STUDENT DISABILITY AND REASONABLE ADJUSTMENTS POLICY

Version	1.0 for approval
Effective date	On approval
Date for review	November 2027
Policy owner	Chief Executive / Head of Quality
Reference points	Applicable law and BIMM partner requirements
Audience/handling notes	Students and staff; publication as in the policy register
Dissemination and implementation plan	Publish and communicate the approved policy. Train staff, confirm delegated roles and retain earlier versions.
Linked Policies, Procedures and Forms	Student Handbook; Complaints; Safeguarding; relevant NHAM and BIMM procedures
Date approved	Pending approval

1 Purpose and access

NHAM considers disability and access needs at application, enrolment, teaching, assessment, industry activity and use of services. Students can request adjustments through the Academy Manager or Student Services at any time. Offer written communication, an accessible discussion and an alternative contact if the usual lead is involved.

A student should describe the barriers and support that helps. Ask only for evidence proportionate to deciding the request. An absence of DSA or a lengthy diagnostic report does not remove NHAM's duty to consider reasonable adjustments where it knows or should know of disability.

2 Learning Agreement

Agree a written Learning Agreement or Individual Support Plan with the student. Record the relevant barriers, adjustment, responsible staff, implementation date and review. Options may include accessible briefs, written instructions, assistive technology, planned breaks, timetable arrangements, alternative communication and assessment access.

Consult teaching and assessment staff on feasibility and implement straightforward adjustments promptly. Refer any change affecting approved learning outcomes, a genuine competence standard or an academic regulation to the authorised BIMM route. Consider reasonable alternative methods of demonstrating the required competence.

Explain any refused or delayed adjustment in writing, giving reasons and the review route. Avoid charging a student for an adjustment required by law. Review where needs, venue, delivery or assessment changes.

3 Information and overlapping processes

Keep medical evidence restricted. Share the practical adjustment information needed to teach or support the student and record the lawful basis and relevant special-category condition. Agree how the student wishes to explain needs where possible.

An acute flare-up or a separate serious event can also be considered under Exceptional Circumstances. Disability does not automatically require Fitness to Study. Assess any functional concern individually, considering adjustments and support before a restrictive decision.

Students can challenge implementation or handling through Student Complaints. Academic decisions follow the relevant academic appeal route. Assist the student to meet deadlines or explain any good reason for delay.

4 Oversight

Train teaching, admissions and student support staff in accessible communication and adjustments. Record requests, decisions, time to implementation and reviews. Report de-identified themes to the Education Committee and Governance Committee and act on recurring barriers.

Before publication, confirm the monitored contact, decision and escalation roles, assessment authority with BIMM and resources to deliver the stated adjustments.