



Student Disability and Inclusivity Policy

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1. Introduction

- 1.1. As set out in our [Equality, Diversity and Inclusion Policy](#), we are proud of our diverse community of staff, students and others, and are committed to maintaining high quality teaching and research by ensuring there is equality of opportunity for all, fostered in an environment of mutual respect and dignity. This includes a commitment to an inclusive and supportive environment for students, staff and visitors that is free from discrimination, and a place where all its members can participate and have the opportunity to fulfil their potential.
- 1.2. The purpose of this policy is to ensure that members of the University's student community are not discriminated against or disadvantaged because of a disability. To that end, the University takes an anticipatory approach to a range of needs and this policy sets out inclusive practices to achieve this.
- 1.3. This policy is informed by the [Equality Act 2010](#), the University's [Equality, Diversity and Inclusion Policy](#) and is linked to objectives in the Equality, Diversity and Inclusion strategy, the [Creative Learning strategy](#) and the [Student Support strategy](#). This policy is overseen by the Equality, Diversity and Inclusion committee and is governed by Academic Board, a sub-committee of Council.
- 1.4. Norwich University of the Arts has a higher-than-average proportion of students declaring a disability compared to the sector. In 2024-25, 32% of current students declared a disability (903 students). In 2023/24, [HESA statistics](#) placed us in the top 10 in the UK for highest proportion of disabled students studying at university. Of the 903 students studying in 2024-25, 398 have successfully applied for Disabled Students Allowance, making them eligible for enhanced support.
- 1.5. The University has committed, via the [Student Support Strategy 2027](#), to ensure support for students is fully integrated across the University's activities, structures and staff. This includes:
 - accessibility by design; that access to a course, resource or space should not require a reasonable adjustment if it is practically possible to make it fully accessible in the design of it
 - universal responsibility for ensuring a course, resource or space is inclusive
 - taking an anticipatory approach to the design and delivery of our activities (see section 3)
- 1.6. This policy and the processes it advocates should include students at all stages of development: from co-creation, co-design and co-production to consultation and launch. We believe that this gives a meaningful voice to stakeholders and collective responsibility and joint ownership for its success.
- 1.7. Disability is a protected characteristic under the [Equality Act 2010](#). This means that it is an offence for the University and its staff to bully, harass, victimise, or discriminate against disabled employees, students or visitors. Under the Act, the University has a duty to make reasonable adjustments for individuals with disabilities in relation to a provision, criteria or practice, physical features, or auxiliary aids. People who do not share the characteristic of disability are not protected under disability discrimination law (e.g. someone with no disability would not be able to claim discrimination for being excluded from an activity that is aimed exclusively at disabled people).
- 1.8. This policy recognises sector, legislative and regulatory expectations and the university is committed to be responsive to changes across the wider policy, legislative and regulatory landscape through regular monitoring and review.
- 1.9. Here we set out a social model of disability that will shift the focus from an individual student's impairment, to the barriers created by society; including physical spaces, teaching

methods, and institutional policies. Rather than viewing disabled students as problems to be fixed—an approach rooted in the medical or deficit model we have traditionally inhabited—the social model recognises that it is the university environment that must adapt to ensure inclusion. An inclusive and anticipatory approach, grounded in the social model, will proactively design teaching and learning experiences that work for a wide range of students from the outset, reducing the need for individual accommodations. This not only promotes equity and dignity but also benefits all students by fostering a more flexible, accessible, and supportive learning environment. Moving away from reactive, case-by-case adjustments toward systemic, inclusive design represents a meaningful step toward genuine educational equality.

