TITLE: ***LEARNER DISABILITY POLICY***

Effective Date	8 March 2023	**Version**	3
			The policy was reviewed as part of its cyclical review and updates were made to ensure that it remained fit-for-purpose; only minor amendments were made to the policy.
Approved By	Academic Council	**Date Approved**	8 March 2023
		Review Date	8 March 2028 *or as required*
Superseded or Obsolete Policy / Procedure(s)		**Owner**	
2 – *Learner Disability Policy* (16 September 2019)		Office of the Registrar	
Policies related to learner disability and learning differences reviewed and amalgamated to ensure that guidelines and procedures are fit-for-purpose. The *Learners with Disabilities and Specific Learning Needs Policy* (11 January 2011) and the *Assistive Technology and Supports Policy* (11 January 2011) were made obsolete by this policy.			
1 – *Quality Assurance Handbook*, pp. 172 – 209 (6 December 2011)			
Initial Issue			

1. Purpose of Policy

Carlow College, St. Patrick's, hereafter Carlow College, is committed to a policy of equal opportunity in education and seeks to ensure that learners with a disability, learning difference or significant on-going health condition, have as complete and equitable access, as far as is reasonably possible, to all aspects of college life. Consequently, the College will take all reasonable steps to ensure that all of our learners can benefit from the full range of academic,

social and cultural activities that the College offers.

2. Definitions

Disability is defined in the *Employment Equality Act 1998 and Equal Status Acts(2000)* as amended, as:

- 'the total or partial absence of a person's bodily or mental functions, including the absence of a part of a person's body,
- the presence in the body of organisms causing or likely to cause, chronicdisease or illness, the malfunction, malformation or disfigurement of a part of a person's body,
- a condition or malfunction which results in a person learning differently froma person without the condition or malfunction, or
- a condition, illness or disease which affects a person's thought processes, perception of reality, emotions or judgement or which results in disturbed behaviour,

and shall be taken to include a disability which exists at present, or which previously existed but no longer exists, or which may exist in the future or whichis imputed to a person.'

Disability is referred to in the *Disability Act, 2005* as:

- 'a substantial restriction in the capacity of the person to carry on a profession, business or occupation in the State or to participate in social or cultural life in the State by reason of an enduring physical, sensory, mental health or intellectualimpairment. Substantial restriction means a restriction that is permanent (or likely to be permanent) which results in significant difficulty in communication, learning or mobility and means that the person has a need for services to be provided on a continuous basis'.

Carlow College recognises disability in its broadest interpretation as outlined in these Acts.

*Reasonable Accommodation (RA) is defined as a*ny action that helps to alleviate a substantial disadvantage due to disability, learning difference and/or a significant on-going health condition.

- People with disabilities encounter many different types of barriers in theireveryday lives, for example, inaccessible buildings, transport, websites and poor communication or service facilities. Reasonable accommodations are put in place to help reduce these barriers in order to provide equality of access and opportunity for all. Reasonable accommodation is determined on a case-by-case basis following a needsassessment process (see Appendix 3 Procedure for Individual Needs Assessment and Form).

As per the *Equal Status Act, 2000*: '[D]iscrimination includes a refusal or failure by the provider of a service to do all that is reasonable to accommodate the needs of a person witha disability by providing special treatment or facilities, if without such special treatment or facilities it would be impossible or unduly difficult for the person to avail himself or herselfof the service'.

With regard to the learning, assessment, examination and college environment, this may include changing procedures; modifying the delivery of a programme of study; altering the physical environment providing adaptive technology; providing alternative ways to fulfil programme requirements; developing innovative teaching techniques; or providing additional services, such as, alternative exam or assessment arrangements.

Factors influencing the determination of what is 'reasonable' for Carlow College will include:

- the effectiveness of taking particular steps in enabling the learner to overcome the relevant disadvantage;
- whether the steps would significantly compromise the academic standards or professional practices associated with the programme of study;
- health and safety issues;
- the effect on other learners; and
- the financial and other costs to the College.
- The College retains the final decision on what is deemed to be reasonable.

3. Scope of Policy

This Policy applies to all learners, both prospective and current undergraduate and postgraduate, domestic and international, who may require the implementation of reasonable accommodation as a result of permanent or long-term disability, learning difference or health condition, at Carlow College. The teaching and learning environment is a fundamental part of the learner's college experience. Consequently, reasonable accommodations will be provided to ensure that learners are not placed at a substantial disadvantage compared to their peers because of the College's teaching, learning, assessment and examination procedures. A substantial disadvantage is considered one that entails time, inconvenience, effort or discomfort,compared to other learners and which is more than minor or trivial.

4. Policy Statement

This Policy is developed in the context of the Equality legislation, the *Disability Act, 2005* and the *UN Convention on the Rights of Persons with Disabilities, 2006*. It is to ensure that learners with disabilities, learning differences or long-term health conditions are provided with equality of opportunity in the College.

The *Equal Status Acts 2000 (as amended)* prohibit discrimination regarding access to and provision of goods and services, accommodation and education. Further, the Acts require those providing services to provide reasonable accommodation or special treatment or facilities where without these it would be impossible or unduly difficult for a person with disabilities to avail of the goods and services, unless this would cost more than a nominal cost. What amounts to a nominal cost will depend on the circumstances such as the size and resources of the body involved.

The *Disability Act, 2005* places significant obligations on public bodies in terms of providing integrated access to services and information to people with disabilities as well as promotingthe employment of people with disabilities. Although Carlow College as a private entity is not governed by this Act, it endeavors to provide appropriate access to its services, information and facilities for all people.

Under the *UN Convention on the Rights of the Persons with Disabilities 2006*, the Republic of Ireland, as a State Party, has committed to ensuring access, without discrimination, to general tertiary education, vocational training, adult education and lifelong learning to persons with disabilities. As such, Carlow College provides reasonable accommodation to registered learners with disabilities, learning differences and significant on-going health conditions.

This Policy reflects Carlow College's commitment to meet its obligations under the above Acts and is guided by good practice guidelines as set out by the Association for Higher Education Access and Disability (AHEAD) and Disability Advisors Working Network (DAWN) for higher education institutions. The College embraces the social model of disability, which views

disability as a societal construct. This perspective identifies the structural, organisational, physical and attitudinal barriers that can impede learners with a disability, learning difference or long-term health condition from achieving equality of opportunity, rather than focusing exclusively on the individual's medical impairment.

4.1 General Principles of Support

Carlow College is committed to creating an environment where learners are comfortable in disclosing a disability, learning difference or long-term health condition. There is a dedicated Disability Service within the Academic Resource Office to provide prospective and current learners with appropriate information relating to the supports and resources available and, following a needs assessment, to make individual support recommendations based on the assessed need and College access to resources.

Learners with a disability, learning difference or long-term health condition are encouragedto apply to the Academic Resource Office to seek supports where their disability could affecttheir ability to participate fully in any or all aspects of their programme. Learners may disclose on commencement of their studies or at any point while they are a registered learner at Carlow College.[1] Procedures and information are clearly sign-posted on the Disability Support section on the College website and in promotional literature. Learners who disclose a disability, learning difference or long-term health condition to the College can expect the following general principles of support to be applied:

- Applications for admission from learners with a disability, learning difference or long-term condition will be assessed on the same basis as all other applicants;
- The promotion of a learning culture within the College that is inclusive in scope and attends to the support needs of the diversity of learners whom we seek to attract and whom we serve;
- Following disclosure, learners will have an opportunity to discuss their individual requirements with an appropriate member of staff in the Academic Resource Office. Learners are encouraged to disclose prior to commencement on their programme or at any point during their programme of study;
- Following an individual needs assessment, learners will have access to appropriate reasonable accommodations to enable them to participate, as fully as possible, in all aspects of college life;[2]
- The learner, academic staff, Programme Director, Academic Resource Office, and Office of the Registrar are key partners in the development and provision ofreasonable accommodation, which enable the learner's participation in all teaching, learning, and assessment.
- Learners using assistive technology, learning or personal supports will be assisted by appropriately trained staff;

[1] Where a learner discloses a disability to a staff member, Carlow College is deemed to be aware of this disclosure. Therefore, it is imperative that staff of the college direct learners to the Disability Service in the Academic Resource Office following disclosure of a disability, to ensure a needs assessment is completed and the appropriate supports agreed.

