Group HE Reasonable Adjustments Procedure

Applies to:	
Harrogate College	
Keighley College	
Leeds City College	
Leeds Conservatoire	X
Leeds Sixth Form College / Pudsey Sixth Form College	
Luminate Group Services	
University Centre	X

CHANGE CONTROL

<table>
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<tr><td>Name of author:</td><td colspan="2">HE Disability Support</td></tr>
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• Mental Health Policy
• Support to Study Policy
• Safeguarding Policy for HE students
• Additional Considerations Policy & Procedure
• Equality, Diversity and Inclusion Policy
• HE Assessment Procedures</td></tr>
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1. Aims of Procedures

1.1 The procedures discussed in this document apply to staff working in Luminate Education Group (LEG hereafter) campuses providing Higher Education (HE hereafter) courses to students enrolled within the LEG HE provision.

1.2 Its purpose is to promote staff and student awareness of HE reasonable adjustments procedures, whilst helping to ensure that reasonable adjustments are implemented consistently across all teaching delivered within LEG's HE provision.

1.3 The term 'reasonable adjustments' will be used throughout the document and will refer to any reasonable adjustments students might require while studying in LEG's HE provision. For further information and definitions of this and other disability support-related terms, please see the HE Student Disability Policy.

1.4 Reasonable adjustments are arranged by the Group HE Disability Support Team and will be clearly listed on a student's Individual Adjustments Plan (IAP) or Provisional Adjustments Plan (PAP) (IAPs and PAPs will be referred to collectively as Adjustments Plans hereafter). Relevant staff who require this information to enact their students' agreed reasonable adjustments should access their respective institution's Adjustments Plan Report regularly.

1.5 The reasonable adjustments offered in LEG's HE provision helps our students to address any disability-related barriers they feel they have, therefore promoting a level-playing-field and equal opportunities for all of our students.

2. Accessibility and anticipatory reasonable adjustments in learning and teaching

Teaching materials to:

- be made available on the institution's Virtual Learning Environment (VLE) at least 24 hours in advance of teaching sessions – the VLE is **Space** for Leeds Conservatoire and **Blackboard** for UC Leeds
- be provided in accessible formats, and as Office 365 or PDF files
- be made using SPACE accessible templates
- include module reading in recommended and wider resources
- include module glossary of new, unfamiliar and technical terms

Space/Blackboard resources:

- Use clear titles and language when uploading materials to the VLE
- All students can access drop-ins and resources from either Skills for Learning (LC) or the Academic Support team (UC)

Teaching sessions to:

- permit audio recording to aid notetaking and recall
- deliver information and instructions using explicit, literal and concise language
- utilise scaffolding to support students' learning
- give clear aims and objectives
- support verbal instructions with text, e.g. also provide bullet-point lists
- show what is required of students, alongside verbal delivery methods

3. Some examples of reasonable adjustments used on Adjustments Plans

3.1 Extra time in timed examinations

An allowance of additional time that can be applied to timed examinations.

3.1.1 In the case of timed examinations (including class-based timed assessments), students with Adjustments Plans in place often have a fixed percentage of time added to the specified exam duration, usually 25%. Exceptional cases may involve students having more than 25%, which will be clearly listed on their Adjustments Plan and are only arranged where supporting information/evidence has been provided stating the requirement from a qualified professional.

For example:

Exam duration	**Extra time in timed examinations (in minutes)**			
	25%	**33%**	**50%**	**100%**
60 minutes	15	20	30	60
90 minutes	23	30	45	90
120 minutes	30	40	60	120
180 minutes	45	60	90	180

Where extra time is specified on a student's Adjustments Plan for timed examinations, appropriate invigilation and timetabling arrangements must be in place.

3.1.2 Extra time is not permitted in exams where the timing of the activity is assessed for a student to meet the Programme Outcomes, such as a musical performance or a sport. However, in these instances, students with this arrangement in place may be given additional processing time where practicable, such as additional setup time before an examination, or processing time if answering viva voce questions

3.2 Extensions to assignment deadlines (separate to 2.1, *extra time in timed examinations*)

Students with extensions to assignment deadlines in place on their Adjustments Plan require additional time to complete and submit eligible assignments without being put at a disadvantage due to their disability or condition, in comparison to their peers without disabilities. Please see the table below showing how disability-related extensions to assignment deadlines should be implemented.