- 1.10. The University encourages students to disclose a disability or health condition at any time before or during their studies. Disclosures will always be taken seriously, handled sensitively and the person making the disclosure will be given the appropriate level of support to help them succeed.
- 1.11. In our commitment to fostering an inclusive and supportive environment, we recognise the importance of language in shaping perceptions and attitudes towards students with disabilities. To this end, this policy firmly establishes our pledge to employ consistent and considerate language when discussing and addressing the needs of individuals within our community. We believe that it is important to use respectful language and terminology as preferred by the individual. We also want to promote a culture of empathy, understanding, and equity and this is conveyed in the way we use language in the context of supporting disabled students.
- 1.12. We recognise that students requiring support under this policy may be sharing sensitive and confidential information. As such, we make a blanket commitment to handle it sensitively and within the boundaries of our data protection policy and processes. These can be found on the university website here: <https://norwichuni.ac.uk/about-us/data-protection/>

2. Scope

- 2.1. This policy is aimed at protecting the student population from disadvantage resulting from disability. Its focus is disability as a protected characteristic. While inclusivity for other groups is not explicitly covered in this policy, intersectionality and shared best practice for other groups are considered more widely in the University's EDI strategy. We also recognise that progress on inclusivity for one group can have a positive impact on others.
- 2.2. Processes and practices for disabled staff are also not covered here. These instead sit with Human Resources and readers should refer to the University's [Equality, Diversity and Inclusion Policy](#) for further guidance.

3. Anticipatory duty

- 3.1. One of the commitments in the [Student Support Strategy 2027](#) is to work with academics - through the [Creative Learning strategy](#) and a new [Inclusive Curriculum Framework](#) - to ensure anticipatory practices are embedded in course design and delivery, that recognise and champion difference. This moves away from a deficit model of supporting disabled and neurodivergent students and towards a social model that champions a universally inclusive environment.
- 3.2. The Student Support strategy commits to ensuring that accessibility is designed into what we make and do, rather than coming afterwards as an adjustment. As such, accessibility becomes integrated into the ethos of Norwich University of the Arts.
- 3.3. By embedding an anticipatory agenda for equality, diversity and inclusion, we can limit the number of reasonable adjustments required by any single individual. Reasonable

adjustments then become more bespoke for someone if they cannot be practically embedded universally.

4. Inclusive practice in access and participation

4.1. Admissions

- 4.1.1. The University is committed to ensuring that students are recruited and selected on the basis of their academic merit and ability, [as outlined in the Applicant Regulations and Procedures document](#), and will not refuse to admit an applicant on the grounds of disability without fully considering the specific support or facilities required for the applicant to undertake their course of study at the University. We will make every effort to ensure that this support is provided and we commit to ensuring that improved accessibility is an ongoing objective (see section 5).
- 4.1.2. In a minority of cases, a disability panel may convene to collaboratively review reasonable adjustments for disabled students where the student's needs are complex, high costs may be associated with the adjustments, or where there is a need to ensure that academic standards are maintained. The panel will be made up of senior members of the University staff.
- 4.1.3. In very exceptional cases, the University may not admit an otherwise qualified applicant on the grounds that reasonable adjustments cannot be made, and the safety of the individual cannot be guaranteed. There should be an audit trail of the decisions made, which should be clearly communicated to the student and colleagues. If the adjustment is deemed not to be reasonable, the student should be advised of the [appeals process outlined here](#).

4.2. Curriculum

- 4.2.1. The University is committed to ensuring that inclusive practices are embedded in the design and delivery of the curriculum. The University's [Creative Learning Strategy](#) makes a commitment to putting wellness, equity and belonging at the centre of our creative community of practice. The strategy includes objectives to promote equity and celebrate diversity in every aspect of the student experience and ensure we provide an integrated approach to support with the Student Support team.
- 4.2.2. An inclusive approach covers participation at scheduled teaching sessions, access to resources necessary for the course of study, and assessment. An inclusive curriculum framework has been introduced to support academic colleagues to navigate these areas and ensure they are following good practice when designing or amending their course. A copy of the framework [can be found here](#).
- 4.2.3. In order to achieve the integrated approach outlined above, the University expects course teams to embed common 'reasonable adjustments' into the normal delivery of their courses. These include, but are not limited to:
 - Lecture capture
 - Subtitling/transcription
 - Facilitating the use of recording software
 - Disseminating slides/reading materials in advance with accessible formatting
 - Accessible briefs including inclusive language
 - Fully accessible placements/field trips
 - Fully accessible studios/workshop spaces
 - Advance notice of venue changes

- Provision of materials in alternative formats
- Provision of regular breaks

4.3. Assessment

4.3.1. If a student feels a particular assessment method is inaccessible to them or they are prevented from fully engaging with it owing to a disability or long-term health condition, we recommend they have a conversation with their tutor or course leader at the earliest opportunity to discuss possible alternatives. The Disability Team can also support you to initiate this conversation.

