

Reasonable Adjustments Policy and Procedure

1. Introduction

- All higher education institutions have a legal duty to anticipate learning needs of students and provide reasonable adjustments that will remove barriers to learning success. Reasonable adjustments are usually provided for people who are considered to have a disability. A person is disabled if they have a physical, mental, or specific learning need that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Within this policy, the term 'specific need' encompasses the above definition.

2. POLICY

- The Equality Act (2010) places a legal duty on providers to make reasonable adjustments to ensure that students do not experience substantial disadvantage in comparison to other students. The reasonable adjustment duty contains three requirements, which relate to how things are done, changing the environment to avoid a substantial disadvantage and providing auxiliary aids and services.
- There are **two key** considerations of reasonable:
 - is the adjustment possible? At Norland, this means are we able to access the expertise or environment to be able to make the adjustment?
 - is the adjustment workable? At Norland, this means will the adjustment still allow the student to meet the learning outcomes and competence requirements for their course?

An adjustment should not be considered unreasonable if it does not remove the disadvantage fully; an adjustment which partially removes substantial disadvantage is likely to be reasonable.

- The duty to provide fair and equitable assessment opportunities must be balanced with the need to protect academic standards by ensuring that there are no unfair advantages inadvertently caused by the application of reasonable adjustments. It is therefore important that reasonable adjustments are appropriate to the activity, relevant to the individual student and their needs, provide differentiated challenge to allow for attainment above the pass threshold and still allow students to demonstrate that they have met the learning outcomes and competence standards of the course. For this reason, we take a person-centred approach to assessing what reasonable adjustments will be most appropriate, within the context of the career for which students are preparing.
- The role of Competence Standards must be considered. Competence Standards are defined under the Equality Act 2010 as 'An academic, medical or other standard applied for the purposes of determining whether or not a person has a particular level of competence or ability' (Sch 13, para 4(3)). At Norland, the Competence Standards required of a Norland Nanny are described in the Norland Code of Professional Responsibilities. Any Reasonable Adjustment made during a student's studies at Norland cannot alter the requirement that students must fully meet the Competence Standards to become a Norland Nanny. All reasonable adjustments will align explicitly with the Competence Standards required by the

Norland Code of Professional Responsibilities, ensuring students achieve the essential skills necessary for their professional qualifications.

- If the adjustments needed by a student result in them being unable to demonstrate the Competence Standards, the student may be referred to a Fitness to Study or Fitness to Practise investigation.
- Some adjustments must be approved by the Reasonable Adjustment Panel before they can be implemented (**Specialist** and **Placement** Support). The Reasonable Adjustment Panel includes the Deputy Vice Chancellor (Teaching & Learning); the Pro Vice Chancellor (Student Experience); and the Senior Tutor, Student Services and Wellbeing Manager. Approval must usually be agreed by all members of the Reasonable Adjustments Panel, though in cases where panel members may be absent, to avoid delays with the process, one or two panel members may be able to approve.
- We have an inclusive approach to all students, where they will be supported wherever feasible, both academically and pastorally, to demonstrate that they can meet the competencies required of a Norland Nanny and the standards required of their degree and/or diploma. We encourage all students to be proactive in seeking our support when they need it and to respond when we reach out.
- Please note that there are limitations to the support we can provide as an educational institution, as set out in the [Support Framework](#).

Levels of Support

- **Inclusive Practice** is comprised of universal support for all students.
- **Targeted Support** is designed to support specific students who have a long-term disability or condition and may need to be 'levelled up' with the students who are successfully accessing Inclusive Practice. These students can fill in a Microsoft Form to select adjustments that suit their needs, and this may be followed up with a meeting with one of the Student Support Team if necessary.
- **Specialist Support** is where students with complex needs are offered bespoke adjustments to allow them to access their learning. These students will meet with someone from the Student Support Team to discuss their needs and these will be sent to the Reasonable Adjustments Panel for approval. Evidence would usually be required to support these adjustments.
- **Evidence** may be required to demonstrate the need for a specific adjustment (e.g. a doctor's letter or formal diagnosis). If evidence is not available, the student may be required to attend an Occupational Health (OH) assessment, which will be funded by the student. However, in cases where Norland is investigating Fitness to Practise, Norland may fund the OH assessment. This will be determined on a case-by-case basis.