Assignment credits *e.g. for a 20 credit module with 2 assessments* *assessment 1 (70% weighting of module) = 14* *assessment 2 (30% weighting of module) = 6*	**Extension to assignment deadline length**
Less than or equal to 10 assignment credits	1 week
More than 10 assignment credits	2 weeks
Holiday weeks are excluded when scheduling extended deadlines	

Disability-related extensions to assignment deadlines have no effect on any other aspect of submission away from the deadline date only*. To illustrate this, some examples follow (but are not limited to):

- Students with extensions to assignment deadlines showing on their Adjustments Plan can still apply for other extensions that do not relate to their disability (such as additional considerations)

- Students with extensions to assignment deadlines showing on their Adjustments Plan who do not submit their assignment until after their disability-related extended deadline can still submit within the late submission period, and will still be subject to the standard late penalty process
- *Assignments submitted as a group where the group is assessed and each student's work is not submitted or assessed individually should not be granted disability-related extensions to assignment deadlines for this type of assignment only. This is to avoid giving an advantage to the rest of the group without these adjustments in place, in comparison with their peers submitting group work without a student with extensions to assignment deadlines in their group.

For undergraduate and teaching qualification students with extensions to assignment deadlines on their Adjustments Plan with more than 25% extension granted, it is expected that all deadlines will be calculated and structured to ensure assignments are submitted no later than the end of August.

For postgraduate students with extensions to assignment deadlines on their Adjustments Plan with more than 25% extension granted, it is expected that all deadlines will be calculated and structured to ensure assignments are submitted no later than the end of September.

3.3 Reader

A reader is a responsible adult who reads the instructions of the question paper and the questions to the student. This may involve reading the whole paper to the student, or they may only request some words to be read. Students who require a reader will have this clearly listed on their Adjustments Plan and should inform Exams staff that they require this adjustment at least 3 weeks before the exam is due to take place.

A reader will not be allowed to read questions or text where the exam (or any section of the exam) tests their reading ability. A student who has a reader listed on their Adjustments Plan but is not permitted this arrangement where the exam (or any section of the exam) tests their reading ability may be granted up to a maximum of 50% extra time in the timed examination (particularly when they have less than 50% extra time in timed examinations on their Adjustments Plan). Students using a computer reader or an examination reading pen should not be given the maximum of 50% extra time in the timed examination.

The LEG HE provision are responsible for ensuring that the student and reader cannot be overheard by, or able to distract other students during any exam. This will also apply if the student uses a computer reader. Where the student and reader are accommodated in a separate room on a one-to-one basis, the invigilator may act as the reader in addition to their invigilation duties.

Readers may work with more than one student in an exam but must not read the paper to a group of students at the same time, as this imposes the timing of the paper on the group. Where students only require occasional words or phrases to be read, three or four students may share one reader. In this instance, each student will need to put their hand up or use a prompt card when they require help with reading, which should be clearly explained to them prior to the start of the exam. If the group has a reader available to them in a smaller exam room (away from the main exam room), a separate invigilator will be required.

Rules for the reader who should:

- enable students with visual impairments to identify visual only aspects of an exam, including diagrams, graphs and tables. They must not give any factual information or suggestions that are not available to students without visual impairments;
- read numbers printed in figures as words. For example, 356 would be read aloud as 'three hundred and fifty-six written in numbers'. An exception to this would be when the question is asking for a number to be written in words, which would be read aloud as 'write the number 356 in words';
- decode symbols and unit abbreviations in Maths or Science exams where this is listed as a requirement on the student's Adjustments Plan;
- give the spelling of a word which appears on an exam if requested where spellings are not being assessed, but otherwise, spellings must not be given;
- read aloud what the student has written on their exam without emphasising any errors, where the student requests this;
- read aloud accurately;
- have appropriate subject knowledge in order to act effectively as a reader in Maths and Science exams, and to decode symbols and formulae with accuracy;
- read only the instructions for questions on an exam paper. The reader must not explain or clarify any further;
- repeat only the instructions for questions on an exam paper when the student indicates a specific need for help;
- read only the instructions/rubric on an exam paper that tests the student's reading ability. In this case, the reader must not read individual questions or text;
- abide by the regulations. Failure to do so could lead to the student's disqualification;
- not advise the student on which questions to work on, when to move on to the next question, or advise on the order questions should be answered;
- not decode any symbols in a Music examination.

