

Reasonable Adjustments Guidance

Contents

1. Introduction	2
2. What is a disability?	2
3. What is a reasonable adjustment?	3
4. Implementing reasonable adjustments	5
5. Reviewing the effectiveness of reasonable adjustments	7
6. Further information about Access to Work	8
7. Information, support and resources	9
Appendix 1: Advice on how to approach a discussion of reasonable adjustments	11
Appendix 2: Reasonable Adjustments Plan	15

Reasonable Adjustments Guidance

1. Introduction

- 1.1 At Oxford Brookes we are committed to the guiding principle of inclusivity - we take positive steps to create an environment in which we celebrate and value difference, and provide equal opportunity to all. We seek to ensure that every member of our community is supported to fulfil their potential and empowered to participate fully in all areas of University life.
- 1.2 The University supports the principles of the [Social Model of Disability](#) and seeks to remove the systemic, cultural, attitudinal and environmental barriers which have a disabling impact on individuals.
- 1.3 Our work to progress disability equality and inclusion forms a key strand of our [Equality Diversity and Inclusion Strategy](#) and is overseen by the Disability Equality Steering Group. The University is a [Disability Confident Employer](#) and a signatory to the [Disabled Student Commitment](#).
- 1.4 The Equality Act 2010 protects individuals from discrimination, harassment and victimisation on the basis of nine 'protected characteristics', one of which is disability. This protection applies to employment and the provision of public and private services.
- 1.5 Under the Act, there is a legal obligation for employers to make **reasonable adjustments** (also sometimes referred to as workplace adjustments) to ensure that workers who are disabled, or have long-term physical or mental health conditions, can undertake their roles and are not substantially disadvantaged when doing so.
- 1.6 This guidance is directed primarily towards line managers to support their understanding and implementation of reasonable adjustments in the workplace. However, it provides an overview of the approach to implementing reasonable adjustments that will be useful for all members of the University.
- 1.7 This guidance will be kept under review and updated periodically. If you have any feedback or suggestions as to how it could be improved, please email: EDistaff@brookes.ac.uk

2. What is a disability?

- 2.1 The Equality Act [defines disability](#) as:
"A physical or mental impairment that has a substantial and long-term negative effect on a person's ability to carry out normal day-to-day activities".
- 2.2 A **substantial negative effect** means that the impairment has more than a minor or trivial impact on a person's ability to carry out normal day-to-day activities. This could include making tasks more difficult, needing to do things differently, taking longer or causing pain. This impact may fluctuate or change and may not happen all the time.
- 2.3 **Long-term** means the impairment's effect(s) must have lasted for at least 12 months, or be likely to last for at least 12 months, or for the rest of the person's life. This includes conditions that fluctuate, as long as they are likely to affect the person for at least 12 months in total over their lifespan.

- 2.4 **Normal activities** are things people do in their home and social life, and things that let people participate in working life.
- 2.5 Some impairments are automatically treated as a disability, even if they don't affect day-to-day activities. These include:
- Cancer, including growths that need removing before they become cancerous;
 - Being certified as blind, severely sight impaired, sight impaired or partially sighted;
 - Multiple sclerosis;
 - Being HIV positive;
 - Severe disfigurement - for example, severe facial scarring or a skin disease.
- 2.6 Generally, in making decisions about reasonable adjustments, it is advisable to look at how someone's condition or impairment affects them, rather than trying to judge whether a particular condition or impairment is or isn't a disability. The University does not require evidence of a diagnosis or medical assessment to implement reasonable adjustments.
- 2.7 It is also important to be aware that not all disabilities are obvious to other people (sometimes referred to as hidden or invisible disabilities), and that not everyone who is considered by law as having a disability will consider themselves to be disabled. This may be particularly true of people with long-term health conditions, or who are neurodivergent.

3. What is a reasonable adjustment?

- 3.1 By law, employers must make **reasonable adjustments** when they know, or could reasonably be expected to know, that someone is disabled. Reasonable adjustments are changes that an employer makes to prevent a disabled person from being at a substantial disadvantage in the workplace compared to non-disabled people.
- 3.2 Reasonable adjustments are specific to an individual and should be assessed on a case-by-case basis. What is reasonable in one situation may not be reasonable in another.
- 3.3 Some common examples of reasonable adjustments are listed below.