Placement

- Early communication with the Student Support Team prior to the placement is necessary to identify what needs to be considered. Where a support need has been identified, the student will be invited to attend a pre-placement meeting with the Student Support Team, to discuss

any support or adjustments needed. Adjustments will be specific to the placement discussed and will not be relevant for future placements unless agreed in a review. All adjustments will need to be approved by the Reasonable Adjustments Panel, the Placement Manager and the placement setting/family prior to the placement beginning. In some cases, this may mean a delayed start to the placement and the need to make up time.

Procedures for Reasonable Adjustments

- New Students: Where a student has declared a specific need in their application to Norland, or when a student is in receipt of a recommendation from their Occupational Health Assessment, they will automatically be invited to either complete an online **Request for Reasonable Adjustments** form (**inclusive** and **targeted** support only), or to a 1:1 meeting with a member of Student Support Team, at which the need for additional support will be discussed. Students who have not informed Norland at the admissions stage but feel that they would benefit from additional support are encouraged to contact the Student Support team to arrange a meeting to discuss additional support as soon as possible, preferably during or just after welcome week.
- Existing Students: If a student has not previously been in receipt of Reasonable Adjustments but has a change in their support needs, they can either complete an online **Request for Reasonable Adjustments form (inclusive and targeted support only)** or contact the Student Support team to request a meeting. Staff may also refer students to the Student Support team if they have identified a specific support need.
- Requests for **Specialist Support** cannot usually be approved through the **Request for Reasonable Adjustments** form alone and will require further discussion with the Student Support Team.
- Students requesting adjustments for forthcoming placements or assignments should allow at least 5 working days from the date they complete the **Request for Reasonable Adjustments** form, or 5 working days from the date of their 1:1 meeting for processing purposes.
- Norland will consider all requests on an individual basis to determine whether the adjustment is reasonable, appropriate, and effective in removing barriers to participation and learning.
- Once a request has been made, either using the online **Request for Reasonable Adjustments** form or from an in-person discussion with the Student Support Advisor, the relevant Student Support Team member who held the meeting will transfer the information gathered and migrate it to the **Reasonable Adjustment Agreement**. If **Specialist** or **Placement Support** have been requested, this will then be shared with the Reasonable Adjustments Panel for approval, and once approved, the Student Support Advisor will ask the student to sign their agreement.
- All students will have the opportunity to review their support needs in their 1:1 tutorial with their Personal Tutor. 1:1 tutorials are compulsory for all students and are scheduled once per trimester (three per academic year). If it is agreed that reasonable adjustments need to be

reviewed, the Personal Tutor will make a referral to the Student Support Team, who will then arrange a meeting with the student.

