

Institute of Animal Technology

**People with Health
Conditions or
Impairments requiring
additional support**

Learners with specific learning difficulties or physical disabilities

Policy

The Institute is committed to ensuring all learners have an equal opportunity to demonstrate attainment of the Learning Outcomes and Assessment Criteria, and to give learners with specific learning difficulties or physical disabilities the same access to assessment as other learners, with consideration to maintaining the requisite standards of animal welfare and ensuring that all health and safety and other legislative responsibilities are met.

In meeting any specific learning and assessment needs of a learner, the Institute will endeavour to ensure special assessment arrangements do not give unfair advantage over other learners. Arrangements will be determined according to the particular additional needs of learners following expert advice or assessment, for example from professional bodies interested in the occupational and educational opportunities for people with health conditions or impairments that may require additional support. Arrangements are regularly reviewed and take account of feedback from these bodies and from centres and learners.

Scope

The Institute will:

- make its 'Learners with specific health conditions or impairments that may require additional support' policy available to all Centres and learners
- ensure that the Institute's policies promote fair access to qualifications for all learners but consider the ethical and practical requirements to maintain high standards of animal welfare and health and safety at all times
- provide support for those learners who have specific health conditions or impairments which may require additional support, in order that they may access IAT qualifications without suffering detriment or unfair advantages over other learners
- review the effectiveness of policies on a regular basis and take prompt action to rectify any deficiencies that are identified and communicate this action to the Centres and learners

Examples of specific learning difficulties

Specific learning difficulties are not confined to people with below average intelligence. They often occur in people of average or above average intelligence. Specific learning difficulties involve problems with one or more of the basic processes used in understanding or using spoken or written language, e.g. dyslexia, dyspraxia and dyscalculia. Difficulties experienced may include problems with word recognition, aspects of reading comprehension, and aspects of writing and/or spelling.

The exact nature and extent of these difficulties will vary considerably between individuals. Assessment of the difficulty is required to establish the type of support and services the individual will require. Therefore, learners should be referred to an Educational Psychologist for a formal assessment to determine the extent of their difficulties and the support they will need. Examples of conditions which may require additional support would be : Dyslexia, Dyspraxia, Asperger's, ADHD, people with physical health challenges or impairments, this list is not exhaustive and care should be taken to address each requirement to ensure appropriate support is provided as and when required.

Support mechanisms/teaching strategies which may be arranged (this list is not exhaustive):

- early availability of booklists and other research material, so they can begin reading early
 - varied teaching materials, including audio-visual. Where possible summaries of the key learning points should be provided to focus the learning
 - provision of chapter outlines or study guides that direct the learner to key points in their readings
 - copies of lecture notes, where possible
 - permission to use a recording device to record lectures
 - simple and concise oral instructions
 - use of a dictionary/thesaurus to help prepare written work
 - access to word processing with spell checking feature
 - assistance of a proof reader
 - scribe for examinations
 - supplementary oral examinations to clarify content of manuscripts
 - extra time for examinations and flexible extension periods for assignments
 - consideration for spelling and grammar in assignments and exams
 - note-taker to accompany the learner to lectures
 - periodic summaries of the lecture and appropriate points of the course
 - paraphrase abstract concepts in specific terms and illustrate with concrete examples
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- **Support worker if required**

Learners with physical health conditions requiring additional support

Learners with physical health challenges or conditions which may require additional support are an integral part of society and the academic community. Where possible, with consideration to maintaining the requisite standards of good animal welfare and ensuring that all health and safety and other legislative responsibilities are met, Centres should provide accessible and appropriate provision for learners with additional requirements, in order that they can successfully meet the Learning Outcomes and Assessment Criteria.

Procedures

Learners claiming consideration for specific health conditions or impairments will need to provide supporting evidence to the Institute's Moderator via their Centre. The Moderator may seek further evidence or guidance from expert advisors or organisations. It is the responsibility of learners to supply the necessary evidence for the Moderator to make a valid decision.

The specific needs of a learner must be reviewed on an individual basis, and any reasonable needs of the learner should be met. It is not acceptable to refuse registration to a learner based on any health conditions or impairment, unless that difficulty or impairment directly prevents employment as an animal technologist, endangers the welfare of laboratory animals or contravenes relevant Animal Welfare or Health and Safety legislation.

The Board of Education will notify the learner and the Centre on what, if any, support and considerations will be given to the learner.



Useful Websites

General

www.bild.org.uk
www.learningdisabilities.org.uk

Dyslexia

www.bdadyslexia.org.uk
www.dyslexiaaction.org.uk

Dyspraxia

www.dyspraxiafoundation.org.uk

Dyscalculia

www.ldinfo.com/dyscalculia

Asperger's syndrome

www.autism.co.uk

Attention deficit hyperactivity disorder (ADHD)

www.add.org
www.chadd.org