[2] A needs assessment process is essentially a structured consultation with the individual to determine the typesof supports needed to ensure the learner can participate fully in their programme. It takes into account the nature of the disability, learning difference or long-term health condition; programme requirements; previous supports or accommodations received; and individual differences.

- The College campus, where reasonably possible, will be accessible to all learners;[3]
- A Personal Emergency Evacuation Plan (PEEP) will be developed to ensure a safe environment for learners who require assistance to evacuate buildings.

4.2 Data Protection

Information regarding a learner's disability, learning difference or long-term health condition is special category personal data and will be processed by the College in compliance with Data Protection laws, including the General Data Protection Regulation (hereafter GDPR) and the *Data Protection Acts 1988 to 2018*.

Detailed information about how Carlow College uses learner data is available in Appendix 7 of this Policy and the Privacy Notice for Learners, which is available on the college website.

Appendix 7 also discusses the responsibilities of learners who use assistive technology to record classes, and potentially capture information pertaining to other learners and lecturers.

4.3 Fitness to Continue to Study

The College has a responsibility to balance its duty of care for learners with disabilities, learning differences and long-term health conditions with its duty towards the entire college community. While every effort will be made to ensure that learners with disabilities, learning differences and long-term health conditions can complete their studies with the implementation of appropriate reasonable accommodations, there may be occasions when the withdrawal of a learner from a programme, either temporarily or permanently, may be deemed to be in the best interest of the learner or the college. The *Fitness to Continue to Study Policy* sets out the appropriate procedure in this regard and is available on the staff and student gateways.

4.4 Fitness to Practice

A disability, learning difference or long-term health condition does not preclude applications for programmes which lead directly to professional occupations. However, learners who undertake programmes of study recognised, regulated and accredited by a Professional, Statutory, or Regulatory Body (PSRB) for the purpose of attaining a professional qualification; future registration with the PRSB; and for the entitlement to practice the particular profession, are required to comply with fitness to practice policies ofthe bodies which govern these professions. This applies to programmes that require learnersto undertake practical training in professional environments, which involve interaction withpatients/clients and service users including those that lead to registration with a professionalbody. The College will ensure that learners with a disability, learning difference or long- term health condition have access to appropriate reasonable accommodations. However, where there is a disability-related impact on the learner's ability to practice to the required standard, the College will follow the procedures as set out in the *Fitness to Practice Policy*which is available on the staff and student gateways.

4.5 Making a Complaint

Complaints in relation to decisions made about reasonable accommodations, eligibility criteria for funded supports, or with any aspect of disability service delivery should be dealtwith by contacting the Academic Resource Office directly: academicresource@carlowcollege.ie or 059

[3] While every attempt is made to provide reasonable accommodation for learners with physical disabilities and/or mobility issues, Carlow College is a protected structure with limits imposed on the structural modifications that can be made. All areas of the College are not universally accessible. Disability staff, within the Academic Resource Office, are happy to explore the College's suitability for individual learner needs.

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5. Roles and Responsibilities

5.1 Learner Responsibilities

- To familiarise themselves with this Policy and all other relevant College polices and regulations available on the Student Gateway at: https://eu-quercus.ellucianCloud.com/app/carlow/f?p=1202:LOGIN.
- To proactively identify themselves in a timely manner as a learner with a disability, learning difference or long-term health condition when seeking a reasonable accommodation or where a PEEP is required.
- To be aware of and adhere to the Code of Conduct for Learners with a Disability, Learning Difference or Long-Term Health Condition (See Appendix 1).
- To keep abreast of any subsequent amendments to this Policy and its practices and procedures.

5.2 Office of the Registrar Responsibilities

- To ensure that all staff and learners are made aware of this Policy and its subsequent practices and procedures.
- To embed a learning culture within the College that is inclusive in scope and attends to the support needs of the diversity of learners.
- To provide final adjudication in the event that an alternative, effective and reasonable accommodation has not been agreed between the learner, Academic Resource Officeand Programme Director.

5.3 Academic Resource Office Responsibilities

- To ensure that all staff and learners are made aware of this Policy and its subsequent practices and procedures.
- To ensure fair and consistent application of reasonable accommodations for learners through the individual needs assessment process.
- To promote a universal design for learning approach within the college.
- To advise College staff on the appropriate implementation of reasonable accommodations for individual learners.
- To manage and store documentation and records in relation to needs assessment and reasonable accommodation arrangements.

5.4 *Staff Responsibilities*

- To be aware of and fully conversant with this Policy and adhere to its terms.
- To assist in the promotion of a learning and assessment culture within the College that is inclusive in scope and attends to the support needs of the diversity of learners.
- To adopt an open and flexible approach in their dealings with learners.
- To assist with the implementation of universal design for learning approaches and reasonable accommodations for individual learners as appropriate.

- To adopt appropriate signposting and management practices and procedures where the staff member has a defined role such as Academic Advisor, Programme Director,etc. (this list is not exhaustive).

6. Associated Documentation

- Appendix 1: Code of Practice for Learners with a Disability, Learning Differenceor Long-Term Health Condition
- Appendix 2: Evidence of a Disability Guidelines and Form
- Appendix 2.1: Learner Guide to Providing Evidence of a Disability
- Appendix 2.2: Guidelines for General Practitioners (GPs) or Other Health Professionals for Completing Evidence of Disability Form
- Appendix 3: Procedure for Individual Needs Assessment and Form
- Appendix 3.1: Procedure for Individual Needs Assessment (Practice Placement) and Form
- Appendix 4: Procedure for Personal Emergency Evacuation Plan (PEEP) andForm
- Appendix 5: Guidelines on the Modification of Examination and Assessment Arrangements for Learners with Disabilities, Learning Differences orLong-term Health Conditions
- Appendix 6: Guidelines for Learners on the Use of Assistive Technology Equipmentand Supports
- Appendix 7: Information Regarding Data Protection

7. Referenced Policies

- *Assessment of Learners Policy*
- *Data Protection Policy*
- *Dignity and Respect Policy*
- *Equality Policy*
- *Fitness to Continue to Study Policy*
- *Fitness to Practice Policy*
- *Garda Vetting Policy*
- *Health and Safety Policy*
- *IT Policy*
- *Learner Admission, Progression and Recognition Policy*
- *Learner Grievance and Complaints Policy*
- *Plagiarism Policy*
- *Policy for the Recording of Lectures, Tutorials and other Teaching Sessions*

A number of other policies are currently in development which will be released through the quality assurance process to support, and in conjunction with, this Policy. All learners and staff should ensure to keep abreast of Policy development within the College and speak withhis/her Programme Director or the Office of the Registrar should they have any questions

8. Monitoring and Review

The Policy will be formally reviewed on an annual basis by the Office of the Registrar to reflect any legislative changes. Staff and learners will be informed of any updates to same. Staff through regular email communication and through the staff gateway. Learners will beinformed through their college email and through Moodle. The Policy will undergo a formal review every five years from the date of approval.

Appendix 1: Code of Practice for Learners with a Disability, Learning Difference or Long-term Health Conditions

Code of Practice for Learners with a Disability, Learning Difference or Long-term Health Condition

Introduction

Carlow College, St. Patrick's is committed to ensuring that students with a disability have as complete and equitable access to all facets of college life as can reasonably be provided.We have adopted a code of practice which is applicable to all learners with disabilities, learning differences or long-term health conditions undertaking our programmes of study. This is in accordance with the *Disability Act 2005* and the *Equal Status Acts 2000* (asamended). Learners with a disability, learning difference or long-term health condition are encouraged to apply to the Academic Resource Office to seek supports where the disability,learning difference or long-term health condition could affect their ability to participate fully in all aspects of their programme.

Carlow College strives to provide an inclusive environment where all policies, procedures, programmes and facilities adhere to inclusive Teaching, Learning and Assessment principles (Universal Design Principles) ensuring access to the greatest number of learners without the need for adaptation or additional supports for particular groups. Thus, creating an environment where learners are encouraged and supported to disclose a disability or learningdifference.

This Code of Practice applies to all learners, both undergraduate and postgraduate, with permanent or long-term disabilities, learning differences or health conditions for the duration of their programme of study. In providing a high standard of service to learners, theCollege, through the Academic Resource Office, will provide learners with reasonable accommodations to ensure that they are not placed at a substantial disadvantage compared to a non-disabled peer. A substantial disadvantage is one that entails time, inconvenience, effort or discomfort compared to other learners and which is more than minor or trivial.