Alterations in working hours and location

- Adjustments to working hours to accommodate an employee's needs, such as flexible start or finish times.
- Allowing part-time or reduced hours on a temporary basis. Where changes to an employee's contracted hours are requested on a permanent basis, these should be agreed in accordance with the [Flexible Working Policy](#) and other relevant policies. This may have an impact on the employee's pay and should be discussed with your link [People Manager](#).
- Changing the individual's work location, for example, by agreeing to hybrid working (see the ['Hybrid Working - Manager's Guidance'](#)).

Extra time to process information

- Providing reasonable additional time to process information or perform tasks.

- Ensuring meeting papers or training materials are provided in advance.

Alternative ways of doing things

- Adapting communication methods to meet an employee's needs (e.g. providing clear written information or instructions).
- Adapting responsibilities to better suit an employee's abilities.
- Reallocating certain duties to other employees within the same team, where this is fair to others, does not impact service delivery and does not fundamentally alter the nature of the role.

Equipment, services or support mechanisms

- Providing assistive devices, such as ergonomic chairs or specialised keyboards.
- Providing a screen reader or a British Sign Language interpreter.
- Offering training on assistive technologies or tools.
- Providing a support worker or arranging help from a colleague where necessary and appropriate.

Adjustments to premises

- Making changes to the workplace environment, such as providing ramps, handrails, accessible rest rooms or LED lights.
- Arranging meetings and events in accessible working environments, e.g. in rooms that are wheelchair-accessible or have dimmable lights.
- Supporting employees to apply for a temporary parking permit (see [Staff Car Parking](#) pages).

Please note: all changes to the physical environment should be discussed with Estates and Campus Services. To better utilise the limited space available, the University has moved towards the use of more open-plan offices and provision of new single-use office space is unlikely to be considered reasonable, although every case will be reviewed individually.

- 3.4 Screenings and diagnostic assessments (e.g. to identify neurodivergent conditions) are not considered reasonable adjustments and costs are not generally covered by the University. However, a Faculty or Directorate **may** consider paying for a screening or a diagnostic assessment in cases where understanding the necessary adjustments is proving difficult or if current adjustments are not effective.
- 3.5 According to the [Equality and Human Rights Commission](#), adjustments are considered reasonable when they are:

Effective: Will the adjustment remove or reduce the disadvantage that the employee experiences?

Practical: How practical is it to provide the adjustment? For example, if a role requires a staff member to work on campus, then it would not be practical to agree to hybrid working.

Affordable: What are the resource implications of making an adjustment? In a large organisation such as Oxford Brookes, it would not usually be reasonable to refuse an

adjustment on the grounds of cost, as judgements about affordability should take into account the resources of the University as a whole.

- 3.6 It may also be relevant to consider whether making the adjustment would increase the risks to the health and safety of the staff member or others. This might include instances when the adjustment would place an unsustainable and inequitable burden on other team members. Where this is the case, decisions should be made on the basis of a proper assessment, rather than assumptions about potential risks.

4. Implementing reasonable adjustments

- 4.1 The need to consider adjustments can occur at any point during an applicant or employee's journey:
- **At shortlisting:** Oxford Brookes is committed to taking positive steps to attract, recruit, retain and develop disabled people. As a member of the [Disability Confident](#) employers' scheme, we guarantee an interview for all disabled applicants who meet the essential criteria for a post.
 - **At interview:** All shortlisted applicants should be invited to disclose whether they require any reasonable adjustments to take part in the interview process and these should be implemented as far as is possible.
 - **On joining:** New starters are required to complete a new starter health questionnaire, which is reviewed by Occupational Health (OH). If this indicates the need for reasonable adjustments, this will be communicated to their line manager. Recruiting managers should also invite new starters to discuss any potential reasonable adjustments from the point of offer, to build trust and help ensure that arrangements can be made ahead of their start date, e.g. if equipment or software needs to be ordered.
 - **During employment:** Anyone's health may change during their employment and line managers have an important role to play in supporting their employees. A staff member may raise issues with you directly or you may notice something change for an employee (e.g. changes in their behaviour). In either case, you should discuss their circumstances with them in a supportive manner and explore whether they may need reasonable adjustments.
- 4.2 It is good practice to encourage conversations about reasonable adjustments and changing needs throughout the employee lifecycle, recognising that while some employees may be comfortable discussing their disability, others may find it more difficult. No-one is obliged to share information relating to their health or disability but you should encourage team members to discuss any challenges that they are experiencing and how these affect them in the workplace.
- 4.3 The process of agreeing reasonable adjustments should be a collaborative dialogue between you and your employee, though this might mean different things for different people. For example, some colleagues will have in-depth knowledge of their disability and the adjustments that they need, based on their lived experience, whilst others will need support to explore and identify what they may find helpful.
- 4.4 The [Reasonable Adjustments Plan](#) is a tool that some staff may find helpful to prepare for discussions and record any agreed adjustments. It is not a requirement to use it: recording arrangements in another way, such as via email, is equally acceptable.