4.4. Research

4.4.1. We are deeply committed to fostering an inclusive research community that recognises and addresses the unique practical challenges faced by disabled research students. We understand that the demands of research degrees differ significantly from undergraduate studies, often requiring extended periods of independent work, fieldwork, and collaboration with diverse teams, sometimes internationally.

4.4.2. We will work with individual research students to offer flexible and tailored support that acknowledges the nuanced needs of studying at this level. This includes, but is not limited to, accessible research facilities, assistive technology, flexible research timelines, mentoring opportunities, support for conference and fieldwork travel and ongoing communication with the Disability Support team.

4.4.3. More information on supporting postgraduate research trips can be found in section 13.

5. Accessibility by design

- 5.1. Ensuring all students and staff can access the campus and its facilities is hugely important to our commitment to equality of opportunity. Estate design is part of the University's anticipatory approach outlined in section 3.
- 5.2. The University will undertake accessibility audits on existing and prospective buildings projects to ensure designs are as inclusive as possible. These audits will include student voices as well as those with lived experience.
- 5.3. The University will lead by example and expect third party accommodation providers to show a willingness to improve accessibility where possible and make reasonable adjustments for students who need them.
- 5.4. All stakeholders in building design, building development and building use have a shared responsibility to ensure spaces are accessible. This extends to layout, furniture and equipment.
- 5.5. The University will endeavour to integrate assistive technologies where practically possible and dedicated spaces for the use of assistive technology and software will be integrated into the estates plan.

6. Reasonable Adjustments

- 6.1. The [Equality Act 2010](#) states that organisations have a duty to make adjustments that aim to remove barriers wherever reasonable, so that a disabled person is not put at a disadvantage when compared to a non-disabled person.

- 6.2. The duty to make reasonable adjustments applies:
 - 6.2.1. where a provision, criteria or practice places a disabled student at a particular disadvantage compared to a non-disabled student
 - 6.2.2. where a physical feature puts a disabled student at a disadvantage
 - 6.2.3. where a lack of auxiliary aids puts a disabled person at a disadvantage
- 6.3. This duty is anticipatory and means that the University will take certain measures for disabled students that it would not have to take for their non-disabled peers. Equally, some reasonable adjustments will apply to some disabled students but not to others, depending upon what is considered reasonable in their particular circumstances.
- 6.4. Where the course has embedded common reasonable adjustments as described in Section 4, but where these are not sufficient to support a particular student, we will discuss with the student individual adjustments that are needed to support them. A longer list of adjustments can be found in Appendix A.
- 6.5. Reasonable adjustments will be discussed and agreed with the student by the Disability Support Team through the creation of a 'Reasonable Adjustment Document'. The Reasonable Adjustment Document is usually informed by supporting documentation (e.g. medical/diagnostic evidence). The course team may be consulted when needed to ensure more specialised adjustments can be reasonably accommodated. The document will consider the adjustments needed to minimise the impact that disability has on the student's studies, therefore will be aimed at removing/reducing the barriers to their learning. Not all adjustments will be possible to implement, and this may vary depending on the course the student is studying.
- 6.6. The Disability Team may be able to implement reasonable adjustments without the need for students to supply supporting documentation. However, there are certain adjustments that have a significant financial outlay where supporting documentation will be needed before support can be provided. The University also provides services that are directly funded by [Disabled Students Allowance \(DSA\)](#). Students will be expected to have DSA in place before the University can provide those services. For students awaiting confirmation of DSA, interim support arrangements may be put in place on a case-by-case basis, for example to minimise disadvantage whilst the student gathers the required supporting documentation. More information on the DSA process can be found in section 7.
- 6.7. The Reasonable Adjustment Document covers the duration of the student's course.
- 6.8. It is the student's responsibility to inform the Disability Support Team of any changes to their course that might impact the effectiveness of the reasonable adjustments that have been put in place.
- 6.9. The student can request the Reasonable Adjustment Document to be updated at any point, should there be any changes in their circumstances or if the identified adjustments no longer meet their needs.
- 6.10. Supporting documentation may be needed when requesting a change to their Reasonable Adjustment Document.
- 6.11. It is the Disability Support Teams responsibility to oversee the production of the Reasonable Adjustment Document from first contact with the student to distribution of the document to the relevant staff/departments.
- 6.12. It is the responsibility of the named departmental contacts receiving the Reasonable Adjustment Document from the Disability Support Team to disseminate the information to relevant staff in their department, in line with GDPR, to implement the adjustments.