For the purposes of all College policies relating to learners with disabilities, learning differences or long-term health conditions, reasonable accommodations are determined through a needs assessment process which takes into account the nature of a disability, learning difference or long-term health condition, programme requirements and individual differences. The most common forms of reasonable accommodations are available in the DAWN Handbook.[4]

The purpose of this Code of Practice is twofold:

- to outline to learners with disabilities, learning differences or long-term health conditions their rights and responsibilities in receiving reasonable accommodationsas they pursue their academic programmes in Carlow College, and;

[4] Please click on the link provided for more on the *DAWN Handbook* (2019): https://www.ahead.ie/ra_appendix_dawn_exam_guidelines.

- to define Carlow College's rights and responsibilities to learners with disabilities, learning differences or long-term health conditions and the wider college community.

For the purpose of this document and all Carlow College policies relating to learners with disabilities, learning differences or long-term health conditions, or reasonable accommodation might be any action that helps alleviate a substantial disadvantage. Making a reasonable accommodation might involve changing procedures, modifying the delivery of the module taken, providing additional services (e.g. examination arrangements, materials in large print), or altering the physical environment. These duties are anticipatory requiringCarlow College to move away from ad-hoc provision in responding to the needs of such learners to the creation of a learning and teaching environment where provision is seen *as equal to and not different from* provision for other learners.

Every learner with a disability, learning difference or long-term health condition has the right to:

- Equitable access to programmes, services, activities and facilities in Carlow College.
- Reasonable accommodations, adjustments, supports and/or assistive technologies, which are determined on a case-by-case basis through a needs assessment and in accordance with the evidenced disability, learning difference or long term health conditions of the learner.
- Request a review of their reasonable accommodations.
- Appropriate confidentiality relating to personal records and disclosure of information. Please see Appendix 7 of this Policy and our Privacy Notice for Learners, which is available on the college website, for detailed information as to how personal data is used.
- Be treated in a fair manner with dignity and respect.

Every learner with a disability, learning difference or long-term health condition has the responsibility to:

- Identify themselves in a timely manner as a learner with a disability, learning difference or long-term health condition when seeking a reasonable accommodation.
- Submit formal documentation from an appropriate professional (e.g. Consultant, Educational Psychologist etc.) that verifies the nature of the disability or learning difference.
- Apply for reasonable accommodations through the Academic Resource Office and comply with specific college procedures for obtaining reasonable accommodation in relation to examination and assessment arrangements, academic adjustments, application to Fund for Students with Disabilities for funded supports, assistive technologies and access to support tutors and Educational Support Workers (ESW). This includes signing this Code of Practice and consenting to the release of information for the purposes of arranging reasonable accommodations.
- Complete any Assistive Technology training where this has been recommended withthe goal of becoming proficient in the use of that technology.
- Engage with any training or additional support provided such as Academic Skills or writing workshops. Where learners choose not to avail of these supports the Academic Resource Office may not be in a position to provide them at a later stage.

- Adhere to specific procedures that are in place for receiving certain reasonable accommodations for example, provision of an ESWor subject specific support.
- Inform the Academic Resource Office without delay of any change in needs.
- Engage with the official communication system used by the Academic Resource Office, for example; Carlow College student email, Moodle and the student gateway,to keep updated on important notifications.
- Treat all staff of the College with dignity and respect.

Carlow College has the right to:

- Maintain academic standards and requirements of progression within the College.
- Request formal documentation from an acceptable professional source to verify the nature of a disability, learning difference or long-term health condition and an 'Evidence of Disability Form' completed by an acceptable professional source to verify the need for reasonable accommodations and/or auxiliary aids.
- Discuss a learner's need for reasonable accommodations, where appropriate, with the professional source of their documentation, having obtained the learner's signed consent authorising such disclosure and discussion.
- In consultation with the learner, to identify and agree an effective and appropriate reasonable accommodation and, where appropriate, select from equally effective and appropriate accommodations. The college retains the final decision on what is deemed to be reasonable.
- Review a learner's reasonable accommodations to determine if they are working effectively in line with good practice.
- Deny a request for reasonable accommodation or support if the formal documentation does not identify a disability, learning difference, or long-term healthcondition, or if it fails to verify the need for the requested service or support.
- Deny a request for reasonable accommodation or support if it is not applied for in a timely manner.
- Refuse to provide an accommodation that is deemed inappropriate or unreasonable, including any that pose a direct threat to the health or safety of a learner and others, constitute a substantial change or alteration to an essential element of a module or programme, or pose undue financial or administrative hardship on the College.

Carlow College has the responsibility to:

- Ensure that programmes, services, activities and facilities are delivered in the most integrated and accessible settings possible.
- Provide learners with disabilities, learning differences or long-term health conditions with information on College policies, and ensure that it is available in accessible formats.
- Provide reasonable and appropriate accommodations / supports for learners with disabilities, learning differences or long-term health conditions upon a timely requestby a learner.
- Maintain appropriate confidentiality of records and communication concerninglearners with disabilities, learning differences or long-term health conditions.

- Assist learners with disabilities, learning differences and long-term health conditionsto self-identify and meet criteria for eligibility to receive reasonable accommodations as determined on a case-by-case basis.
- Inform learners on professional programmes of additional responsibilities and the need to plan reasonable accommodations for placements in advance.
- Identify learners who may require a Personal Emergency Evacuation Plan (PEEP)and assist them in its formation. Refer learners to the Fire Marshals in Health andSafety function in order to assess personal specific requirements and to agree personal specific solutions.
- Request feedback from learners about the effectiveness of the supports provided in order to monitor and evaluate the quality of the service provided.
- Use the official communication system of Carlow College for example; email, Moodle or the student gateway, to update learners on important notifications.

Disclosure of Disability, Learning Differences or Long-Term Health Condition

Carlow College encourages learners to disclose information on their disability, learning difference or long-term health condition before they apply to the College through the CAO system, or at any point during their academic studies. Such disclosure is encouraged so thatthe Academic Resource Office can work with the learner in ensuring that any reasonable accommodation required is identified and facilitated in consultation with the learner.However, the decision to disclose rests entirely with the individual learner.

Information about disability, learning differences or long-term health conditions is special category personal data and will be processed by the college in accordance with Data Protection laws. Detailed information about how the college uses learner data is available inAppendix 7 of this Policy and the Privacy Notice for Learners, which is available on the college website.

Making a Complaint

Complaints in relation to decisions made about reasonable accommodations, eligibility criteria for funded supports or with any aspect of disability service delivery should be dealtwith by contacting the Academic Resource Office directly: academicresource@carlowcollege.ie or 059 9153200.

Appendix 2: Evidence of a Disability Guidelines and Form

CARLOW COLLEGE, ST. PATRICK'S
Evidence of a Disability Form[5]

Support for Learners with Disabilities, Learning Differences or Long-Term Health Conditions

There are a range of supports available for learners with enduring disabilities in Carlow College, St. Patrick's. To access these disability supports we require you to submit evidenceof your disability. The evidence of disability you provide is used to assess the impact of your disability and ensure you get appropriate support. It will be assessed by professionals in our institution who have expertise and an in-depth knowledge of the impact of disability in the academic environment.

Support for Learners with Short Term or Temporary Disability

For learners who experience a short term or temporary disability, for example a broken handor short-term illness, there are other student services available which will provide support, such as; Health service nurse@carlowcollege.ie, and the Counselling service counsellor@carlowcollege.ie. Temporary exam accommodations may be applied for through the Academic Resource Office academicresource@carlowcollege.ie.

Evidence of Disability, Learning Difference or Long-Term Health Condition

When submitting your evidence of disability documentation please make sure that it has been completed by the appropriate medical professional for your disability. A list of the appropriate professionals for each disability type (e.g. blind/vision impaired, dyslexia, ASD)is provided in the table below (Appendix 2.1): Guide to Providing Evidence of Disability.

General Disability Supports

Learners who are **unable to provide** the disability evidence from the source specified in the table below (Appendix 2.1) can avail of a general level of disability support which includes:

- Access to a disability advisor;
- Exam accommodations;
- Academic supports and assistive technology advice.

Learners should submit evidence of a disability from a General Practitioner or other health professional (e.g. Psychologist). The 'Evidence of Disability Form' should be forwarded to their GP or health professional for completion.

