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## **GBS Reasonable Adjustments Policy**

**Global Banking School**

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<b>Policy lead</b> (Staff member accountable)	Head of Student Wellbeing & Safeguarding
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#### Related GBS policies

- GBS Data Protection Policy
- GBS Equality and Diversity Policy
- GBS Wellbeing Policy
- GBS Fitness to Study Policy
- GBS Anti-Harassment and Anti-Bullying Policy
- GBS Privacy Policy
- GBS Academic Appeals Policy
- GBS Health and Safety Policy

#### External Reference Points

1. Information Commissioner's Office, Accessed online at: <https://ico.org.uk/>
2. UK Public General Acts, *Data Protection Act 2018*, Accessed online at: <https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>
3. UK Public General Acts, *Disability Discrimination Act 1995*, Accessed online at: <https://www.legislation.gov.uk/ukpga/1995/50/contents>
4. UK Public General Acts, *Equality Act 2010*, Accessed online at: <https://www.legislation.gov.uk/ukpga/2010/15/contents>

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## **1. Policy Statement**

- 1.1. This policy outlines Global Banking School's (GBS) commitment to ensuring that all students have equitable access to education through the provision of reasonable adjustments. This policy ensures that students with disabilities, long-term health conditions, mental health conditions, or Specific Learning Difficulties (SpLDs) are supported in a fair, consistent, and legally compliant manner. Reasonable adjustments will be implemented in a way that supports students' needs without compromising the integrity, validity, or academic standards of the skills, knowledge, understanding, or competencies being assessed. GBS strives to create an inclusive learning environment where barriers are identified early, and appropriate adjustments are applied transparently, consistently, and fairly.

## **2. Purpose**

- 2.1. The purpose of this policy is to outline how GBS identifies, approves, and implements reasonable adjustments to ensure disabled students and those with Specific Learning Difficulties (SpLDs) can fully access teaching, learning, and assessment. The policy aims to:
- Define reasonable adjustments and how they are implemented
  - Promote an inclusive academic environment.
  - Remove or reduce barriers that place disabled students, or those with identified needs at a disadvantage.
  - Provide clarity for staff and students on the process for requesting, assessing, and applying reasonable adjustments.
  - Ensure compliance with relevant equality legislation and sector best practice.
- 2.2. The Student Wellbeing Team supports staff in implementing reasonable adjustments, ensuring inclusivity and accessibility to learning are embedded in practice.

## **3. Scope**

- 3.1. The scope of this policy is to set out the responsibilities, processes, and legal requirements for identifying, assessing, approving, and implementing reasonable adjustments for students with disabilities or long-term health conditions, ensuring compliance with the Equality Act 2010 and promoting inclusive educational practice across GBS.

3.2. The Equality Act 2010 places a duty on Higher Education Institutions to make reasonable adjustments for disabled students in relation to:

- Provisions, criteria, or practices, including teaching methods and course materials.
- Physical features, such as building access, classroom layout, and environmental factors.
- Auxiliary aids or services, including assistive technology, equipment, or non-medical support.

3.3. This policy applies to:

- All GBS students who have a disability, long-term health condition, mental health condition, or SpLD.
- All teaching, support, administrative, and managerial staff involved in the delivery of learning, teaching, and assessment.
- All programs taught at GBS, including undergraduate, postgraduate, full-time, part-time, evening, and weekend study.
- All assessments, including examinations, coursework, presentations, and in-class activities.

3.4. This policy applies where a disabled student is placed at a substantial disadvantage in comparison to a non-disabled student, or where temporary adjustments are required to support a student's ability to engage with learning and assessment.

3.5. The scope of this policy includes only those adjustments that are considered "reasonable," considering academic standards, health and safety, resource availability, and legal obligations. What is reasonable will depend on the individual circumstances of the student and must be in line with academic policies and procedures.

3.6. For the purpose of this policy, a person is considered disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes, but is not limited to, individuals with physical impairments, sensory impairments, mental health conditions, Specific Learning Difficulties (SpLDs), autism spectrum conditions, and a wide range of chronic, fluctuating, or long-term health condition.

## **4. Definitions**

### **4.1. Disabled student**

A student who has identified a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal daily activities, as defined by the Equality Act 2010. This includes but is not limited to: physical disabilities, mental health conditions, sensory impairments, specific learning difficulties (e.g., Dyslexia, Dyspraxia, ADHD), autism spectrum conditions, and long-term or fluctuating health conditions.

### **4.2. Reasonable Adjustment**

A change, adaptation, or support measure put in place to remove or reduce barriers to learning that may disadvantage a disabled student in comparison to non-disabled. Reasonable adjustments may relate to teaching, learning, assessment, physical access, or the provision of auxiliary aids or services. What is reasonable will depend on the individual circumstances of the student.