3.4 Scribe

A scribe is a responsible adult in examinations or in-class assessments who writes or types a student's dictated answers to the questions (not in aural tests, described in detail in the rules for scribes section below). If a student dictates answers onto an audio recording, the scribe must write down or type the student's dictated answers to the corresponding questions on the exam paper. The student must be present when the scribe writes or types their dictated answers. Students who require a scribe will have this clearly listed on their Adjustments Plan and should inform Exams staff that they require this adjustment at least 3 weeks before the exam is due to take place.

A scribe is not a practical assistant, a prompter or a reader. One staff member may act as a practical assistant, a prompter, a reader and/or a scribe if permission has been given for these arrangements by the Exams staff, as long as the rules for each role are strictly adhered to. Students who have a scribe listed on their Adjustments Plan may alternatively use a word processor with the spelling and grammar check facility enabled. However, any student in this scenario will not be awarded marks for spelling, punctuation and/or grammar unless they have independently dictated spelling, punctuation and/or grammar, and this has been recorded on a scribe cover sheet.

In assessments where spelling, punctuation and grammar (SPaG) are being assessed, students with a scribe on their Adjustments Plan will be able to access this reasonable adjustment. However, if the student uses a scribe in an exam that assesses SPaG, marks can only be awarded if the student can demonstrate that they have carried out the skills being assessed.

Although it is not recommended, a student can choose to dictate spellings and/or grammar in an assessment where SPaG is assessed, this should be recorded on a scribe cover sheet. If a student chooses to dictate their spellings and/or punctuation, up to a maximum of 50% extra time may be awarded.

A scribe will not be permitted to perform tasks which are part of the assessment objectives.
In cases where a student dictates a scribe for the entire duration of the exam, 25% extra time should always be considered (only relevant where 25%+ extra time in timed examinations is not already listed on their Adjustments Plan). In these cases, the Adjustments Plan should clearly state the requirement for 25% extra time when using a scribe. The scribe will often require the student to repeat their dictation while they catch up and should ensure that the student's response has been correctly recorded.

3.5 Word Processor

University Centre Leeds can provide a word processor with the spelling and grammar check, as well as predictive text turned off. An example where this may be required is where the student's quality of language would significantly improve as a result of using a word processor, where their condition causes difficulties with planning and organising when writing by hand. This also extends to the use of electronic braille devices and tablets. The use of word processors in assignment submissions is considered to be a standard practice, unless prohibited by the specification.
Students who require the use of a word processor will have this clearly listed on their Adjustments Plan and should inform their course staff or Exams team that they require this adjustment at least 3 weeks before the exam is due to take place.
Students with this adjustment listed on their Adjustments Plan can choose to use a word processor in an exam to type out certain questions (such as those that require extended writing) and then choose to hand write shorter answers.

Students with this adjustment listed on their Adjustments Plan will frequently need to type exams that require a significant amount of written text, as well as those that place a greater demand on the organisation of their thoughts and the planning of extended answers. Exams that require fewer complex answers are often easier to hand write within an exams paper, which can help the student to avoid switching their focus between the exam paper and the computer screen.

3.6 Students who require support for Hearing Impairments (such as Sign Language)

Students with hearing impairments studying at HE-level who are eligible for Home-funding can apply for Disabled Students' Allowance (DSA). In these cases, students can be offered extensive support to enable them to access their studies fully depending on their specific requirements, often including regular one-to-one out-of-class support with a Support Professional for Hearing Impairments, assistive technology, and Sign Language Interpretation where required.

Students who are not eligible for this support (such as those with International funding status) should contact the Disability Support Team as soon as possible, to meet with a member of the team and discuss their individual requirements. Students who require a support professional to accompany them in exams may require a separate room for exams, away from the main exam room, in which case a separate invigilator will be required.

3.7 Students who require support for Visual Impairments

Students with visual impairments studying at HE-level who are eligible for Home-funding can apply for Disabled Students' Allowance (DSA). In these cases, students may be offered extensive support to enable them to access their studies fully depending on their specific requirements, often including regular one-to-one out-of-class support with a Support Professional for Visual Impairments, assistive technology, environmental familiarization training and sighted guide support where required.