Learners with a Specific Learning Difficulty (for example dyslexia) who do not have a full

[5] AHEAD & DAWN (2018), Inclusive Learning and the Provision of Reasonable Accommodations to Students with Disabilities in Higher Education in Ireland. Dublin: AHEAD Educational Press.

report from an Educational Psychologist, may present evidence of a history of a specific learning difficulty or receiving educational supports, for example, as part of the DARE Educational Impact Statement or State Examinations Commission letter regarding RACE (Reasonable Accommodations at the Certificate Examinations) accommodations.

Further information is available from the Academic Resource Office, contact: academicresource@carlowcollege.ie.

Additional Disability Supports

Learners requesting additional disability supports, such as assistive technology, one-to-one personal or academic supports, or specialist equipment must attend a Needs Assessment meeting with a disability advisor in the Academic Resource Office and provide disability documentation as outlined in the table below. This specific documentation is required for Carlow College to make an application to the HEA Fund for Students with Disabilities (FSD) to provide funding for these supports.

Further information is available from the Academic Resource Office, contact: academicresource@carlowcollege.ie.

EU, Visiting or International Learners

EU, Visiting or International learners may register with the Academic Resource Office for general disability supports. Learners should contact the International Office prior to the commencement of their academic programme. Disability documentation which has been completed in a language other than English can be submitted once accompanied by an English translation. This translation must be conducted by an individual/organisation that iscompletely independent of the applicant.

EU, Visiting or International learners **do not qualify** for supports through the Irish Fund for Students with Disabilities, and are advised to consult with the Disability Service / funding supports in their home institution or home country in advance of applying for admission.[6] Please note that reasonable accommodations for semester study abroad students, which apply in their home institutions, may not be applicable in Carlow College.

Further information for EU, visiting or international learners is available from the International Office: intloffice@carlowcollege.ie.

[6] For eligibility criteria see Fund for Students with Disabilities | Funding, Governance and Performance | Higher Education Authority (hea.ie).
https://hea.ie/funding-governance-performance/funding/student-finance/fund-for-students-with-disabilities/

EVIDENCE OF DISABILITY FORM

CARLOW COLLEGE ST. PATRICK'S

Instructions for Completion:

- A relevant Medical Consultant / Specialist who has the training and experience with the particular condition / disability must complete this form (please refer to the accompanying **Guide to Providing Evidence of Disability**).
- This form must be stamped and signed.
- All applicants must complete this form with the exception of:

  Learners with Specific Learning Difficulties (e.g. Dyslexia) who must provide an Educational Psychologist's report confirming a learning difficulty.

  Learners with Dyspraxia/DCD must provide a full psycho-educational assessment or an Occupational Therapist/Neurologist/Chartered Physiotherapist's report confirming a coordination disorder.

Please complete ALL sections below in TYPE or BLOCK capitals:

1	**Student Details**
Full Name of Student:	
Date of Birth:	
Contact Number *(including country / area code):*	
Email Address:	

2	**Qualified Health Professional / Specialist**
Name, Title of Consultant / Specialist:	
Contact Number *(including country / area code):*	
Position / Professional Credentials:	
Date of Report:	

If you are a **GP or other health professional** (not a Consultant or Specialist), please tick the relevant box below:

I have a diagnosis on file from the appropriate consultant/specialist named above: ☐
N.B. A copy of the document in which the diagnosis is confirmed must be attached to this form.

OR

I can confirm that I have diagnosed this person with a disability e.g. depression/acute anxiety: ☐

PLEASE COMPLETE SECTIONS 3-7 AS APPROPRIATE

3	**Disability Information (to be completed by qualified health professional)**

Disability Category *(please tick ✓)*

Hearing Impairment / Deaf ☐	Vision Impairment / Blind ☐	Physical Disability ☐
Mental Health Condition ☐	Specific Learning Difficulty ☐	Autism Spectrum Disorder ☐
Medical Condition / Significant On-Going Illness ☐	Dyspraxia / DCD / Dysgraphia ☐	Neurological Condition ☐
ADHD / ADD ☐	Speech and Language Communication Disorder ☐	Intellectual Disability ☐

Please state the specific name of the Disability: ☐

Date of Diagnosis / Onset of Disability: ☐

4	**Briefly describe the course of the condition (e.g. will remain static; may have periods of relapse / remission; may deteriorate).**

Duration: Ongoing / Permanent ☐ Temporary ☐ Fluctuating ☐

5	**How does the disability / medical condition impact on the student's ability to study and participate (for example, fatigue, concentration, pain, etc.)?**

6	**Please describe measures currently being taken to treat the disability (e.g. medication, therapy).**
7	**What recommendations would you make for reasonable accommodation / adjustments to enable participation in higher education (e.g. examination accommodations, adaptive equipment, etc.)?**
8	**Signature and Date**

Name of Consultant: _____ Consultant's Signature: _____	Date:
Name of GP: _____ GP Signature: _____ IMC Number:	Date:

Official Stamp: This form must be completed and signed by the appropriate professional. It should be stamped or, if a stamp is not available, accompanied by a business card or headed paper.

OFFICIAL STAMP

Appendix 2.1: Learner Guide to Providing Evidence of Disability

CARLOW COLLEGE ST. PATRICK'S

Learner Guide to Providing Evidence of Disability

Disability	**Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder**
Type of Documentation	Evidence of Disability Form or Existing Report
Appropriate Professional	Appropriately qualified Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician who is a member of his or her professional or regulatory body
FSD eligibility	Where the above person has provided a diagnosis of ADD / ADHD
Age of report	No age limit

Disability	**Autistic Spectrum Disorder (including Asperger's syndrome)**
Type of Documentation	Evidence of Disability Form or Existing Report.
Appropriate Professional	Appropriately qualified Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician who is a member of his or her professional or regulatory body.
FSD eligibility	Where the above person has provided a diagnosis of autism or Asperger's syndrome.
Age of report	No age limit.

Disability	**Blind / Vision Impaired**
Type of Documentation	Evidence of Disability Form or Existing Report (evidence from high street retailers not acceptable)
Appropriate Professional	Ophthalmologist/Ophthalmic Surgeon
FSD eligibility	One or more of the following: • Evidence of disability from an Ophthalmologist/Ophthalmic Surgeon, with signature; • Letter from the National Council for the Blind confirming registration with the Council; • If a student has attended a school for the Blind, a letter on headed notepaper signed by the principal which confirms attendance at the school.

	In the case of an Ophthalmologist / Ophthalmic Surgeon the evidence of disability should provide a diagnosis of severe reduction in vision that cannot be corrected with standard glasses or contact lenses, thereby reducing the person's ability to function at certain or all tasks. The diagnosis of a reduction in vision must be in relation to Best Corrected Visual Acuity or Field of Vision.
Age of evidence of disability	No age limit.

Disability	**Deaf / Hard of Hearing**
Type of Documentation	Evidence of Disability Form or Existing Report (evidence from high street retailers not acceptable).
Appropriate Professional	(a) Diagnostic/Clinical Audiologist registered with the Irish Academy of Audiologists or a HSE Audiologist OR (b) Principal of a School for the Deaf OR (c) ENT Consultant / Cochlear Implant Programme Co-ordinator
FSD eligibility	One or more of the following: • An audiogram from a professionally qualified Audiologist and / or ENT Consultant, with signature, clearly indicating moderate to profound bilateral hearing loss (i.e. above 40dB) or unilateral moderate hearing loss. • If a student has attended a school for the Deaf, a letter on headed notepaper signed by the principal which confirms attendance at the school.
Age of evidence of disability	No age limit.

Disability	**Developmental Co-ordination Disorder (Dyspraxia / Dysgraphia)**
Type of Documentation	Full psycho-educational assessment OR Existing Report The CAO/DARE evidence of disability form is not acceptable evidence.
Appropriate Professional	• Appropriately qualified Psychologist who is a member of their respective professional or regulatory body OR • Appropriately qualified Occupational Therapist OR • Neurologist who is a member of their respective professional or regulatory body OR

	Chartered Physiotherapist who is a member of their respective professional or regulatory body.
FSD eligibility: For the purposes of the Fund, the CAO / DARE **Evidence of Disability Form is not acceptable evidence** of disability for this category of disability.	1. A full psycho-educational assessment from the Psychologist diagnosing Developmental Co-ordination Disorder (Dyspraxia), 2. A report by the Occupational Therapist / Neurologist/ Chartered Physiotherapist diagnosing Developmental Co-ordination Disorder (Dyspraxia). All tests used in the assessments must be current, valid, and reliable and age appropriate
Age of report	No age limit.