7. Disabled Students Allowance (DSA) - Funded Support for those ordinarily resident in the UK

7.1. Background of this funding mechanism

- 7.1.1. The [Disabled Students Allowance \(DSA\)](#) provides funding for academic disability-related support, in England (Student Finance England), Northern Ireland (Student Finance Northern Ireland), Scotland (Student Awards Agency Scotland) and Wales (Student Finance Wales).
- 7.1.2. Students who have academic disability-related support needs can apply to these funding agencies (based on where they live) for access to additional specific support which cannot otherwise be reasonably provided by the university.
- 7.1.3. Students can apply online or using the appropriate application form and need to provide appropriate evidence. If eligible, students will be invited to book a 'Needs Assessment' meeting, which assesses the impact of their disability/health condition on a range of academic activities such as reading, research, notetaking, writing, social and communication skills, field trips/placements etc and provides several recommendations that may include:
- Assistive software (e.g. notetaking, Text to speech, Speech to Text)
 - I.T Equipment such as a contribution towards a laptop to run the recommended software
 - Printer/scanner
 - Non-Medical Helper support such Specialist Mentor and or Specialist Study Skills support
 - Ink and paper for printing at home / photocopying allowance
 - Travel allowance
- 7.1.4. These recommendations are then sent to the relevant funding body for review and approval. The subsequent approval email/letter is sent to the student. This process can take up to 3 months.
- 7.1.5. Students are responsible for alerting their chosen providers of their allocated DSA support. This includes the university if it is one of the providers.

7.2. DSA Getting Started Session

- 7.2.1. Students or prospective students who apply for DSA can request that their DSA entitlement letter is sent to the Disability Team at the University.
- 7.2.2. The Disability Team will contact prospective students prior to the start of the academic year to schedule a 'DSA Getting Started' session. Current students are invited to these sessions during the academic year.
- 7.2.3. These sessions are an opportunity to discuss DSA funded support and ensure prospective students know how to access it, as well as discussing any other reasonable adjustments they may need. This information can then be disseminated, in a 'reasonable adjustments document', to the relevant departments with the students/prospective students' explicit consent. This ensures that they can access support from the beginning of their studies and/or as soon as possible.
- 7.2.4. If the Disability Team receives a DSA entitlement letter from a current student they will be invited to a 'DSA Getting Started' session, the procedure for which is outlined above.

7.3. The Non-Medical Helper (NMH) provision of the Disabled Students Allowance

7.3.1. A significant proportion of students who qualify for Disabled Students Allowance will require specific non-medical help support. This commonly includes support for students with neurodiverse conditions and/or diagnosed mental health conditions. The two main types of support recommended and approved by the Needs Assessors and Funding bodies are Specialist Study Skills support and Specialist Mentoring. Norwich University of the Arts are a registered provider of this support, and some of our students will be assigned to us as their registered provider. Not all students will see our staff. Some will be allocated to external Specialist Study Skills and Mentor providers.

7.4. Specialist Study Skills

- 7.4.1. Specialist Study Skills support is separated into those diagnosed with Autism and those diagnosed with a specific learning difference.
- 7.4.2. According to DSA Guidance 2023 “This specialist one to one support focuses on helping students to develop study skills and strategies to work effectively in a higher education context in the presence of their condition.” They go on to state that “This support should be tailored to a student’s individual needs, and support workers delivering this role should set out clear goals and timescales for achieving these goals”.