- 4.5 The following process can be followed to aid discussions when an employee shares with you that they have a disability, or you believe that a member of your team may need some additional support:
- a) Arrange a meeting with the employee, in private, to understand how their work is affected by their disability and discuss what reasonable adjustments might help them. [Appendix 1](#) provides guidance on how to conduct a meeting in a sensitive way. Remember that employees do not need to provide any medical evidence of their disability.
 - b) Record the main points discussed during the meeting, including support requirements. If adjustments have been identified and are straightforward to agree and implement, e.g. time off to attend medical appointments, arranging the purchase of a new chair or approving minor changes to a role, proceed to step f).
 - c) If the individual's circumstances are more complex, the following sources of support and advice are available:
 - If you require further information or support at any stage of the process, you cannot reach agreement with your employee, you have concerns about the 'reasonableness' of an adjustment, or the identified adjustments will involve significant financial expenditure, physical changes to the workplace or major changes to the individual's job role, you should contact your link [People Manager](#).
 - In some cases, it may be appropriate to refer your employee to Occupational Health (OH) to receive expert advice on how best to support them. OH can provide additional information on the employee's impairment or health condition, including expected symptoms, their frequency and how these may affect the employee now and in the future. OH can suggest possible adjustments, which should be carefully considered, but cannot advise on whether they are reasonable - this is for the line manager to determine, in the context of the individual's role. Further information is in the [OH FAQ area](#).
 - If the adjustments are likely to have significant and / or ongoing cost implications, it may be appropriate for your employee to make an application to [Access to Work](#), a government-funded scheme that provides funding to support individuals into and in work. An application must be initiated by the employee themselves - the University cannot apply on their behalf. Further information is provided in section 6.
 - d) In assessing whether an adjustment is 'reasonable', you should be guided by the questions in paragraph 3.5. If you consider that a proposed adjustment is not reasonable, you should clearly explain the reasons why and explore with your employee whether there are alternative approaches that would fulfil the same need.
 - e) If the individual's disability has an impact on their ability to fulfil their role to the extent that any reasonable adjustments would substantially change the job's duties or the nature of the role itself, it might be reasonable to consider a permanent change to the duties of the role (and corresponding regrading of the role) or redeployment into a more suitable role, where one is available. In

such circumstances, you should always seek advice from your link [People Manager](#).

- f) Once all considerations have been made, the agreed reasonable adjustments should be documented. This could be via an email or by using the [Reasonable Adjustments Plan](#) template. If you have refused or amended any requested adjustments, you should ensure that the rationale for your decision is documented. Both you and your employee should keep a record of the agreed adjustments for future reference.
 - g) You should also discuss and agree who else may need to be informed of the agreed adjustments and / or contribute to their implementation, how the adjustments will be communicated and who will be responsible for doing so. Your employee may wish to speak to others themselves, or may prefer you to do so on their behalf. You should always ask for your employee's consent for information to be shared with others.
 - h) Identified adjustments should be implemented in a timely manner, and any delays communicated and explained to your employee. Some adjustments, such as changes to buildings and ordering specialist equipment, may take longer to implement and it may be appropriate to consider interim plans until these are in place. If you find it difficult to implement the reasonable adjustments, you should contact your link [People Manager](#) for advice.
 - i) Once reasonable adjustments have been implemented, you should check regularly with your employee that the reasonable adjustments are effective and appropriate. Many disabilities are not static and needs can and do fluctuate over time, as do the demands of a role. If a [Reasonable Adjustments Plan](#) has been completed, this may include detail of the frequency of discussion and review of the adjustments.
- 4.6 If you become the line manager of an existing employee, you should discuss their support needs with them, in the same way as you would with any employee. If they already have reasonable adjustments in place, you should usually allow these to continue, unless there is a significant change to the context that means that they would no longer be reasonable. Where this is the case, you should review the adjustments carefully with your employee and seek to agree alternatives.