Disability	**Mental Health Condition (including, but not exclusive to, the following: Bipolar Disorder, Schizophrenia, Clinical Depressive Conditions, Severe Anxiety, Severe Phobias, OCD, Severe Eating Disorders and Psychosis).**
Type of Documentation	Evidence of Disability Form OR Existing Report.
Appropriate Professional	Consultant Psychiatrist or Specialist Registrar who is a member of their respective professional or regulatory body.
FSD eligibility	The report from the above should diagnose a significant mental health condition.
Age of report	The report should be no older than five years from the date of needs assessment.

Disability	**Neurological Condition (including Brian Injury, Epilepsy).**
Type of Documentation	Evidence of Disability Form OR Existing Report.
Appropriate Professional	Neurological Conditions: Neurologist OR other relevant Consultant.
FSD eligibility	The report from the above should diagnose a significant neurological condition.
Age of report	No age limit.

Disability	**Physical/mobility**
Type of Documentation	Evidence of Disability Form OR Existing Report.
Appropriate Professional	Orthopaedic Consultant OR other relevant specialist appropriate to the disability/condition.
FSD eligibility	The report from the above should diagnose a significant physical or mobility difficulty.
Age of report	No age limit.

Disability	**Significant Ongoing Illness**
Type of Documentation	Evidence of Disability Form OR Existing Report.
Appropriate Professional	• Diabetes Type 1: Endocrinologist OR paediatrician • Cystic Fibrosis: Consultant respiratory physician OR pediatrician • Gastroenterology Conditions: Gastroenterologist • Others: Relevant Consultant in area of condition, or Consultant Registrar.
FSD eligibility	The report from the above, as appropriate, should diagnose a significant ongoing illness.
Age of report	The report should be no older than five years from the date of needs assessment.

Disability	**Specific Learning Difficulties (including Dyslexia and Dyscalculia)**
Type of Documentation	FULL Psycho-educational Assessment.
Appropriate Professional	Appropriately qualified Psychologist who is a member of their respective professional or regulatory body; or, an assessor who is accredited by PATOSS.
FSD eligibility For the purposes of the Fund, the CAO / DARE **Evidence of Disability Form is not acceptable evidence** of disability for this category of disability.	Full psycho-educational assessment from the above diagnosing a Specific Learning Difficulty. All tests used in the assessment must be current, valid, reliable and age appropriate. In the case of older reports, applicants to the Fund may be asked for **additional evidence** of their latest assessment scores/educational reports or a communication from the State Examinations Commission regarding RACE to assist in determining the appropriate level of support. Such information is available within the DARE Educational Impact Statement completed by schools.

Age of report	No age limit.

Disability	**Speech and Language Communication Disorder** **(Including but not exclusively, Stammering; Receptive and/or Expressive Language Disorders; Unintelligibility due to a phonological disorder, articulation disorder associated with structural anomalies; Acquired communication disorders such as Aphasia, Anomia, Dysarthria, Dyspraxia resulting from neurological conditions, or any Neurodegenerative, or genetic disease associated with impaired communication and social interaction)**
Type of Documentation	Evidence of Disability Form OR Existing Report.
Appropriate Professional	Speech and Language Therapist
FSD eligibility	The report from the above should diagnose a significant speech and language condition.
Age of report	No age limit.

Appendix 2.2: Guidelines for General Practitioners (GPs) or Other Health Professionals for Completing Evidence of Disability Form

Guidelines for General Practitioners (GPs) or Other HealthProfessionals for Completing Evidence of Disability Form

If a learner does not have an existing report and has difficulty accessing the appropriate professional to evidence their disability/condition you, their GP or Health Professional, maybe in position to complete the Evidence of Disability form. However, the following applies:

- you must have the required information on a clear diagnosis of the learner's disability or condition from one of the appropriate specialists/consultants listed on file;
- you cannot supply information where a full psycho-educational assessment is the requirement.

Steps for completion:

1. Review the Guide to Providing Evidence of Disability
2. Check to see if you have information on file from the appropriate professional for that condition
3. If a time limit applies (for example the report must be less than five years old) you must have received information on a diagnosis within that time frame

OR

If the original diagnosis was made prior to this date but the learner was still being seen by this professional after the date and you have correspondence on file to confirm this.

Complete Sections 1 to 7 as appropriate.

4. You MUST fully complete Section 2 and including the name of the Consultant/Specialist as appropriate. You must include the date of the most recent report from the Consultant/Specialist as appropriate

AND

Include the date of the original diagnosis. If the date of original diagnosis was severalyears ago, the year of diagnosis is sufficient. Tick the box to declare you have sufficient information on file to complete the form.

5. When the form is complete you MUST sign, stamp and enter your IMC number (where applicable). If you do not have a stamp, headed paper or a business card are sufficient. If you do not have the appropriate information on file to complete the form you should refer the learner on to the appropriate professional for theirdisability or condition listed on pages 2 and 3 of the form. It is not acceptable for a GP or Health Professional to enter their own diagnosis of a student's condition.

Appendix 3: Procedure for Individual Needs Assessment and Form

Procedure for Individual Needs Assessment and Form

Learners who have disclosed a disability or learning difference either during the application and registration process or at a later stage in their studies will be contacted by the Academic Resource Office and invited to attend for an assessment of needs.

An individual Needs Assessment is an informal meeting between a learner and a member of staff in the Academic Resource Office to identify the level of supports that the learner may require in college and how these will be arranged. Based on appropriate evidence of a disability and information obtained from the learner on the impact of their disability, learning difference or long-term health condition, appropriate supports will be identified and recommended which meet the learner's support needs with regard to their academic programme requirements.

The procedure is as follows:

- Learners are identified through the application and registration process or through self-referrals.
- Learners are sent an email with a time and date for a Needs Assessment meeting and are asked to read the *Learner Disability Policy*, the Code of Practice for Learners with Disabilities, Learning Differences or long-term Health Conditions and the Guidelines on the Modification of Examination and Assessment Arrangements.
- Learners are offered the next available appointment time in conjunction with the learner's own availability. The appointment time and date is confirmed via email to the learner's college email.
- The Needs Assessment takes about one hour and covers the following areas: personal details of learner; nature of disability, learning difference or long-term health condition; background information about the learner and previous supports used; current College programme and anticipated difficulties, assistive technology supports, learning supports, exam accommodations; confidentiality, disclosure and consent to share information, development of a Personal Emergency Evacuation Plan (PEEP) where necessary, and any additional questions the learner may have.[7]
- Following the Needs Assessment learners receive an email to their College account with two attachments:
    - The first attachment is a pdf file confirming the supports and accommodations discussed at the Needs Assessment and setting out details of the assistive technology, academic support, exam accommodations and other supports which have been put in place.

[7] Reasonable accommodations will follow the guidelines set out by the Disability Advisors Working Network (DAWN) and (RACE) Reasonable Accommodations for Certificate Examinations.

    - The second attachment is a pdf file with specific information on the Learning Support Service and the services it provides. Learners are encouraged to respond to this email at any time if they wish to review or discuss their supports and reasonable accommodations.

- With written permission from the learner, (see Consent to Disclose Information Form) information on accommodations for assessment is shared with relevant academic and administrative staff and updated, as necessary, during the academic year.
- Continuing learners are encouraged to attend for a review of supports and accommodations at the start of each academic year.