7.5. Specialist Mentor

- 7.5.1. Specialist Mentor support is separated into students who have a mental health diagnosis and those who have an Autism diagnosis.
- 7.5.2. According to the DSA guidance 2023, Specialist Mentor support includes:
- Supporting students in understanding what is required of them academically in HE.
 - Identifying barriers to the student’s learning.
 - Helping students to develop effective organisation and time management skills and strategies to manage their workload and deadlines in the presence of their condition.
 - Helping students with prioritisation and realistic goal setting, including producing plans of work and targets.
 - Developing a support programme to facilitate the growth of the student’s independence, reducing the need for support in the longer term.

8. Provision of screening and diagnostic assessment for neurodivergent conditions

8.1. Introduction

8.1.1. Obtaining evidence of a Specific Learning Difference (SpLd) can be expensive and there are significant wait times in the NHS to be assessed. Evidence is required when applying for the Disabled Students Allowance, which is the primary funding mechanism for receiving specialist support in higher education. As such, this university provides an

option for students to acquire alternative evidence for educational purposes that still enables them to access DSA-funded support whilst studying with us.

8.2. Screening

- 8.2.1. Students can have an initial screening with one of our Specialist Study Skills Tutors to determine if they should be referred for a diagnostic assessment for a Specific Learning Difference (SpLD) (e.g. Dyslexia, ADHD). There is no cost for a screening appointment.

8.3. Diagnostic Assessment

- 8.3.1. For students who have had a screening appointment with our in-house tutors, they may be referred for a diagnostic assessment. An external assessor will carry out this assessment, which we fully or partially fund, depending on the students' circumstances and the year of study the student is currently in.
- 8.3.2. This diagnostic assessment is for educational purposes only and will indicate whether a student has a particular neurodivergence. In terms of an educational Assessment for ADHD, it is not a medical diagnosis and cannot be used for medication. It can, however, be used as evidence for applying for the DSA.
- 8.3.3. The resulting report can then be used as evidence to apply for the Disabled Students Allowance should the outcome indicate a particular neurodivergent condition.

9. Health and Safety

9.1. Personal Emergency Evacuation Plans (PEEPs)

- 9.1.1. Personal Emergency Evacuation Plans (PEEP) are created for students who may require assistance (e.g. due to disability/health condition) to evacuate the campus buildings in an emergency (e.g. fire). These plans are created and overseen by the Health & Safety Manager.
- 9.1.2. Applicants are invited to tell the University if they have had a PEEP in place previously, as part of the pre-enrolment tasks. Students can also proactively request a PEEP if they need one. The Disability Team will also contact students they think require a PEEP based on their disclosure information.

9.2. Support plan

- 9.2.1. A support plan is created where a student has disclosed a health condition/disability (e.g. Epilepsy, other conditions that may lead to a student collapsing) that may need staff awareness and/or action if certain circumstances occur.
- 9.2.2. Support plans contain information about the student's condition, symptoms and management strategies, as well as emergency contacts. These are disseminated to relevant staff, including the First Aid team.

9.3. Equipment (e.g. Lift keys, access cards to automate door opening)

- 9.3.1. For any University buildings that have lifts which are key-operated, the key should be in the locks. Students who may benefit from automatic door opening of the external

doors to our campus buildings can have that functionality added to their swipe card and should discuss this with the Disability Team.

9.4. Assistance dogs

- 9.4.1. Assistance dogs play an important role in supporting students with disabilities to participate fully in university life. The use of assistance dogs is permitted on university campuses, provided that they are trained to perform specific tasks that support the student in managing their disability. The student should inform the university's disability support team in advance of bringing an assistance dog onto campus, and should ensure that the dog is well-behaved and does not cause disruption or pose a threat to others. The university will work with the student to ensure that the dog is accommodated appropriately, including providing access to designated relief areas and ensuring that the dog does not cause hygiene or safety issues in university buildings. The university will not charge any additional fees or impose any penalties on students who bring assistance dogs to campus, and will take appropriate action to address any discrimination or harassment directed towards students with assistance dogs.
- 9.4.2. The university will work with the student and their assistance dog to find suitable accommodation that meets the student's accessibility needs, such as locating a ground-floor room or a room close to designated relief areas. The university will also take into account the student's preferences and requirements for living with their assistance dog, and will work to accommodate these wherever possible.
- 9.4.3. Norwich University of the Arts has a dedicated [Assistance Dog policy located here](#).