Students who are not eligible for this support (such as those with International funding status) should contact the Disability Support Team as soon as possible, to meet with a member of the team and discuss their individual requirements. Students who require a support professional to accompany them in exams may require a separate room for exams, away from the main exam room, in which case a separate invigilator may be required.

3.8 Supervised Rest Breaks

Some students can experience difficulties in the assessment environment due to declared disabilities, neurodivergence, mental health conditions and/or long-term health conditions (last, or likely to last for 12 months or more). Supervised rest breaks in exams can help to ensure that students with disclosed disabilities are not put at a disadvantage due to difficulties/traits that conditions may cause them when under assessment conditions, allowing them to attend to disability-related needs during their exams. Students can inform their tutor/exam invigilator that they need a rest break, which will 'stop the exam clock'.

There is a large variety of reasons why students may be given supervised rest breaks in exams, which may include (but are not limited to):

- A student with diabetes may need to regularly test and manage their blood sugar levels, which may include food/liquid intake or medication use
- A student with a chronic back condition may need to take rest breaks to relieve pain and discomfort
- A student with an anxiety-based condition may need to take rest breaks, to use coping strategies/techniques, to help them engage fully with their exam
- A student with a bowel condition may need urgent access to a toilet (the supervisor would accompany them to, but not into, the facilities)
- A student with Attention Deficit Hyperactivity Disorder (ADHD) or Autism Spectrum Conditions (ASC) may require rest breaks to use sensory/concentration management techniques

How do students know if they have supervised rest breaks in exams in place?

Students who have supervised rest breaks in exams in place will find this adjustment in the Alternative Assessment Arrangements box on their Individual Adjustments Plan (IAP) or Provisional Adjustments Plan (PAP) document. If a student does not have supervised rest breaks in exams listed on their most recent Adjustments Plan or they do not have an IAP/PAP at all, they are not entitled to use supervised rest breaks in exams.

How do students request supervised rest breaks in exams?

Supervised rest breaks in exams are usually only recommended when specific supporting information/evidence is provided by the student when disclosing their difficulties in the *My Disability Support* section on their My Portal login. This adjustment is usually only offered to students who provide evidence shown on a full diagnostic report, evidence of previous adjustments that have been in place for them in school/college, or sometimes based on the nature of their condition otherwise.

Are supervised rest breaks in exams time-limited?
Although supervised rest breaks in exams are not formally time-limited, it is expected that they would usually last for no longer than 10 minutes per hour of each exam. However, supervised rest breaks in exams are flexible and students (or staff) can seek advice before the assessment period by contacting the Disability Support Team, which could be to query how rest breaks may be administered in a particular scenario, such as a recital or performance.

How do students with supervised rest breaks in exams use them?
This can vary depending on the scenario, so it would be worthwhile for students to ask their tutors about how rest breaks could be used in their exam before it is due to take place. However, please see below for some general advice about how supervised rest breaks in exams are often utilised. It may be helpful for students to inform their tutors/invigilator of:

- how they are likely to use rest breaks before an exam, where possible
- how they wish to communicate the need for a rest break without disrupting other students/the audience, with many students choosing to raise their hand
- how rest breaks may be used in performances, as making staff (and if appropriate, band/group members) aware can help to avoid confusion. For example, audiences may confuse a student taking a rest break with the end of the performance, which, if informed, the rest of a band/group may help to avoid by staying on stage
- whether they are likely to stay in the room for their rest break, or leave the room with a staff member supervising
- when they are ready to return to the assessment, unless this is obvious (such as when returning to the stage in a performance)

Important information about the use of supervised rest breaks in exams

- Rest breaks must only be given to students with supervised rest breaks in exams showing in the Alternative Assessment Arrangements box on their most recent Adjustments Plan
- Supervised rest breaks in exams must only be used to manage the impacts/conditions listed in a student's Individual Adjustments Plan
- Students must maintain full assessment conditions during rest breaks. They will not be permitted to write, read or engage with assessment materials, they cannot interact with other students, and should not leave the building during rest breaks (which is monitored by the tutors/invigilators)
- Supervised rest breaks in exams may be requested in addition to any extra time (*in timed examinations) instructed by the Exams team, alongside any other applicable reasonable adjustments that are in place on the student's most recent Adjustments Plan
- Please contact the Disability Support Team to ask for any queries about supervised rest breaks in exams, preferably well in advance of the assessment period, to allow them the time to both investigate and respond to queries.