- To ensure that appropriate support can be provided, information disclosed through the **Request for Reasonable Adjustments** form may be shared with relevant members of staff on a need-to-know basis. This may include teaching staff, personal tutors, the placement manager, and other staff involved in supporting the student's education. Information will be handled in accordance with data protection legislation and College policies on confidentiality and information sharing. By submitting a **Reasonable Adjustments Request** form, students consent to the sharing of relevant information with appropriate staff for the purpose of supporting their learning, wellbeing, and access to education.
- Assessment will be made based on the impact of the student's specific need on their ability to access learning and assessment, and to carry out practical or skills-based tasks as required (e.g. at placement). Support interventions will be determined by the support need, and the student will be required to sign an agreement to confirm acceptance of the adjustments offered. All student data is stored in line with [Norland's Data Protection Policy and Procedure](#) and Norland's Data Retention Schedule. For further information on how student data is held and used, please refer to the [Student Privacy Notice](#). Any adjustments made will not alter the assessment outcomes or compromise the academic integrity of the course.
- Information about a student's specific needs will only be shared with those necessary to support the student, unless a safeguarding concern is raised, in which case Norland may contact the student's emergency contact or appropriate agency. Equally if there is a concern that a student has a specific need, Norland will be proactive in attempting to meet that need, if the core competencies and academic standards are not compromised.
- Students are required to complete a Health and Character Declaration each academic year which will be reviewed with their Personal Tutor during 1:1 tutorials. The document requires students to declare any health impairments or conditions which may affect Fitness to Practise or Fitness to Study. Staff may refer to this document when considering adjustments, alongside the [Support Framework](#).
- Specific needs may be identified by the student themselves, and where possible, evidence will be required from the student to support this. The Student Support Team will then discuss how the student's disability/condition impacts them, and a judgement will be made about which level of support best meets the student's needs.
- Where evidence is not available to support the claim for reasonable adjustments, the Student Support Team will liaise with other members of the academic team to ascertain the impact of the student's concerns on their engagement, studies and practise.
- All reasonable adjustments made with the student will be reviewed by the Reasonable Adjustment Panel. The decision will either be 'approved' or 'needs further discussion'. If it is the latter, a follow-up meeting will be arranged with the student and the Student Support Team to address the concerns raised by the Reasonable Adjustment Panel. This process will be repeated until an appropriate outcome has been agreed by all parties.
- Once a student's support strategies have been approved, the strategies will be reviewed up to 3 times a year by the student's Personal Tutor. It is possible that there will be further

amendments applied to meet the student's specific needs, where changes occur throughout the student's academic journey. The Health and Character Declaration will be updated to include any changes to the Student's Reasonable Adjustments.

- In cases where reasonable adjustments have been put in place for specific placements (for example, 2.3 residential placement), these will be considered temporary and will not be automatically applied to subsequent placements.
- If a student has a long-term or recurring medical condition, then it will not be necessary for the student to keep applying for reasonable adjustments, however Norland will continue to review their effectiveness. Students with long-term or recurring medical conditions must be able to meet the expectations and standards of the course, both academically and on placement, using the support available within the [Support Framework](#).
- Whether or not to apply reasonable adjustments and the type of reasonable adjustments approved are matters of professional judgement. Should a student not be satisfied with the outcome of the assessment for reasonable adjustments, they can appeal the decision. An appeal may only be made on the following grounds:
 - If the student believes that a procedural error has occurred.
 - If new information comes to light that was not available at the time of the assessment for reasonable adjustments.
- If a student wishes to appeal against a reasonable adjustments assessment decision, they may do so by following the [Academic Appeals Policy and Procedure](#).

Alignment of Reasonable Adjustments with Professional Competencies

- All students must be able to adhere to the [Norland Code of Professional Responsibilities](#) which sets out the expectations and requirements to be a Norland Nanny, as these are non-negotiable. Therefore, some adjustments may not be feasible for the role of an early years professional and/or the competence standards expected of a Norland Nanny. However, we have an inclusive approach where all students will be supported both academically and pastorally to meet the competencies required. We encourage all students to be proactive in seeking our support when they need it.
- All reasonable adjustments at Norland College are meticulously designed to support student-specific needs while maintaining full alignment with the professional Competence Standards articulated in the Norland Code of Professional Responsibilities and Graduate Practitioner Competency Framework.
- Adjustments must ensure equitable opportunities for students without compromising the essential professional standards required for achieving their degree and qualification as a Norland Nanny.
- Approved reasonable adjustments will be added to the Health and Character Declaration within the Personal Tutoring folder.

Reasonable Adjustment in Placement

- Early communication with the Student Support Team, by the student, prior to the start of the placement is necessary to identify which of the student's needs are required for consideration. To support reasonable adjustment whilst on placement the student will attend a pre-placement meeting with the Student Support Team. The reasonable adjustments discussed here will be relevant to that placement and will not be relevant to future placements, unless this agreed at the review stage.
- The discussion with the student may include:
 - Geographical/physical location - can the student travel distances?
 - Pace and pattern of work - can the student work full-time up to 11 hours per day?
 - Availability of local health services - will the student require nearby access to local health services whilst on placements?
 - Academic commitments - can the student deal effectively with the amount of academic work on top of their daily placement schedule?
 - Physical attributes of placement - can the student undertake physically demanding or enduring activities?
- All placement reasonable adjustments will need to be approved by the Reasonable Adjustment Panel who will be joined by the Placement Manager.