5. Reviewing the effectiveness of reasonable adjustments

- 5.1 It is important to review the progress of your member of staff on a regular basis to check whether the adjustments are having their intended effect. Where they aren't, or if their circumstances have changed, you should agree revisions with your staff member, obtaining further advice and guidance as appropriate. It is important not to jump to conclusions about why the adjustments are not effective and you may find it helpful to discuss the circumstances with your link [People Manager](#) or consider a referral to OH.
- 5.2 When reviewing reasonable adjustments it is important to:
- Record observations factually and avoid making assumptions.
 - Focus on the impact of any perceived gaps, e.g. how they affect work performance, service delivery or the employee's wellbeing.
 - Discuss issues openly with your employee to clarify further needs and confirm that any adjustments remain proportionate and reasonable in your wider context.

- 5.3 If you have a concern with your employee's performance after implementation and review of reasonable adjustments, you should refer to the framework of the **Performance Management Policy**. Support is available from your link [People Manager](#) and [Occupational Health](#) to ensure that reasonable adjustments have been fully explored.
- 5.4 On rare occasions an employee may not engage in the process. For example, they may refuse an Occupational Health referral or choose not to provide information to help the University understand what they need. In these circumstances it is important that employees are made aware that subsequent decision(s) will be made on the balance of information available at the time. You should also seek guidance from your link [People Manager](#).
- 5.5 If you consider an employee to have deliberately misled you about the need for reasonable adjustments, you should discuss the appropriate course of action with your link [People Manager](#).

6. Further information about Access to Work

- 6.1 [Access to Work](#) is a government-funded scheme that may assist with costs or recommend alternative adjustments to help employees to get or stay in work if they have a disability.
- 6.2 Through Access to Work, employees can apply for a grant to help pay for practical support with things like:
- Specialist equipment and assistive software;
 - Support workers, like a British Sign Language (BSL) interpreter, a job coach or a travel buddy;
 - Costs of travelling to work, if they cannot use public transport (e.g. taxi fares);
 - Adaptations to their vehicle so they can get to work;
 - Physical changes to the workplace. The workplace includes employees' homes if they work from there, some or all of the time.
- 6.3 Employees can get support to manage their mental health at work, which might include:
- A tailored plan to help them get or stay in work;
 - One-to-one sessions with a mental health specialist.
- Employees can apply directly to either [Able Futures](#) or [Maximus](#).
- 6.4 Employees can apply to Access to Work to get money for [communication support at a job interview](#). This is available to:
- Employees who are deaf or hard of hearing and need a BSL interpreter or lip speaker;
 - Those who have a physical or mental health condition or are neurodivergent (e.g. dyslexia, dyspraxia, dyscalculia, autism spectrum condition, ADHD, Tourette syndrome) and need communication support.

- 6.5 Access to Work will not fund requested items that are considered standard office equipment or reasonable adjustments. The support an employee can get will depend on their needs and on eligibility.
- 6.6 If funding is approved by an Access to Work Advisor, Oxford Brookes will be expected to cover the first £1,000 of any specialist aids and equipment items requested and 20% of anything above £1,000. The University may need to pay some costs up front and claim them back later.
- 6.7 Access to Work will pay 100% of approved costs if an employee has been working for the University for less than six weeks. Therefore, it is important to initiate discussions about a potential application as soon as possible, where this may be relevant.
- 6.8 An important aspect of the scheme is that employees, rather than their manager or employer, are required to make the application. Employees may need time during work hours for the calls, meetings and emails that will be required. They can request support from the EDI Team to make their Access to Work application.
- 6.9 It does not matter how much an employee earns. If they get an Access to Work grant, it will not affect any other benefits they get.

