**Commonly recommended reasonable adjustments**

This guidance summarises the reasonable adjustments to learning, teaching and assessment most commonly identified by Disability Services as appropriate for disabled students. Not all reasonable adjustments are suitable for all students, and identifying requirements is still based on individual circumstances.

The first table summarises adjustments to learning and teaching. The second table summarises adjustments to exams and assessment.

Information about the reasonable adjustments identified for individual students can be found on the student’s Support Summary Sheet, or via Banner (SGADISA and SWAMEDI), or by asking the [Disability Contact](https://students.leeds.ac.uk/info/1000032/support_for_disabled_students/1550/disability_contacts_in_schools) for your School.

If you have any queries about this guidance, or about the reasonable adjustments Disability Services commonly recommends, please contact us at disability@leeds.ac.uk. If you have queries about individual disabled students, please contact the School-based [Disability Contact](https://students.leeds.ac.uk/info/1000032/support_for_disabled_students/1550/disability_contacts_in_schools) for your local area, or the [Disability Coordinator](https://students.leeds.ac.uk/info/1000032/support_for_disabled_students/1492/support_available_to_disabled_students) assigned to your Faculty or School.

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| **Descriptor** | **Notes** | **Commonly applies to** |
| Alternative format | Student requires materials in an alternative format in order to access these through assistive software. This might include electronic documents, converting PDFs to Word, or converting to Braille or audio. The [UoL/RNIB Transcription Service](https://students.leeds.ac.uk/info/1000032/support_for_disabled_students/687/transcription_services) may undertake this work and may contact Schools directly to arrange this.  | Visually impaired students.Students with a print disability. |
| Additional guidance | Student requires additional clarification or guidance to check their understanding e.g. of topics covered in teaching activities, course requirements or assignment briefs. Teaching staff may need to clarify course content and explain concepts on a one-to-one basis with the student, as they may require further clarification or an alternative explanation e.g. due to concentration or processing difficulties related to their condition. Staff may need to check essay plans, or give further explanation of what is required for a given coursework assignment, if requested, as the student may not fully understand assignment briefs e.g. due to underlying assumptions, unfamiliar academic conventions, multiple clause questions. | Disabled students who process information differently, including students who are hearing impaired, visually impaired, autistic students and those with a Specific Learning Difficulty or ADHD.  |
| Advance notice of changes | Student requires advance notice of changes to teaching delivery (e.g. timetabling changes such as venue or time of session) or changes to personnel.  | Autistic students. Students who work with planned support.  |
| Avoid unexpected questioning | Academic staff to avoid ‘on the spot’ questions due to differences in information processing, or due to heightened anxiety – please discuss this with the student. Student should not be under pressure to contribute to teaching sessions when experiencing heightened anxiety.  | Autistic students.Students with mental health conditions. |
| Student uses assistive tech | Student uses assistive technology or software to access their studies. This may include devices such as a digital voice recorder or pen reader, or specialist software such as a screen reader, voice dictation software, magnification software, note-taking software or literacy software. Student is likely to require electronic documentation in order to use software effectively. Student should have permission to use their assistive technology in teaching sessions and to check compatibility.  | Many disabled students access assistive technology, especially visually impaired and hearing impaired students or physically disabled students.  |
| Captioning required | Student requires [captioning](https://digitalpractice.leeds.ac.uk/accessibility-inclusivity/providing-captions-for-online-learning/) of any online teaching, for teaching which is recorded and for any videos used in face to face teaching. This may include auto-captioning, or human captioning, and the School should agree this with the student in advance.  | Hearing impaired students  |
| Cystic Fibrosis | Student has cystic fibrosis and must avoid other people who also have cystic fibrosis in order to minimise risk of cross-infection. Please refer to the Cystic Fibrosis Protocol which is available from Disability Services.  | Students with Cystic Fibrosis |
| Check contextual information | Additional important information about this student is available and should be read by staff teaching or supporting them. This information may be held on the student’s Support Summary Sheet. Discuss with the School Disability Contact or with Disability Services.  | This can apply to any disabled student |
| Care Plan in place | Student has a Care or Action Plan in place giving instructions in the event of a medical emergency, such as an epileptic seizure or an episode of diabetic hypoglycaemia. This does not replace standard protocols for emergency situations.  | Epileptic students.Diabetic students. |
| Directed reading lists | Student requires reading lists which are clearly formatted to indicate Essential, Recommended and Background Reading resources. | All disabled students |
| Attendance flexibility  | Student requires consideration of flexibility around attendance requirements where attendance is affected as a direct result of the student’s disability. The School should discuss with the student issues relating to attendance, particularly around core competence standards and processes the student must follow. | All disabled students |
| Fieldwork adjustments | Student requires adjustments to fieldwork, and this should be taken into consideration with sufficient notice to discuss appropriate adjustments with the student and Disability Services.  | All disabled students, where relevant |
| Submission flexibility | Student requires adjustments to the timing and/or the submission of coursework. This may include requiring extensions to assignment deadlines or using a different method to submit completed work. The School must consider flexibility around assessment deadlines and submission methods, which may include reviewing the student’s assessment schedule each semester, and they should inform the student of the ways in which the School will implement this adjustment. Unless advised otherwise by the School, the student must follow existing university processes for requesting extensions to coursework (e.g. the online extension request form) and they may use the Support Summary Sheet as evidence for this request. The School should discuss and agree any adjustments to submission methods with the student.  | All disabled students |