Quality Assurance for Reasonable Adjustments at Norland

- Students will be made aware that adjustments cannot be implemented until the Reasonable Adjustment Panel has approved them. The process is the same for adjustments to placement,
- The outcome of reasonable adjustments made for students will be monitored to evaluate their impact. Where a student is not making the necessary progress, but is in receipt of a reasonable adjustment, a review of the adjustment will take place.
- Any review of a student's reasonable adjustment will follow the same quality assurance process as outlined above.

Related policies, procedures and guidance

The following are of particular relevance:

- Norland Code of Professional Responsibilities
- Graduate Practitioner Competency Framework
- Academic Appeals Policy
- Health & character declaration
- Reasonable Adjustments Support Framework
- Fitness to Study/Fitness to Practise
- Student Privacy Notice

Appendix 1

The type of support we offer is broken down into the following stages of support:

Inclusive Support

- Lecture capture (video playback from all lecture sessions)
- 10% SPaG check (spelling, punctuation and grammar) from the Lecturing Team
- 10% SPaG check from the Student Support Team
- Academic drop in sessions
- Support with assignment planning/structure/learning objectives (Student Support Team)
- Use of notes in presentations/vivas
- Knowledge of questions ahead of time in vivas (excluding professional conversations)
- Slides available one week in advance of lecture
- Six funded counselling sessions
- Library support
- Optionality in assessment (specific assessments only)
- Exceptional Assessment Circumstances (EAC) -Five days self-certification for assignments once per academic year – no evidence required
- EAC - four days self-certification from each placement – no evidence required
- Learning Support Plan
- Wellness Action Plan
- Safety Plan
- Extra-curricular support, e.g. Sewing Club
- Dyslexia Screening
- Use of approved software to assist their learning (e.g. text to speech)
- Rest breaks during lectures
- Specialist glasses/overlays
- Personal Tutor support
- Module Lead support
- Placement support
- Student Assistance Programme 24/7 helpline and Wisdom wellbeing app
- Headspace mindfulness app
- 1:1 meeting with Student Support Team when requested

Targeted Support

- Use of noise reduction earplugs in BA and Diploma sessions
- Extra time for vivas and presentations

- 20% SPaG check from the Student Support Team plus 10% content check from the Module Lead

Specialist Support

- Extra time for written work (BA and/or Diploma)
- Access to approved assistive technology (usually provide by DSA)
- Specialist equipment (usually provided by DSA)
- Uniform adjustments
- Use of the lift at Oldfield Park Campus
- Extra time for practical assessments

Placement Interventions

- Reduced hours within the guidelines
- Additional breaks
- Request for a specific location (e.g. withing walking distance of accommodation)
- Checklists

Please note that this list is not exhaustive, also that adjustments are bespoke to the individual student, therefore not all students receiving Specialist Support will have access to all options on the above list, as the adjustments approved would depend on the assessment of need.

In all cases, students must be able to meet the professional core competencies, including all practical and academic aspects of the course.

Document Control Information	
Policy title:	Reasonable Adjustment Policy and Procedure
Summary description:	All higher education institutions have a legal duty to anticipate learning needs of students and provide reasonable adjustments that will remove barriers to learning success. Reasonable adjustments are usually provided for people who are considered to have a disability. A person is disabled if they have a physical, mental, or specific learning need that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Within this policy, the term 'specific need' encompasses the above definition.
Relates to staff/ student (include Set), NQN or Norlander:	This policy and procedure relates to all students enrolled at Norland and staff responsible for consideration and implementation of Reasonable Adjustment for said students
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