7. Information, support and resources

Sources of advice

For any questions about this guidance, please contact your link [People Manager](#) in the first instance.

For advice on specific issues, you can also contact:

- The EDI Team: EDIStaff@brookes.ac.uk
- The Health and Safety Team: healthandsafety@brookes.ac.uk

[Occupational Health](#) (OH) is a confidential service to support employees and line managers to manage the effects of health on work and work on health. Occupational Health can provide information to support the reasonable adjustments process. [Frequently Asked Questions](#) (FAQs) and how to make a referral.

Sources of support

The Staff Disability Network is open to disabled staff and their allies and those with a professional or personal interest in disability equality. It publishes a regular newsletter and organises events, including 'lunch and learn' sessions. Contact: info-staffdisabilitynetwork@brookes.ac.uk

The University partners with an [Employee Assistance Programme \(EAP\)](#) to provide free, impartial and confidential access to a range of information and resources via an [online platform](#) and a free confidential helpline open 24/7 365 days a year on 0800 028 0199.

Oxford Brookes resources

[Employment Policies and Guidance](#)

[Staff Learning Portal: e-learning on Equality, Diversity and Inclusion](#) (requires Brookes log in)

[Staff Learning Portal](#) (requires Brookes log in) hosts e-learning on [Implementing Reasonable Adjustments](#) and a range of [Accessibility learning resources](#), including 'Writing Well for Digital'.

External resources

Further information about [Access To Work](#)

[Recruiting, managing and developing people with a disability or health condition](#) - guidance for managers from Disability Confident

[Employing people: workplace adjustments](#) - guidance from the Equality and Human Rights Commission

[Department for Work and Pensions online service: Support with Employee Health and Disability](#)

[Business Disability Forum: Managers' Toolkit: Supporting Neurodiversity in the Workplace](#)

Information about the Social Model of Disability:

- [Disability Rights UK: Social Model of Disability- Language](#)
- [Scope: Social Model of Disability](#)
- [Inclusion London: Social Model of Disability](#)

Appendix 1: Advice on how to approach a discussion of reasonable adjustments

Here are some suggestions for you to take into consideration when arranging a meeting with an employee who has shared with you that they have a disability¹. Bear in mind that employees who are disabled, or who develop a disability, may find it difficult to share information about their condition or ask for support. These pointers may help to create an open and safer environment for them.

1. Prepare

- Arrange a meeting as soon as possible.
- Establish when and where is the best place for a conversation. Should it be in person? On a video call? In a quiet space within the office? Make sure that you take your employee's preferences into account, that the chosen environment will be comfortable for them, that you will not be interrupted and that your conversation will be confidential.
- Think about how to facilitate an effective conversation. Structuring the conversation around your employee's areas of strength, requirements and adjustments will support effective communication and agreement on next steps. A [Reasonable Adjustments Plan](#) can assist with this.
- Having conversations around disability and reasonable adjustments may feel uncomfortable or unfamiliar, and you may be worried about saying the wrong thing. Try to overcome your discomfort and acknowledge your concerns.
- Explain that you may not have all the answers, but that you want to understand the challenges that your employee is facing, and what you can do to support them to perform their job to the best of their ability.
- Remember that employees are not required to share medical evidence of a disability and may not feel comfortable disclosing details of the disability itself. Reassure them that this is fine.
- Reassure your employee that all the information they share with you will be kept confidential and only shared, with their consent, with people involved in the process of implementing the identified adjustments.
- Agree with the employee how to record the main points of your discussion. Would they like to take notes themselves, or would they prefer you to take the lead? Would it be appropriate to record a transcript of the meeting?
- Signpost available support. Make your employee aware of the [Staff Disability Network](#), which is a peer support space for disabled employees, and provide details of [other resources available at the University](#), such as the Employee Assistance Programme.

2. Listen

- Seek to approach all conversations with an open and supportive mindset, focusing on understanding what adjustments will enable the individual to perform effectively. You can reasonably expect that requests for adjustments are made in good faith and are intended to address genuine barriers to work.

