

UCSE Reasonable Adjustments Guide for Staff and Students

26/27



The information contained is a summary of the UCSE Reasonable Adjustments Policy 26/27; further information can be found in that document or by contacting the UCSE Disability Support team.

How do Reasonable Adjustments work at UCSE in 26/27?

At UCSE we can provide a range of reasonable adjustments to support a student's study; these can be specific (assessment/exam adjustments) or more general adjustments (print outs of lesson resources, access to online resources).

To receive specific reasonable adjustments, a student must complete an initial declaration of disability and discuss their needs with the UCSE Disability Support team in a 'Reasonable Adjustment Discussion'.

Following the 'Reasonable Adjustments Discussion', the UCSE Disability Support team will provide the student with a letter confirming recommended adjustments - where specific adjustments are recommended - and an 'Individual Support Profile'. These will also be provided to the students' Academic team and the Exams team. These will be provided within 20 days following the discussion; if the request is urgent - and this is made clear to the UCSE Disability Support team - this will be reduced where possible.

When a student wishes to use their adjustments (i.e. in assessments), they will need to discuss this with the relevant academic staff member for that assessment. The relevant academic staff member will then need to complete the 'Reasonable Adjustments Confirmation Form' to log which adjustments are used.

How do the Reasonable Adjustments Discussions work?

These are typically completed over Microsoft Teams, but can be completed in-person where possible. These are informal discussions regarding the students experience of their disability, any supporting evidence provided, and any previous adjustments they have received; these are NOT assessments of a student's need.

It is important for students to come to the discussion with an idea of what they may need support with and - where appropriate - knowledge of what adjustments they have previously received.

What evidence is needed for Reasonable Adjustments?

The awarding of reasonable adjustments does not require the provision of specific evidence from the student.

However, we may request additional evidence to support a request for adjustments particularly those related to assessments or examinations.

Where additional evidence is requested, the following is a guide for what would be recognised as supporting evidence but is not an exhaustive list:

- Disabled Students' Allowance (DSA) Needs Assessment report
- GP/Consultant letters or reports from relevant qualified professionals
- Special Educational Needs reports from previous education institution
- Form 8 (Exam Access Arrangements from UK School/College)
- Letters from services where the student has received support in the past (e.g. therapist)
- EHCP (Issued post-16 and relevant to further education at UK School/College)

Other evidence may be recognised, students should contact HESupport@southessex.ac.uk for further guidance.

IMPORTANT: Any supporting evidence provided is used solely as a guide to support the students discussion with the UCSE Disability Support team.

What if a student doesn't have formal evidence but needs adjustments to an assessment or exam?

Students without formal evidence of a disability can request reasonable adjustments in assessments and exams.

Where students apply with minimal or no supporting evidence, their case will be considered by a panel consisting of the HE Disability Officer; the Wider Participation Manager; the Programme Partnership Managers; and other Academic Staff or the Executive Director – HE where appropriate.

PLEASE NOTE: This can prolong the processing of the request and in certain circumstances, validating partner policy may prohibit us from awarding adjustments without supporting evidence.

What adjustments can be made for assessments?

The following are examples of adjustments that can be made for assessments. This is not an exhaustive list and not all adjustments will be appropriate for the particular student or the particular assessment requiring adjustment:

- **Relaxed Word Count:** The word count minimum/maximum are relaxed up to 20% of the original word count.

- **Additional academic support:** Extra 1:1 sessions with teaching staff to discuss academic work. This may be to discuss academic content, break down tasks or discuss deadlines and priorities. This must **not** include any element of draft reviews or proof reading.
- **Group work/presentation adaptations:** Changing how presentations are delivered/assessed. (PLEASE NOTE: This may require additional concession requests dependent on validating partner policy).
- **Change of mode:** Changing the mode or type of assessment from one format to another. For example, changing a written essay into a presentation of equivalent weighting. (PLEASE NOTE: This may require additional concession requests dependent on validating partner policy).
- **Sympathetic Marking:** Special considerations to be made in the marking, grading and feedback of assessments. For example, lessening weighting of spelling, punctuation or grammar.
- **Extended deadlines:** A specified and agreed change of deadline in relation to a particular task. These can be up to a maximum of 14 days at the discretion of the relevant module teacher, with further extensions considered on a case-by-case basis via the relevant Extenuating Circumstances process. (PLEASE NOTE: Extending a deadline is not available for Reassessment and may not be available in some other circumstances, e.g. because of the timing of exam boards or holidays. In this situation you can discuss alternative adjustments with your tutor and the Disability Officer).