10. Accommodation

- 10.1. The University works with a range of PBSA partners in Norwich to ensure there is a suitable mix of adapted rooms that cater to a variety of needs. This is in addition to several accessible rooms with accessible bathrooms within our own accommodation portfolio.
- 10.2. We will not charge more for a room that is adapted for and used by a disabled student than the lowest price for a comparable room in the same residential building. For our PBSA partners, this also applies.
- 10.3. If a student requires accommodation for a care worker, we will make suitable provision for them to be co-located with the student in either one of our own residential buildings or that of a local PBSA partner.
- 10.4. The accommodation manager will make reasonable provisions for required auxiliary aids when requested by the student.
- 10.5. All students living in our residential buildings who require a Personal Emergency Evacuation Plan (PEEP) will have a separate PEEP for their place of residence alongside PEEPs for when they are studying on campus. These will be created and overseen by the University's Health and Safety Manager and can be revised at the request of the student or the Disability Team as required. The Accommodation Manager will liaise with students who share a disability and create a PEEPs to pass on to external partners where students will be living in our PBSA partners' accommodation. Students not applying for accommodation via the University portal or students living in external residences will need to speak to the relevant building manager to create and manage a PEEP for that particular building.

11. Off-site activities

- 11.1. The University ensures that, wherever possible, disabled students have equal opportunity to access and fully participate in off-site activities, including field trips and

placement opportunities. The Disability Team will work with the student and course area where needed to ensure that reasonable adjustments and appropriate support are in place.

11.2. Work placements

- 11.2.1. For work placements that are a required part of the course, for example on the Level 5 Diploma route, the University has a responsibility to liaise with placement hosts and will try to ensure that disabled students are not disadvantaged in terms of carrying out appropriate and successful work placements. Students are encouraged to disclose their disability and discuss it with the disability support team and course staff. The University will support placement hosts in identifying reasonable adjustments that could be made and will ensure that all students are able to undertake their placement in an appropriate environment.
- 11.2.2. Provision of support when on work placements is dependent on student consent to disclose information to the host. The same level of support cannot be guaranteed for work placements arranged separately by the students and that are not an integral part of their course.

11.3. Course trips/off-campus activities

- 11.3.1. All course trips or off-campus activities are expected to be inclusive of all students wherever possible. Expectations of students on course trips are made clear to ensure that students can make an informed choice. The University will provide an appropriate notice period for students, request information regarding support needs and complete a risk assessment prior to a course trip, as stated in the Checklist for educational trips and visits document available on the Intranet. If a student is not able to attend a field trip for disability related reasons, an alternative experience will be offered to ensure that they are able to meet the learning outcomes.

12. Support for disabled students on short courses

- 12.1. The University is committed to ensuring Short Courses are accessible.
- 12.2. Students on online short courses are not entitled to additional funded support via Disabled Students Allowance (DSA) and because short course students study remotely, there are limitations to the adjustments the university can reasonably make.
- 12.3. Requests for reasonable adjustments on short courses can be made during the admission process, or once a student begins their studies and will be considered on a case-by-case basis.
- 12.4. Where a reasonable adjustment is to be recommended, this will be communicated by the Disability Team to appropriate course teams.

13. Temporary injury or impairment

- 13.1. The University recognises that a temporary injury or impairment can impact on academic progress (e.g. difficulties taking notes, getting to taught sessions, etc.).
- 13.2. The university may be able to provide support for students in this situation/circumstance.
- 13.3. Temporary impairments/injuries are not regarded as disabilities (there may be exceptions to this). This means that the nature and level of temporary support/adjustments and support may differ from that offered to a disabled student who meets the Equality Act definition.