| Group work adjustments | Student requires adjustments to group work, and this should be taken into consideration with sufficient advance notice to discuss appropriate adjustments with the student and Disability Services, where required. Adjustments may include agreed ground rules and expectations; assigning group members and roles where necessary; monitoring progress more closely to intervene when required.  | All disabled students but particularly: Autistic studentsVisually impaired students.Hearing impaired students. |
| List of Key Contacts required | Student requires a list of Key Contacts within the School in order to identify which staff members to approach about particular issues or concerns. A template is available from Disability Services.  | Autistic students |
| Lab/practical adjustments | Student requires adjustments to laboratory-based or practical work, and this should be taken into consideration with sufficient advance notice to discuss appropriate adjustments with the student and Disability Services, where required.  | All disabled students, where relevant |
| Access to Lecture Capture | Using Lecture Capture resources is likely to be a major strategy for this student in managing their studies. Where this is not used, the School must identify a suitable alternative (see the [AVR Policy](https://www.leeds.ac.uk/secretariat/documents/avr_guidance.pdf) for further information). Where sessions are audio recorded, it is helpful to repeat student questions for the microphone, and to give spoken cues as to which slide or visual aid is under discussion.  | All disabled students |
| Permission to leave/rejoin  | The student should be allowed to leave and rejoin classes without attention being drawn to them.  | Autistic studentsStudents with mental health conditions.Students with long term medical conditions. |
| Lecture materials in advance | Student requires teaching materials to be made available via the VLE **at least** 24 hours in advance. Students accessing support from the [Transcription Service](https://students.leeds.ac.uk/info/1000032/support_for_disabled_students/687/transcription_services) may need access to materials at least 7 days in advance.  | All disabled students |
| Student lipreads | The student uses lipreading for communication. Follow [best practice guidance](https://equality.leeds.ac.uk/support-and-resources/disability-2/deaf-awareness/), including: ensure you face the student and speak clearly but with normal rhythm and intonation. Do not cover your face or mouth (e.g. with your hand). Ensure your face is well lit. Discuss lipreading requirements with the student and be particularly sensitive to the issue of face coverings and the impact this has on communication. During online teaching, ensure speaker videos are on and non-speakers mics are muted to reduce interference from background noise.  | Hearing impaired students |
| Feedback consideration | The person marking the student’s written work should be aware that the student may make errors in the technical accuracy of their written English for reasons relating to their disability. The marker should take this into consideration when providing feedback on the student’s written work. The student should be provided with an explanation within their feedback if their use of written expression has affected their marks and be provided with clear advice on how to develop any areas of weakness. Refer to the [Policy on the Assessment of Written Work](https://ses.leeds.ac.uk/info/20600/assessment_and_exams/1264/inclusive_marking_and_feedback).  | All disabled students |
| Permission to move/stretch | Student may need to move around or stretch during teaching sessions.  | Any disabled student but particularly:Autistic students.Students with ADHD.Physically disabled students.Students with long term medical conditions.  |
| May have Specialist Mentor | Student may be working with a Specialist Mentor who will support the student during their studies. Mentors may need access to the VLE and they may need to communicate directly with the School. Access to Mentoring is subject to funding application and approval. Please ask the student to confirm if they are accessing this support.  | Autistic students.Students with ADHD.Students with mental health conditions.  |
| Oral presentation adjustments | Student may be at a disadvantage when presenting in front of a large group. Please discuss with the student possible adjustments, for example: presenting to a smaller group, or to familiar people, or on a one to one basis. If this is not suitable, alternative assessment methods could be considered.  | Autistic students.Students with mental health conditions.  |
| Placement adjustments | Student requires adjustments to placements, and this should be taken into consideration with sufficient advance notice to discuss appropriate adjustments with the student and Disability Services, where required. | All disabled students, where relevant.  |
| Permission to Record | All students registered with Disability Services are given permission to record taught sessions, subject to the student’s agreement to the [University policy](https://www.leeds.ac.uk/secretariat/documents/avr_guidance.pdf). Lecture Capture remains the preferred option for most students. Some students may need to use both Lecture Capture and personal recordings. **Please be sensitive to the fact that making personal recordings may draw unwanted attention to a student’s disability.** | All disabled students.  |
| Support Worker may be present | Student may be working with a Support Worker, such as a Note-taker, Personal Assistant, or British Sign Language Interpreter who may be present in teaching sessions.  | Can apply to any disabled student.  |
| May have Study Skills Tutor | Student may be working with a1-1 Specialist Study Skills Support Tutorwho will support the student during their studies. Access to this support is subject to funding application and approval. Please ask the student to confirm if they are accessing this support.  | Students with Specific Learning Difficulties. Students with ADHD.Autistic students.  |
| Timetabling/access adjustment | Student has access requirements which need to be considered when timetabling activities, or when moving activities. Please speak with your School timetabling staff for further information.  | Can apply to any disabled student but primarily:Physically disabled students. Students with long term medical conditions.  |
| Written instructions  | Student requires key instructions to be given in written format as well as verbally. This can be done via email.  | Can apply to any disabled student.  |