Registrar
Date approved:	12 August 2026
Implementation Date:	1 October 2026
Review date:	Autumn 2027

Monitored by:	Learning, Teaching & Quality Committee, reporting to Academic Board
Updates:	