Carlow College, St. Patrick's

STUDENTS WITH DISABILITIES, LEARNING DIFFERENCES AND/OR LONG-TERM HEALTH CONDITIONS

NEEDS ASSESSMENT REPORT

1. APPLICANT INFORMATION

Name:	
Student Number:	
Email:	
Mobile:	
Date of Needs Assessment:	
Assessed by:	

2. PROGRAMME INFORMATION

Programme	
Status (F/T, P/T, Study Abroad)	
Stage:	
Course Requirements:	
Other Information:	

3. DISABILITY / LEARNING DIFFERENCE / LONG-TERM HEALTH CONDITION

Category:	**Verification / Supporting Documents**	**Received and Checked**
ADD / ADHD		
Autistic Spectrum Disorder (including Asperger's Syndrome)		
Blind / Vision Impaired		
Deaf / Hearing Impaired		
DCD / Dyspraxia / Dysgraphia		
Mental Health Condition		
Neurological Condition (including Brain Injury, Epilepsy)		
Physical / Mobility		
Significant On-going Illness		
Specific Learning Difficulties (including Dyslexia and Dyscalculia)		
Speech and Language Communication Disorder		

4. FSD ELIGIBILITY

Does the learner meet the eligibility criteria for FSD as outlined in FSD Guidelines?	
Appropriate Evidence of Disability	
Nationality Criteria	
Residency Criteria	
Other	
Eligible for FSD supports (Y / N)	

5. PREVIOUS SUPPORTS / EQUIPMENT USED

Assistive Technology	
In-class supports	
Exam / assessment supports	
Other	

6. IMPACT OF DISABILITY/CONDITION IN AN EDUCATIONAL CONTEXT

Attendance / Participation	
Mobility / Access	
Programme / assessment requirements	
Placement / Internship	
Other Potential challenges / concerns	

7. RECOMMENDATIONS

In-class supports	
Notes / slides in advance of lecture where possible	
Record Lectures	
Note-taker	
Personal Assistant	
ISL Interpreter	
Speed Text Operator	
Accessible location for lectures	
Other	

Academic / Personal Supports	
Academic / Learning Support	
Dyslexia Tutor	
Library Assistance	
Orientation / campus tour	
Counselling	
Photocopying Allowance	
Alternative formats (Bookshare)	
Other	

Assistive Technology	
MS Office 365 Dictate	
MS Office 365 Immersive Reader / Natural Reader	
Dolphin Easy Reader App	
Microsoft Editor	
Grammarly	
Livescribe / Glean / OneNote	
C-Pen	
Organisation / Time Management	
ZoomText	
Windows Lens	
Speed Text software	
Mind-mapping software	
Other	

Exam Supports	
An additional 10 mins per hour	
Alternative exam location	
Separate room / space	
Accessible venue	
Rest breaks (10 mins per hour)	
Spelling/grammar waiver	
Access to reader or scribe	Writing difficulty <15WPM, Spelling and Reading difficulty <16 percentile
Exam papers in alternative formats	
Enlarged text / coloured paper	
Adapted seating / table / lighting / bathroom proximity at venue	
Use of PC / Laptop	
Use of PC / Laptop with specialist software	
Permission to bring food / drink into venue	

Transport	
Private Taxi (Km and Costs)	
Other	

8. DECLARATION

I confirm: 'that all the information provided is true, complete and accurate and that assistance from other sources has not been received for the stated purpose/service which is the subject of this application.'

Signature of Learner: _____ **Date:** _____

Signature of Assessor: _____ **Date:** _____

9. LEARNER DECLARATION OF UNDERSTANDING OF CODE OF PRACTICE AND CONSENT TO PROCESS AND SHARE PERSONAL DATA

Please read the following information carefully as it relates to the sharing of your personal information with other college functions/third parties for specific purposes. Please complete and sign the form below if you agree with the recommendations of your needs assessment and give consent for the dissemination of your personal information to the named parties below for the purposes of arranging reasonable accommodations.

Please tick the box(es) below if you consent to the sharing of your personal data. In each case, you may grant or refuse consent. You may later withdraw consent by contacting the Academic Resource Office at academicresource@carlowcollege.ie. Withdrawal of consent does not affect the lawfulness of processing prior to the withdrawal of consent.

Tick if you consent	Functions	Data shared	Purpose of sharing
	HEA/ National Office for Equity of Access to Higher Education (FundingBody) Fund for Students with Disabilities.	Application with evidence, details of supports received, proof that the student meets the residence /nationality criteria, confirmation of registration/participation on an approved course, degree outcome and other personal information as outlined below.	To enable College to apply for funding for supports for learners and for monitoring of FSD.
	Other support providers (e.g. Personal Assistant, ISL).	Name, contact details, disability, timetable.	To put non-medical supports in place for your programme, assessments and exams.
	Academic Department(s)	Needs Assessment Report Summary	To put reasonable accommodations in place for your assessments
	Examinations Office / Administration	Name, exams, accommodations	To put reasonable accommodations in place e.g.extra time in exams
	Library	Name, student number, programme/stage of study	To provide you with funded services e.g. photocopying allowance and/or extended borrowing privileges.
	Placement Co-ordinator	Learning Needs summary	To organise reasonable accommodations agreed with you whileon placement
	Fire/ Building Services / Marshall	Name, student number, contact details, and Personal Emergency Evacuation Plan (if appropriate)	To put arrangements in place for your safe egress from college buildings in emergency situations
	Health Professional / GP who provided documentation on your behalf.	Evidence of Disability Form or supporting documentation.	To complete your needs assessment and determine appropriate supports for you.

Non-disclosure of information: Please note that if you do not consent to the sharing of information as outlined above, you may not be able to receive those reasonable accommodations that require disclosure of information.

Data Protection implications of providing personal data: Personal data, including health data, collected by Carlow College as part of the FSD application process may be processed for the purposes of coordinating, monitoring and evaluating the operation of the FSD. This data may be shared with third parties such as the HEA for the purposes of allocating funding and for monitoring.

This may include supporting documentation associated with expenditure covered under the FSD, including a copy of the needs assessment form, evidence of disability, proof that the student meets the

residence/nationality criteria and confirmation of registration /participation on an approved course. This may be requested as part of an audit, site visit or other monitoring measures that may be implemented.

Retention of data: In order to comply with the guidelines for the completion of FSD expenditure returns, all supporting documentation relating to your application for supports to the Fund for Students with Disabilities will be will be retained securely for the duration required by the Higher Education Authority (HEA) after which it will be destroyed. Further information about the retention of data is contained in Carlow College's records retention schedules.

Feedback and Research: You may be asked to participate in learner evaluations of the Academic Resource Office and the services that it provides, non-participation will not in any way prejudice the supports or accommodations you may be entitled to.

Communication: The official Carlow College communication is via student email and you must undertake to check this regularly and respond accordingly.

Parents / Guardians / other students: Due to General Data Protection Regulations (EU-GDPR), information about your disability and support requirements/arrangements will not be shared or discussed without your written consent. Where consent is provided to share or discuss information with parents, parents/guardians cannot act, or request changes, on your behalf and you retain full responsibility for engaging with the Academic Resource Office. Details of your disability will never be disclosed to other students; it is a personal choice whether you choose to tell others that you have a disability or are accessing/receiving support.

Name of Learner: (Block Capitals): _____

Signature of Learner: _____ **Date**: _____

Appendix 3.1: Procedure for Individual Needs Assessment (Practice Placement) and Form

Procedure for Individual Needs Assessment (Practice Placement) and Form

- Following an initial needs assessment with a Disability Advisor in the Academic Resource Office, accommodations and supports are agreed with the student and shared with written consent. A discussion about disability disclosure takes place during the needs assessment for reasonable accommodations with the learner asked to sign a 'Consent to Disclose Information Form' which allows the Academic Resource Office to forward on any relevant information regarding their disability and/or support needs to those involved in the implementation or arrangement of same.
- Information obtained regarding a learner's disability, learning difference or long-term condition will be treated as a special category of personal data and will be processed by Carlow College in accordance with Data Protection laws. Detailed information regarding the processing of learner data is available in Appendix 7 of this Policy and the Privacy Notice for Learners, which is available on the college website.
- Where the learner is required to complete a practice placement as part of their programme, this information is shared with the Placement Co-ordinator.
- As part of the preparation for placement process, the learner, the Placement Co-ordinator and the Field Practice Educator work together to identify the learning outcomes / competencies for the placement and to identify potential support needs.
- The learner may do this initially with the Placement Co-ordinator, prior to a site visit, and with the input of the Academic Resource Office if required.
- At the site visit the learner, PA / other support person if appropriate, Placement Co-ordinator and Field Practice Educator meet to finalise the agreed arrangements/modifications/supports and sign-off on form.
- The Needs Assessment for Placement Form is kept on file by the Placement Co-ordinator. Where needed, a new needs assessment is carried out at the start of subsequent placements.