3.9 Prompter

A prompter may be permitted where a student has a substantial and long-term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating. This adjustment will show on a student's IAP or PAP under Alternative Assessment Arrangements if in place for them.

4. Disclosing disabilities/conditions and requesting reasonable adjustments

4.1 Why students are required to disclose their difficulties

Students who have disabilities or conditions are legally considered 'adults' when entering Higher Education, as the SEND Code of Practice 2014 ceases to apply to them and any Form 8s/Educational Health Care Plans (EHCPs) arranged in earlier education lapse upon entry into HE-level study. Therefore, students have control over what support they access, and are covered by the Equality Act 2010 under the protected characteristic of 'disability'. Further information is available in the HE Student Disability Policy.

Students who decide not to access reasonable adjustments when starting their HE-level studies can access support at any time they feel they require support. However, it is strongly recommended that disclosures are made as soon as possible, as students in this scenario often fall behind without the support they require, and then find themselves behind in the initial months on HE-level studies.

4.2 Disclosing a disability or condition to request an Individual Adjustments Plan (IAP)

Students must disclose and evidence any disability, neurodivergence, mental health condition or long-term health condition (lasting, or likely to last 12 months+) on My Portal (in the *My Disability Support* section) if they wish to access reasonable adjustments. They can do this before formally enrolling at University Centre Leeds as soon as they can access their My Portal login, or at any time throughout their studies. They can submit the *My Disability Support* section as many times as they need to throughout their studies, to ensure that their support remains student-centered and any possible changes to existing conditions or new conditions are adapted for appropriately throughout their studies.

4.3 What supporting information/evidence to use for interventional reasonable adjustments

Please see the Supporting Information/Evidence document available on the following links to find detailed information on what to provide when disclosing any disability or condition to us:

- Leeds Conservatoire Supporting Information for 'Home-Funded' students
- Leeds Conservatoire Supporting Information for 'International' students
- University Centre Leeds Supporting Information for 'Home-Funded' students
- University Centre Leeds Supporting Information for 'International' students

4.4 Provisional Adjustments Plans (PAPs)

Luminate Education Group's Provisional Adjustments Plan (PAP) process forms part of our commitment to inclusive practice, enabling staff with student-facing roles to provide timely support to students with as yet unsupported disabilities, and those with mental health-related risk factors/disengagement that is likely to be long lasting.

The PAP process is an additional support mechanism to the more detailed Individual Adjustments Plan (IAP) process, which gives students access to tailored support plans when they have requested reasonable adjustments by filling out the My Disability Support section on their My Portal login.

The PAP process allows student-facing staff in roles that are associated with academia to enact reasonable adjustments directly when:

- They observe a student's difficulties relating to mental health and/or an as yet unsupported disability
- They observe risk factors that may have caused the student to disengage with their studies
- A student informs them that they have unsupported mental health difficulties or disabilities directly
- They are informed of a student who has unsupported mental health difficulties or disabilities from another relevant source.

This process aligns with recommendations made for Higher Education Providers (HEP) in the UK by the Equality and Human Rights Commission (EHRC) in July 2024, further demonstrating the holistic commitment towards student inclusion that is fostered across the Luminate Education Group.

Students should not be alarmed if they receive an email containing a PAP document during their studies, as PAPs are designed to:

- Offer initial support when difficulties are first observed, identified, or disclosed
- Allow students to disclose difficulties to a member of staff once, therefore not needing to repeat their difficulties multiple times
- Allow relevant staff to enact reasonable adjustments directly (which are then all reviewed by the HEP's Disability Support Team to ensure compliance with the Equality Act 2010)

- Allow relevant academic staff to enact alternative assessment arrangements and methods directly (which are also then reviewed by the HEP's Disability Support Team to ensure compliance with the Equality Act 2010)
- Help to offer reasonable adjustments to students who may not have accessed support for a disability/mental health difficulty before, but who struggle to engage fully in their studies due to these difficulties
- Ensure that difficulties that may affect how students communicate with support staff or waiting times for appointments do not affect a student requiring reasonable adjustments in the intervening period.