What adjustments can be made for exams?

The following are examples of adjustments that can be made for exams. This is not an exhaustive list and not all adjustments will be appropriate for the particular student or the particular exam requiring adjustment:

- **Access to additional support in Examinations:** Provision for the student to be supported during an assessment by a person undertaking a specific role. This can include roles such as:
 - **A scribe:** A Learning Support Assistant who writes down exactly what a learner dictates during an assessment, including punctuation, spelling, and layout, without altering content. This role could also be replaced by provision of assistive technology (e.g. word processor) where appropriate
 - **A reader:** A Learning Support Assistant who reads the assessment questions (and, if permitted, relevant text) aloud to the learner. This role could also be performed using assistive technology (e.g. reader pen) where appropriate.
 - **A prompt:** A Learning Support Assistant who gives gentle verbal or non-verbal cues to keep a learner focused and on task during an assessment.

- **Extra Time in Examinations:** In the context of a time-limited assessment such as a formal examination, being provided with additional time to complete the assessment. For example: 25% extra time.
- **Rest Breaks in Examinations:** In the context of time-limited assessment such as a formal examination, being able to take supervised stop-the-clock breaks during exams for fatigue, pain, or attention needs.
- **Separate Room in Examinations:** In the context of time-limited assessment such as a formal examination, providing the student with a separate or private assessment area in order to reduce anxiety or sensory overload; often used in conjunction with other adjustments.
- **Adjustment to Resources:** Materials, resources and assessment instruments adapted to Braille, enlarged print or screen-reader compatible materials for students with visual impairments. This would also include the provision for captioned videos and/or a BSL interpreter for students with hearing impairments during an assessment.

What adjustments can be made for placements?

Students undertaking work placement hours as part of their qualification are advised to consult with the Practice Learning Coordinator prior to the start of their placement.

In order to ensure a high-quality and supportive learning experience, the Practice Learning Coordinator may need to share relevant information about a student's disability with the placement provider. This will only occur with the student's knowledge and consent.

It is considered best practice to:

- Discuss and agree with the student what specific information will be shared.
- Develop a placement support plan tailored to the student's needs.
- Ensure that placement providers engage with the student in advance to discuss practical arrangements.
- Identify any potential barriers and implement reasonable adjustments to support the student effectively during their placement.

What other adjustments can be made?

Reasonable adjustments are also available in-class and around campus. These are provided on an as-needed basis based on readiness of availability or need for further consideration.

Further adjustments for UCSE activities are also available as needed, and can be discussed with the UCSE Disability Support Team.

The following are examples of other adjustments that can be made. This is not an exhaustive list and not all adjustments will be appropriate for the particular student requiring adjustment:

- **Priority Lift Access:** SECG operates a priority lift access scheme at all appropriate campuses. UCSE student access to this scheme requires discussion with a student's programme/course team and completion of a Personal Emergency Evacuation Plan (PEEP).
- **Online Resources:** Many UCSE resources are readily available on the relevant web-based learning management system (e.g. Moodle or Canvas). For additional resources, such as course materials, this can be discussed as an additional reasonable adjustment.
- **Additional Person Support:** Typically students at UCSE will not receive a dedicated support person in-class or around campus unless provided via DSA or a student's existing social care plan (These staff are also not directly employed by UCSE). In certain exceptional circumstances, such as where medical concerns would deem it necessary (as determined by a panel consisting of the HE Disability Officer and other relevant staff) UCSE may make provision of a dedicated support person for a specific need. (PLEASE NOTE: this provision would not be made for academic support purposes).
- **Delivery Adjustments:** These are adjustments to delivery mode or style made by the course or programme team as appropriate. These could include repetition, a supporting slide deck, active learning etc.

What can an extended deadline for an assessment be?

Extended deadlines should be proportionate to the assessment and are determined by the relevant academic staff for that assessment. The below examples are guidelines, and are not rules.

Original assessment period	Suggested extension
24 hours	1-2 days
48 hours	2-3 days
1 week	3-5 days
2 weeks	5-7 days
3 weeks	7-10 days
4 weeks	10-14 days

Useful Links:

HEsupport@southessex.ac.uk

[HE Policies, Procedures and Downloads | South Essex Colleges Group](#)

[Book time with Ciaran Whatley: Reasonable Adjustment Discussion](#)

Staff Only:

[Reasonable Adjustments Confirmation Form 26/27 – Fill in form](#)

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