Individual Needs Assessment for Practice Placement

Student Name: Programme/Stage:

Placement Agency: Name of Field Practice Educator: Length of Placement:

Sample Required Competencies for Placement Module (positive outcome to be achieved)	**Potential Support Strategies/Reasonable Adjustments**	**Person Responsible for Actions to Ensure that Supports/Reasonable Adjustments are Put in Place**

Has an initial meeting between the learner and the Placement Co-ordinator taken place? **Yes** ☐ **No** ☐

Has a site visit of the placement agency been conducted? **Yes** ☐ **No** ☐

Date of site visit: _____

Additional Personal Supports Identified	Agreed Strategies to Ensure These Needs are Met	Person Responsible

Signed:_____ Date: _____
Student

_____ Date: _____
Field Practice Educator

_____ Date: _____
Practice Placement Co-ordinator

Appendix 4: Personal Emergency Evacuation Plan (PEEP) Procedure

Personal Emergency Evacuation Plan (PEEP) Procedure and Form

- Personal Emergency Evacuation Plans (PEEPs) are designed to support the safe evacuation of people with disabilities or long-term conditions in the event of an emergency, such as the activation of a fire alarm.
- Learners who disclose a disability, learning difference or health condition are invited to attend a needs assessment meeting with a Disability Advisor in the Academic Resource Office to agree reasonable accommodations and supports required to assist the learner while they pursue their studies.
- Through the needs assessment process, learners who may require a Personal Emergency Evacuation Plan (PEEP) are identified and assisted in its formation.
- A discussion about disability disclosure takes place during the needs assessment for reasonable accommodations with the learner asked to sign a 'Consent to Disclose Information Form' which allows the Academic Resource Office to forward on any relevant information regarding their disability and/or support needs to those involved in the implementation or arrangement of same.
- Where a PEEP form is required, this information is shared with the Fire Marshall in Building Services for the purposes of arranging a safe evacuation.
- A PEEP form is completed by the Academic Resource Office in consultation with the learner. Following this, a meeting is arranged for the learner with the Fire Marshall in Building Services in order to assess personal specific requirements and to agree personal specific solutions.
- Recommendations and agreements required to assist the learner in the event of an emergency will be detailed on a proforma evacuation plan.
- Completed PEEPs will be disseminated to the learner, Academic Resource Office and the Fire Marshall in Building Services.
- Information obtained regarding a learner's disability, learning difference or long-term health condition will be treated as a special category of personal data and will be processed by Carlow College in accordance with Data Protection laws. Detailed information regarding the processing of learner data is available in Appendix 7 of this Policy and the Privacy Notice for Learners, which is available on the college website.

Personal Emergency Evacuation Plan (PEEP)

PERSONAL EMERGENCY EVACUATION PLAN	
Name:	
Programme/Stage:	

AWARENESS OF PROCEDURE:

_____is informed of a fire evacuation by: (please tick ✓ relevant box)

Existing alarm system ☐ Other (please specify) _____

Visual alarm system ☐

DESIGNATED ASSISTANCE:

The following have been designated to give_____assistance to get out of the building in an emergency:

Name:	
Contact Details :	
Name:	
Contact Details:	

METHODS OF ASSISTANCE (e.g. Transfer procedures, methods of guidance, animal assistance etc.):

EQUIPMENT PROVIDED:

PERSONALISED EVACUATION PROCEDURES: (Step by step account from first alarm)

1.
2.
3.
4.

MONITOR AND REVIEW

This procedure will be rehearsed during fire drills and will be reviewed annually.

Signed by Fire Marshall:	Date:
Signed by Individual:	Date:

Appendix 5: Guidelines on the Modification of Examination and Assessment Arrangements for Learners with Disabilities, Learning Differences orLong-term Health Conditions

Guidelines on the Modification of Examination and Assessment Arrangements

Assessments and examinations are an important part of a learner's college experience and Carlow College is committed to a policy of and, in as far as is reasonably possible, to supporting learners with disabilities, learning differences and long-term health conditions to ensure that they do not experience disadvantage as a result of College assessment and examination procedures.

These guidelines outline the type of assessment and examination accommodations available to learners and the process through which they may be sought.

1. Reasonable Accommodation

- This refers to any action that helps to alleviate a substantial disadvantage due to disability, learning difference and/or a significant on-going health condition. Reasonable accommodations and supports are designed, as far as possible, to meet the individual needs of each learner and are intended to assist the learner with their studies. Their purpose is not to give learners with disabilities, learning differences or long-term health conditions an unfair advantage over their peers and academic standards are maintained at all times.
- Learners with a disability, learning difference or long-term health condition are encouraged to apply to the Academic Resource Office to seek supports where their disability could affect their ability to participate fully in all aspects of their academic programme. Learners may disclose on commencement of their studies or at any point while they are a registered learner at Carlow College.
- Applications for reasonable accommodations are processed through the Academic Resource Office and agreed, where appropriate, in consultation with the Programme Director and Office of the Registrar.
- Reasonable accommodations and supports are determined on a case-by-case basis following an individual needs assessment.
- An individual needs assessment is an informal meeting between a learner and a member of staff in the Academic Resource Office to identify the level of supports that the learner may require in College and how these will be arranged. Based on appropriate evidence of a disability and information obtained from the learner on the impact of theirdisability, learning difference or long-term health condition, appropriate supports will be identified and recommended which meet the learner's support needs with regard to their academic programme requirements. (See Appendix 3 Procedure for Individual Needs Assessment and Form).

- Factors influencing the determination of what is reasonable will vary according to a range of factors which will include: the effectiveness of taking particular steps in enabling the learner to overcome the relevant disadvantage; whether the steps would significantly compromise the academic standards or professional practices associated with the programme of study; health and safety issues; the effect on other learners; and the financial and other costs to the College.

2. Reasonable Accommodation in Assessment

Adjustments to assessment for a learner with a disability, learning difference or long-term health condition may take one of two general forms:

a) The modification of the circumstances under which the existing assessment is taken;

OR

b) The provision of an alternative/equivalent form of assessment. In only a very small number of cases would the effects of the learner's disability, learning difference or long-term health condition be such that an alternative form of assessment is required.

3. Deadlines for Official Timetabled Examinations

In order to avail of reasonable accommodations for end-of-semester officially timetabled examinations, learners should make requests as early as possible in the academic year. To ensure the College can implement accommodations for examination purposes the following deadlines are applied:

End-of- Semester 1:	Deadline for application 01 November (relevant year)
End-of- Semester 2:	Deadline for application 31 March (relevant year)
Autumn Examination Session:	Deadline for application 30 June (relevant year)

Learners who request examination accommodations after these deadlines, if eligible, will be accommodated in subsequent examination sessions.

4. Standard Reasonable Accommodation – Official Timetabled Examinations

It is acknowledged that the completion of examinations may pose significant challenges for learners with disabilities, learning differences and long term conditions. The College will endeavour to ensure that its examination procedures are effective in assessing the knowledge and abilities of all learners, whilst also ensuring the maintenance of academic standards. Standard reasonable accommodations may include:

- Alternative individual or group examination venues.
- Provision of the examination paper in an alternative format.
- Use of a PC or laptop during examinations.
- Extra time in examinations which is set at an additional 10 minutes for every hour. When exam arrangements include extra time, examinations take place in a separate venue, either a smaller room with other candidates who also have alternative arrangements or a separate room or space.

- Provision of an amanuensis (scribe), who in an examination, writes/types a learner's dictated answers to questions
- Provision of a reader, who in an examination reads the examination paper, or part thereof, to the learner. Where a learner requires an amanuensis and a reader, the same person can act as both during the examination.[8]
- Dyslexia awareness and waiver for spelling and grammar. Examiners are made aware of learners who have dyslexia when marking examinations. A sticker with ablue circle which reads "This learner has a waiver for spelling and grammar" is attached to examination booklets.
- Permission to bring food and drinks into the examination venue.

5. Standard Reasonable Accommodation – Teaching, Learning and Assessment

Reasonable Accommodations must be made to any aspect of teaching or assessment that would substantially disadvantage a student with a disability, learning difference or long-term health condition in relation to their peers, unless this accommodation would compromise the academic standards or professional practices associated with the programme of study. Standard reasonable accommodations may include:

- Modification of the circumstances under which the assessment is taken.
- Provision of an alternative assessment procedure where the learner is unable to be assessed by the usual methods prescribed for the module. In such cases the Lecturer, in consultation with the Programme Director, may vary the method of assessment bearing in mind the learning outcomes of the programme and the need to assess the learner on an equal criterion basis. In only a very small number of cases would the effects of the learner's disability, learning difference or long-term health condition be such that an alternative form of assessment is required.
- Provision of flexible deadlines where, occasionally, learners may require flexibility with deadlines to complete some aspects of on-programme assessment and examinations for disability-related reasons.
- Permission to record lectures and tutorials where it is indicated as a reasonable accommodation by the Academic Resource Office.[9]
- Provision of lecture material in advance, whenever possible.
- Prioritised reading lists.
- Provision of an Educational Support Worker such as a note-taker or library assistant.
- Provision of a Learning Support Tutor to assist the student in the development of key academic skills and learning strategies such as writing skills.
- Provision of a Subject Specific Tutor to help address subject-related difficulties which are additional to the usual problems which arise for all third level students.
- Attendance of Irish Sign Language Interpreter in lectures, where necessary.