### **4.3. Specific Learning Difficulty (SpLD)**

A neurological difference that affects the way information is processed, such as Dyslexia, Dyspraxia, Dyscalculia, or Attention Deficit Hyperactivity Disorder (ADHD). SpLDs may impact reading, writing, organisation, concentration, and memory.

### **4.4. Long-Term Condition**

A condition that has lasted or is expected to last for at least 12 months, or for the rest of the person's life, that has significant impact on daily life.

### **4.5. Assessment of Need**

A professional evaluation of the student's functional needs and recommended adjustments, completed externally by qualified assessors.

### **4.6. Auxiliary Aid**

Any additional piece of equipment or service that helps a disabled student access learning, for example, assistive software, note-taking support, or adapted materials.

#### **4.7. Inclusive Practice**

Teaching and assessment approaches are designed to meet the diverse needs of learners, reducing the need for individual adjustments where possible.

### **5. Principles**

#### **5.1. Equality and Inclusion**

GBS is committed to ensuring all students have equitable access to learning, teaching, and assessment. Reasonable adjustments are implemented to remove barriers to learning and promote full participation for all students.

#### **5.2. Compliance with Legislation**

All decisions and actions taken under this policy align with the Equality Act 2010 and other relevant legislation. GBS acknowledges it has a legal duty to anticipate and respond to disability-related needs.

#### **5.3. Student-Centred Approach**

Adjustments are based on individual need rather than diagnosis alone. Students are supported to disclose their needs and to participate actively in decisions relating to their learning support.

#### **5.4. Evidence-Based Decision Making**

Adjustments are informed by professional evidence, such as medical documentation, diagnostic assessments, or internal screening reports, ensuring recommendations are appropriate and proportionate.

#### **5.5. Fairness and Academic Integrity**

Adjustments must not compromise academic standards or the integrity of assessments. They aim to provide equal opportunity, not advantage. Partnership Academic Teams reserve the right to review and challenge proposed reasonable adjustments where there is concern that they may compromise academic standards or the integrity of assessment criteria.

#### **5.6. Timely Support**

Requests for reasonable adjustments will be reviewed and implemented promptly to minimise disruption to the student's learning experience.

**5.7. Collaboration and Shared Responsibility**

Effective implementation of learning support relies on coordinated action from students, academic staff, the Student Wellbeing Team, and other support services. All parties share responsibility for ensuring adjustments are understood and upheld.

**5.8. Confidentiality and Sensitivity**

Information shared by students in relation to their disability or learning difficulty will be treated confidentially and only shared with relevant staff when necessary.

**5.9. Anticipatory Duty**

The anticipatory duty requires GBS to proactively consider, plan, and implement reasonable adjustments within teaching, learning, and assessment practices for all students, regardless of whether an individual has disclosed a disability. The partnership academic team is responsible for identifying, approving, and implementing reasonable adjustments to the curriculum and/or assessments, ensuring that such adjustments maintain academic standards while enabling equitable access for students. .

**5.10. Review**

5.10.1. Adjustments may be reviewed or amended where needed, particularly if a student's circumstances change, new evidence becomes available, or concerns arise regarding effectiveness of their support plan. Students are invited to provide feedback on the effectiveness of their reasonable adjustments twice yearly, and any recommendations for improvement will be considered and acted upon where feasible.

**6. Roles and Responsibilities**

6.1.1. Students are encouraged to:

- Share any relevant information about a disability, health condition, temporary impairment, or learning difference with the Student Wellbeing Team as early as possible, to support timely and effective support.
- Information can be shared by visiting the Student Wellbeing Office on campus, or by emailing [wellbeing@globalbanking.ac.uk](mailto:wellbeing@globalbanking.ac.uk)

- Provide appropriate evidence or documentation where available (e.g. diagnostic assessments, medical letters, DSA Needs Assessment Reports) to consider reasonable adjustments.
- Engage with the Student Wellbeing Team and relevant academic staff to discuss needs, support options, and recommended adjustments.
- Communicate any changes to their condition or circumstances that may affect their support requirements or learning experience.
- Adhere to agreed support plans and utilise the adjustments provided

6.1.2. GBS recognises that formal disclosure is not required to implement reasonable adjustments. Staff must act where there is actual or constructive knowledge of a student's disability. This includes situations where a student's behaviour, communication, academic performance or known difficulties reasonably indicate the presence of an impairment or difficulty. In such cases, staff should seek guidance from the Student Wellbeing Team and ensure appropriate steps are taken to support student needs.

## 6.2. **Student Wellbeing Team**

- Receive and review disclosures, evidence, and reports related to disability or learning difficulties
- Conduct preliminary screenings where appropriate and signpost students to diagnostic or medical services when further assessment is required.
- Support eligible students in applying for Disabled Student's Allowance (DSA)
- Develop support plans with reasonable adjustments following consultation with the student
- Communicate agreed adjustments to academic team and relevant departments
- Monitor effectiveness of the plan and review annually or when required
- Provide guidance to staff on inclusive practices and disability related matters
- Provide induction information to students, ensuring they know how to seek support.