- 13.4. Students who have a temporary injury/impairment need to make their course team (including Course administrator) aware if it will impact on their studies and/or they wish to discuss support needs. It is also important to contact the Disability Support Team. Dependent on the support needs, evidence may be required.
- 13.5. If students have a temporary injury/impairment that impacts on their travel to and from university, we encourage them to contact our Student Finance team to discuss possible financial support for unexpected costs such as taxis etc.
- 13.6. Students with a temporary injury/impairment will be encouraged to consider applying for Extenuating Circumstances if the injury has impacted on their ability to carry out their studies in the same capacity as before the injury/impairment occurred. If the temporary injury/impairment is likely to have a significant adverse effect on the student's studies, we may suggest the student considers a period of intermission.
- 13.7. The equivalent to a Reasonable Adjustment document can be put in place to help with accessing teaching, learning and assessment during this period.

14. Support for students not eligible for Disabled Students Allowance

14.1. International Students

- 14.1.1. International students are not eligible for funding from the Disabled Students Allowance. This is because this funding is only available to students who are ordinarily resident in the UK. Other eligibility criteria also applies.
- 14.1.2. It is important that international students have access to similar levels of support to those eligible for DSA funded support.
- 14.1.3. In such cases, where students have contacted the disability support team directly or we have otherwise been made aware of an international student's support needs, we will contact those students to discuss their support needs and possible funding avenues they may be able to access such as grants or scholarships in their home country or certain funding opportunities in the UK. For certain reasonable adjustments, we may request evidence either produced or transcribed into English. Based on this evidence and after discussing support needs with the prospective or current student, we will provide information about the agreed support. This may include access to Specialist Mentor or Specialist Study Skills support, if appropriate. Reasonable adjustment documents will also be created and disseminated as above.

14.2. Postgraduate Research Trips

- 14.2.1. While postgraduate research students can be eligible for Disabled Students' Allowance, certain support that is particular to PhD research does not always qualify for funding, including research trips.
- 14.2.2. Norwich University of the Arts supports all PhD students and understands that the need to carry out research is critical to their studies. If a disabled PhD student needs to undertake a trip considered critical to their research, we will liaise with them and their research team to discuss what is involved and the student's possible support needs, including potential costs. Any support is provided on a case-by-case basis.

15. Appendices

15.1. Appendix A: Types of Reasonable Adjustments, some of which may be able to be considered inclusive practice

Facilitating the use of a recording device

- Use of an ergonomic chair
- Use of adjustable height tables
- Access to lift keys and / or options for external doors to campus buildings to open automatically
- For students who may have difficulties reaching out when help is needed – to remind students of opportunities for them to seek further support and be as proactive about those opportunities as possible
- Provision of extensions to library books / resources
- Liaising with students regarding short notices changes
- Enabling students to use noise cancelling headphone where appropriate to do so
- Enabling students to use a fidget toy in taught sessions
- To leave work on the screen or wipe board so that students can take photos using their camera if needed
- To ensure that students who may have processing difficulties are given appropriate time to digest the information in the taught sessions and to respond to queries.
- Not to put a student on the spot to answer questions but to ask the group so that students can choose whether to answer or not
- To be aware that a student may need to leave a taught sessions due to overwhelm and to not draw attention to this. The aim for the students is always to return to the taught sessions.
- Students may find working in a group difficult. It is important to provide help and reassurance around expectations and offer options (e.g. working in a smaller group) if needed. If there is no learning outcome relating to group work, to provide an alternative way for the student to meet those specific learning outcomes
- Students may find presentations difficult. It is important to provide help and reassurance around expectations and offer options (presenting to a smaller group or staff only or recording their presentation in advance) if needed. If there is no learning outcome relating to giving a presentation, to provide an alternative way for the student to meet those specific learning outcomes
- To provide materials in an alternative format where a student who is blind, has a visual impairment, is Deaf or has a hearing impairment
- To work flexibly with students who have a variable or chronic health condition

The above list is not exhaustive but gives insight to some of the adjustments that are considered