[8] AHEAD & DAWN (2018), Disability Service Educational Support Worker Pack. Inclusive Learning and the Provision of Reasonable Accommodations to Students with Disabilities in Higher Education in Ireland. Dublin: AHEAD Educational Press.

[9] See *Policy for the Recording of Lectures, Tutorials and other Teaching Sessions* available on the student gateway for further details.

- Attendance of Personal Assistant in lectures, where necessary.
- Provision of a photocopying or printing allowance for use in the College library.
- Use of designated computers in the College library with ESF funded software and technology.
- Use of assistive technology such as a laptop and voice activated software.[10]
- Provision of special furniture where necessary.
- Dyslexia awareness and waiver for spelling and grammar.
- Ensure fieldtrips and off-campus trips are accessible.
- Provision of professional placement supports (see Appendix 3.1: Procedure for Individual Needs Assessment (Practice Placement) and Form).

6. Non-standard Reasonable Accommodations

For a very small number of learners, participation in their programme and completion of formal assessments and examinations may present considerable challenges due to the nature and impact of their disability or long-term condition. The Academic Resource Office will explore appropriate reasonable adjustments with the individual learner regarding examinations and assessments. If, having put reasonable adjustments in place, the learner is still deemed unable to undertake the standard examination and assessment for their module as a result of his/her disability, learning difference or long-term condition, an alternative, non-standard, teaching, learning or assessment method may be considered. This is subject to the maintenance of academic standards and may not be appropriate for all programmes (see section 4.3 Fitness to Continue to in Study and Section 4.4 Fitness to Practice).

A decision to grant an alternative non-standard reasonable accommodation should be agreed by the Programme Director in consultation with the Lecturer, the Academic Resource Office and the Office of the Registrar. Such non-standard reasonable accommodations may include, but are not limited to:

- alternative assessment method;
- examinations split into more than one session;
- rescheduling of examinations (dates and time) during the examination period;
- flexibility with programme attendance requirements;
- splitting modules or stages over two years.

7. Failure to avail of Reasonable Accommodations/Additional Arrangements

Learners who fail to avail of reasonable accommodations for official timetabled examinations should contact the Academic Resource Office to renegotiate access for the next examination session.

[10] See Guidelines for the use of Assistive Technology Supports (Appendix 6) for further details.

Appendix 6: Guidelines for the Use of Assistive TechnologySupports and Learner Agreement

Guidelines for the Use of Assistive Technology Supports and Learner Agreement

The following guidelines apply to all assistive technology supports and equipment issued to learners by Carlow College under the Fund for Students with Disabilities.

1. The equipment issued is on loan to the learner for the duration of the academic year. Equipment must be returned to the Academic Resource Office (ARO) before May 31st of the relevant academic year unless alternative arrangements have been agreed with the ARO for use during the summer period.
2. The assistive technology supports and equipment remain the property of Carlow College unless otherwise agreed.
3. Assistive technology supports and equipment is intended to support the educational needs of the designated learner. Equipment that is not in use should be returned to the Academic Resource Office. Learners must not pass on, share, or sell equipment to any third parties.
4. Prior to using an assistive technology support, learners are required to attend an equipment orientation session.
5. As PCs or laptops are college machines, all learners are bound by Carlow College IT Policy.
6. PCs and laptops are supplied for academic use, therefore, only software required by the learner for his/her programme may be installed. Learners must not copy, or try to copy, any software or any protected data that is compliant with copyright law.
7. It is the learner's responsibility to ensure proper upkeep and maintenance of the equipment.
8. Learners must remove all personal files from computers / laptops / other electronic equipment before returning them to the Academic Resource Office. Once the machine or equipment is returned, Carlow College cannot be responsible for lost or deleted files or information.
9. It is the learner's responsibility to make back-up copies of all important files. This is particularly important when using specialist software such as 'Dragon Naturally Speaking', and 'Read and Write Gold'.
10. Where a recording device is used in lectures, learners are bound by Carlow College's Policy on the Recording of Lectures, Tutorials and Other Teaching Sessions. Please note that there may be specific instances where the recording of material is not appropriate.[1110]
11. While it is acknowledged that FSD-funded assistive technology supports are subject to normal wear and tear, there is an expectation that when equipment is returned to stock that

[11] *Policy on the Recording of Lectures, Tutorials and Other Teaching Sessions* is available on the Student Gateway.

it is in a condition which allows its subsequent allocation to other learners who may need supports.

12. Damage or breakage to the equipment must be reported to the Academic Resource Office as soon as possible. Learners must not attempt to fix the equipment as this may invalidate the warranty. If the fault is due to misuse, then the learner is liable for the cost of repairs.
13. Learners must agree, in writing, to abide by the conditions as set out above and to acknowledge that failure to do so may result in the withdrawal of the support and/or referral to learner disciplinary procedures.
14. Learners must notify loss of a device, or breach of security involving files saved to a device to the ARO without delay.

Learner Declaration: **Please tick ✓**

- I have read the above Guidelines for the Use of Assistive Technology and agree to abide by its terms. ❒
- I understand that a breach of any of the above points may result in a withdrawal of assistive technology support equipment and referral to the learner disciplinary procedures. ❒

Signed:_____ Date: _____

Learner

Signed: _____ Date: _____

Academic Resource Office

Appendix 7: Information Regarding Data Protection

Information Regarding Data Protection

Data Protection laws, such as the General Data Protection Regulation (GDPR) and the Data Protections Acts 1988 to 2008, set out rules for organisations which use or store personal data about living people and give rights to those people whose personal data has been collected. Data about learner disabilities, learner differences and long term health conditions is special category personal data and Carlow College has various obligations in respect of this data.

The Disability Policy, in particular this Appendix, and the Privacy Notice for Learners, which is available on the college website, together explain how the college uses learner data. This Appendix provides a brief overview only and should be read together with the Privacy Notice.

In some instances, learners are asked to give their consent for the use of their data about disabilities, learning differences and long term health conditions. Consent may cover using the data for specified purposes and for the sharing of the data by the Academic Resource Office (ARO) with other parties. Learners may grant or refuse consent, or may later withdraw consent, if it is initially elected to grant consent. However, learners should be aware that if they refuse or withdraw consent, it may not be possible to provide reasonable accommodations. Withdrawal of consent does not affect the lawfulness of processing prior to its withdrawal. Consent may be withdrawn by contracting academicresource@carlowcollege.ie.

While consent is a well-known basis on which organisations process personal data (and special category personal data), Carlow College may, in limited circumstances require to use data regarding disabilities, learning differences and long term health conditions without learner consent. This is permitted by Data Protection laws and in all circumstances Carlow College will ensure that it acts in accordance with legislation. Areas where the College may use such learner data without consent include, but are not limited to the following:

- Emergency situations where learners are injured or unwell;
- To protect the vital interests of learners or other individuals e.g. safeguarding concerns;
- Sharing information with law enforcement agencies, such as An Garda Síochána, in connection with the prevention, detection and investigation of crime;
- For the establishment, exercise and defence of legal claims;
- Investigations under college policies;
- Statistical purposes, such as research into use of the college's support services.

In all situations where the college uses learner data, it will exercise the greatest possible discretion and protect the privacy of learners to the greatest degree possible.

Learner data is shared among college staff in a manner commensurate with staff duties.

In some instances, Carlow College may share learner data externally. For example, the College avails of funding from the Fund for Students with Disabilities / National Office for Equity of Access to Higher Education, to provide supports to learners. In such cases, learner data is managed under the external organisation's Data Protection policy. Carlow College will ensure

that we have agreements in place with external organisations, where necessary, with regard to the sharing of learner data.

Finally, under the Disability Policy, learners who are provided with supports such as assistive technology, which permit the recording of classes, may themselves collect the personal data of fellow learners, college staff and external lecturers. The college expects that learners who use assistive technology will not record discussion indicated in class as private or personal, and if it is inadvertently recorded, that learners protect the privacy of others by not sharing the data with others, looking after the device carefully and deleting files when no longer required.