## 6.3. **Senior Management Team**

- Ensure appropriate resources, staff training, and institutional systems are in place to support the delivery of reasonable adjustments.

- Promote a culture of inclusivity and compliance with equality legislation.
- Oversee policy implementation and support review for improvement

#### **6.4. Academic staff**

- Implement reasonable adjustments as specified in the student's Support Plan.
- Ensure teaching, learning materials, and assessment arrangements comply with the agreed adjustments.
- Identify and refer students who may require additional support.
- Respond proactively, sensitively and without judgement, seeking timely advice from the Student Wellbeing Team where appropriate.
- Liaise with the Student Wellbeing Team regarding any concerns about implementation or effectiveness.
- Maintain confidentiality, treating students with sensitivity and respect.

#### **6.5. Course & Module Leaders**

- Monitor implementation of adjustments across modules and courses
- Work collaboratively with Student Wellbeing Team to ensure consistency in support.
- Address any academic concerns relating to adjustments and escalate when necessary to Head of Student Wellbeing.

#### **6.6. Registry & Examinations**

- Make necessary arrangements for examination or assessment adjustments (e.g., extra time, separate rooms, scribes, assistive technology).
- Maintain accurate, confidential records of adjustments that are applied to assessments.
- Ensure processes align with approved adjustments.

#### **6.7. External Service Providers**

- Ensure accessibility and compliance with relevant standards within their area of service delivery.
- Coordinate services with Student Wellbeing Team, ensuring students are not placed at a disadvantage.

#### 6.8. **Example of Reasonable Adjustments**

- Extra time (up to 30 minutes per hour).
- Rest breaks (up to 10 minutes per hour).
- Use of a scribe and/or reader (Provided by DSA).
- Use of a computer.
- Assignment deadline extension.
- Using different assessment location.
- Use of coloured overlays, low vision aids, etc.
- Use of assistive software.

Assessment material in large format.

*Please note that Partnership Academic Teams are responsible for approving and implementing any alternative forms of assessment, and for ensuring that affected students are appropriately informed.*

#### 6.9. **Applying Reasonable Adjustments**

- Reasonable adjustments are agreed with the appropriate faculty member (e.g. programme/cohort/module leader or assessment originator) before the assessment
- Reasonable Adjustments in assessment can include adapting materials, providing non-medical assistance (via DSA), and using Assistive Technology.
- A reasonable adjustment can only be approved where the adjustment does not affect the validity or reliability of the assessment. The adjustment should not give the student an advantage or influence the assessment outcome.
- GBS applies reasonable adjustments in a transparent and unbiased manner
- Temporary reasonable adjustments can be implemented when a student has experienced a recent trauma, bereavement or a sudden change in health. Where urgent circumstances arise, the Partnership Academic Team may request the immediate implementation of temporary adjustments, pending further review as required.

#### 6.10. **Special Educational Needs**

- A Statement of Special Educational Needs (SEN) does not automatically entitle a student to reasonable adjustments in assessment. Adjustments will only be approved where the SEN documentation includes current, relevant

evidence of needs and where the proposed adjustment does not compromise the integrity, validity, or learning outcomes of the assessment. In cases where the SEN statement is historic or insufficiently specific, further assessment or clarification may be required.

- Students can apply for diagnostic screening and assessment through the Student Wellbeing Team and will be assigned support from the SpLD Lead Coordinator. If a diagnostic report is already in place, the student will be supported in applying for DSA (Disability Student Award) support.
- Students may be referred for screening to the SpLD Lead Coordinator if they are experiencing difficulties with learning, to identify any potential undiagnosed specific learning differences. Where screening indicates a learning need, appropriate reasonable adjustments will be implemented to reduce or remove barriers to learning and ensure equitable access to teaching and assessment.

## **7. Policy Amendment and Administration**

- 7.1. This policy may be amended by GBS at any time. If there are any queries relating to policy administration, please contact the Governance Team at [governance@globalbanking.ac.uk](mailto:governance@globalbanking.ac.uk).

## **8. Data Protection and Confidentiality**

- 8.1. GBS is registered with the Information Commissioner's Office as a Data Controller. Details of the School's registration are published on the [Information Commissioner's website](#). GBS as a Data Controller implements appropriate technical and organisational measures to ensure that processing of personal information is performed in accordance with the UK General Data Protection Regulations (UK GDPR) and under the Data Protection Act 2018 (DPA).

## **9. Alternative Format**

- 9.1. This policy can be provided in alternative formats (including large print, audio and electronic) upon request. For further information, or to make a request, please contact the Governance Team at [governance@globalbanking.ac.uk](mailto:governance@globalbanking.ac.uk).