

## Introduction and Context

1. This Code of Practice provides a framework for the implementationp1111111111111111r11(l)-4(e)

2. The Student Charter states that the University undertakes to:

x c

- x it has lasted at least 12 months;
- x the period for which it lasts is likely to be at least 12 months; or
- x it is likely to last for the rest of the life of the person affected.

7. The Act (section 20) confirms the following requirements for reasonable adjustments:

- x Where a provision, criterion or practice (of an institution) puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take, to avoid the disadvantage.



course, it is the responsibility of the Course Leader to disseminate this to the course team and ensure they are aware and able to make the required adjustments. Where there may be concerns about any student with a disability, or about the recommended adjustments, the Course Leader should consult Student Life Department.

18. Personal Academic Coaches (or equivalent such as Academic Assessors) are a key regular contact point for all students and will prompt students to reflect on their reasonable adjustment agreements and how effective they are L Q V X S S R U W R I Learning and X G H Q W progression. Where issues with the effectiveness of agreed reasonable adjustment agreements arise, students will be referred to the Student Life team to enable further discussion and possible revision of the agreement.

19. Academic Administrators (or equivalent at partners) will support with the dissemination of information on reasonable adjustments, through the provision of reports to Schools and/or course teams.

20. **All staff**



consultation with Student Life) will discuss and agree individual adjustments as appropriate. Students should note there may be time constraints in applying reasonable adjustments, for example in the case of exam arrangements.

29. Appropriate adjustments will be considered and, where reasonable, agreed by the School or Partner, student and Student Life on a case-by-case basis. Additional input may be sought from relevant external services, including Occupational Health.

30. For students with disabilities as defined by the Act (points 5 and 6 of this Code refer), adjustments are only made from the point at which a RAA comes into effect. A new RAA must be put in place for any new programme of study undertaken by the student. Reasonable adjustments such as extra time for examinations can only be put in place once students have provided evidence of their disability or Specific Learning Difficulties and an RAA has been drawn up ±screening results for dyslexia or other Specific Learning Difficulties do not constitute a diagnosis.

31. Students can declare a disability at any time whilst they are at the University of Suffolk. All students who consent to their information being shared will be provided with a RAA and students are advised of a likely timescale for support to be organised. Where there are any concerns within the School/Partner regarding the support that is recommended, an early case conference with Student Life should be arranged. Similarly, should a student have any concerns about their support at any time during their course, they are advised to speak to their Personal Academic Coach or Academic Assessor in the first instance or Student Life so that a case conference can be convened.

32. If a disability which might require reasonable adjustments emerges or is disclosed after the student has been admitted to the programme of study, then the student is advised to discuss matters with Student Life. Any student is free to refer themselves to Student Life without informing their School/Partner.

### Confidentiality

33. Life, the Personal Academic Coach or Academic Assessor and the Course Leader must respect the dignity and confidentiality of a student disclosing a disability. Apart from cases where failure to do so might put at risk the health and safety of the student or others, or otherwise in accordance with the General Data Protection Regulation (GDPR), information will not be disclosed further without the



39. In cases where the School/Partner is unable to implement a certain adjustment on the basis that it is not reasonable, it should record the reasoning for this in writing and retain a copy in the student file. A decision not to implement a certain adjustment should be included in the review of support carried out in accordance with paragraph 36.

40. It is good practice for the School/Partner to hold a review with each disabled student, at least annually, and to direct the student to Student Life for further advice if this seems appropriate. , Q V R P H F D V H V Z K H U H W K H V W X G H Q W ¶ V F R Q G L W L R Q F K D Q J H V I Academic Coach or Academic Assessor, it may be appropriate for the School/Partner to hold a review with individual students more frequently.

41. Students should notify Student Life if there are any problems in receiving support, or if their condition changes so as to give rise to the need for an alteration to their level of support. The Personal Academic Coach or Academic Assessor should ensure that Student Life and the relevant Course Leader are notified of any additional needs. Any changes to a RAA should be made via Student Life. A student is also free to seek confidential advice from the St X G H Q W V ¶ 8 Q L R Q \$ G Centre.

#### Adjustments for Short Term Conditions

42. Although short term conditions are not specifically referred to in the legislation, Schools/Partners



47. , Q F D V H V Z K H U H L W L V I H O W W K D W W K H G L V D E L O L W \ R I W K H  
and that embarking on, or continuing with, their programme of study is impossible, then a referral will be made to the Occupational Health service, consulting with the student as necessary in order to make recommendations to the Vice-Chancellor on this basis.

48. Schools/Partners should also consider whether it is appropriate in any given circumstances to discuss with the student the option of intercalating in accordance with the relevant section of the Extenuating Circumstances Policy.

49. If Schools/Partners or students have any concerns or queries about the implementation of this Code of Practice, advice and assistance is available from Student Life Department. The Student Centre can also advise students about the 8 Q L Y H U e x t e n u a t i n g  
Extenuating circumstances, intercalation, appeals and complaints processes as appropriate.