Student PAPs are created automatically when a staff member fills out their HEP's respective staff PAP form, found in the *Key links and contact information* section at the bottom of this page. Provisional Adjustments Plans sent to students by email contain:

- unedited information filled out on the PAP form by the staff member
- any reasonable adjustments that the staff member enacts when filling out the PAP form.
- any original and alternative assessment methods that the staff member has organised due to the student's disability/mental health difficulty

5. How students access their Adjustments Plan

Students receive a copy of their IAP or PAP PDF when it is originally created, and subsequently every time it is updated thereafter. Alongside this, they can also find a copy of their most recent IAP or PAP in the *My Disability Support* section of their My Portal login under the tile headed 'Current Adjustments Plan' throughout their studies, which will be empty if they do not have a plan in place.

6. How relevant academic staff access their students' Adjustments Plans

Relevant staff have access to all agreed reasonable adjustments and disability information for each of their students on the Adjustments Plan Report for their institution and are aware of their responsibility to keep up-to-date with the latest information on their report. Only specific academic and support staff have access to this information to enact or arrange reasonable adjustments for their students directly.

Schools are also sent copies of each Adjustments Plan that is created or updated for their respective students, to ensure that they are fully aware, and subsequently enact all agreed reasonable adjustments for their cohort of students. These provisions help to maintain the inclusive teaching environment provided to our students who have agreed reasonable adjustments in place, as well as those who do not.

7. Confidentiality

For further information about confidentiality and data sharing, please see the HE Student Disability Policy.

8. Disability Support Team contact information

- Leeds Conservatoire Disability Support Team: disability@leedsconservatoire.ac.uk
- University Centre Leeds Disability Support Team: Disability@UCLeeds.ac.uk

9. Alternative formats

If you would like to receive this procedure in an alternative format, please email the respective institution above and specify how you wish the document to be formatted.

10. Version History log

VERSION	DATE	SUMMARY OF CHANGES
V1	September 2026	Procedure created

Appendix
Appendix Memory Aids

This appendix contains Memory Aids, (to be used in University Centre Leeds exams), for the following roles:

- Reader
- Scribe
- Communication Professionals (for students with Visual or Hearing Impairments)

Invigilators and those acting in these roles must be appropriately trained and familiar with the rules detailed within the relevant sections above. It is essential that the student is made aware of what these roles can and cannot do in advance of their first examination.

Memory Aid for a Reader

I am here to read for you in your examination.
You must make clear what you want to be read.

I can only read the instructions and the questions.

I can repeat instructions, but only if you make it clear which instructions you want me to read.

I can't tell you which questions to choose.
I can't tell you when to move on to the next question.
I can't tell you which questions to do first.

I can spell words if you ask me, but only words on the question paper.

I can read back your answer, but only if you ask me.

Memory Aid for a Scribe

I am here to write/type for you in your examination.

I must write/type exactly what you say.

I can draw maps, graphs and diagrams, but I can only draw exactly what you tell me.
I can't draw for you in a Design examination.

I can change what I have written/typed, but only if you ask me.

If we have problems communicating, I must tell the invigilator.

I can't give you any help with answers.
I can't suggest when an answer is finished.

I can't tell you which questions to choose.
I can't tell you when to move on to the next question.
I can't tell you which questions to do first.

If you are allowed rest breaks, I can't write/type in those breaks.

I can read back what I have written/typed, but only if you ask me.

Memory Aid for a Language Modifier

I can only change words or phrases if you make it clear that you need help with them.

I can't change words or phrases that the examiner thinks you should have learnt.

I can only change things that the examiner has written,
e.g. I cannot change text from a book, maps, tables, etc.

I can only make changes if you make it clear what is confusing you.

I can speak, write or sign any changes.

I can read for you if you make it clear what you want to be read.

Memory Aid for a Communication Professional

I am here to sign the questions in British Sign Language.

I can't sign words or phrases that the examiner thinks you should have learnt, but I can fingerspell them.

I can't sign anything the examiner didn't write,
e.g. text from a book, maps, tables, etc.

I can sign the questions more than once but I can't explain the questions.

I can't explain what the examiner wants you to write.

You can fingerspell answers, or sign an answer, if it is one word only and I will write it for you.