¹ It may also be useful to refer to the [Wellbeing at Work - Guidance for Managers](#)

- Actively listen to your employee², avoid making assumptions and avoid interrupting them.
- Ask open questions to encourage your employee to share their challenges, and express their requirements and how they are feeling. Some examples of open questions can be found in the table at the end of this appendix.
- Open questions can also help with building relationships based on mutual trust and respect, and encourage conversations focused on an employee's strengths rather than their weaknesses.
- Asking closed questions can be detrimental to having an honest conversation and lead to quick and short answers.
- Summarise the main points discussed to check you have understood one another and have agreed on next steps.

3. Learn

This may be the first time that you have supported a disabled employee, or your first time supporting someone with this particular disability or condition. There is no such a thing as a 'disability expert' and we all have knowledge gaps, so it is important to maintain an open approach to learning what we don't know:

- Bear in mind that people with the same disability or health condition may have different individual experiences. Avoid making assumptions about your employee's challenges and needs.
- Be led by your employee and the language that they use to refer to their disability and challenges. There may be terms and concepts that you are less familiar with and not sure how to use.
- Ask your employee if there are any sources of information relating to their disability that they would recommend. However, be careful to not place the burden of educating others on your employee or expect them to be an expert on their condition.
- Understanding your employee's particular disability is less important than understanding the impact that it has on them. Focus on finding effective solutions and strategies to support your employee in the workplace. Your employee will usually have an understanding of the challenges they are facing, based on their lived experience, although this may not always be the case, e.g. if they have recently been diagnosed with a health condition.
- Understand the support that is on offer:
 - Encourage your employee to contact and join the [Staff Disability Network](#)
 - Seek advice on implementing reasonable adjustments or applying to Access to Work from your link [People Manager](#)

4. Take action

As a manager, there are several steps to take into consideration to ensure your colleague receives support in a timely manner:

² Active listening and using open questions are aligned with the [capabilities in the University leadership and management framework](#). Some relevant resources are available in the [Coaching and Mentoring Development section of Staff Learning Portal](#).

- Record the agreed actions/adjustments. If the employee chooses, this could be done using the [Reasonable Adjustments Plan](#).
- Following your conversation, you may need to seek further advice from your link [People Manager](#) before deciding which adjustments to implement.
- Have regular conversations around reasonable adjustments to make sure these are and remain effective. Conversations around reasonable adjustments should be held at least once a year. It may be useful to have more frequent conversations, e.g. if colleagues have degenerative and fluctuating conditions, or have recently acquired disabilities. Make sure that reasonable adjustments and updates are recorded and shared with your employee.

Example questions

Here are some examples of open questions that you could ask to understand your employee's reasonable adjustment needs:

Questions	Notes
Start from the positives: • What is working well for you now? • Which tasks can you manage well? • Are there any tasks you find particularly energising and / or rewarding?	Make sure you start by asking open and positive questions to create a safe environment and destigmatise the conversation around disability. Focus on strengths as opposed to weaknesses.
Understand the areas for support: • What tasks do you find challenging because of your disability or health condition*? • Are there any factors in the workplace environment that could be improved (e.g. physical and sensory environment)?	Make sure this is done in an open way – everyone's experience of disability is unique and employees might not yet know what they need. *Make sure you refer to disability only if the employee has shared being disabled. Otherwise ask about the challenges they are facing.
Move onto the practical steps: • What can we do to help you thrive? • What tasks could be done differently? • If specific tasks cannot be done differently or they are a core part of the job: what alternative solutions could we consider?	It's important that some "next steps" and timeframes are agreed. Who will do what, and when? The conversation should be led by the employee – but it's important that the line manager is clear about what can and cannot be changed, e.g. if specific tasks are core part of a given role; changes may cause disruption to others; adjustments may just not be reasonable (see paragraphs 3.5 and 3.6 of the guidance).

Questions	Notes
	The last question is to understand whether the employee is open to reallocation of tasks, or potential redeployment.
Other useful questions to ask: • If an employee has sensory sensitivities: how can we prevent sensory overload? • Do you have any specific ways you like to be communicated with? • Do you have any preferred ways of working? (e.g. having a schedule, preferring to work with detailed breakdown structures, being informed of any changes prior to a meeting, avoiding meetings at specific times) • Are there any routines that are important to you? What can I do to help with this?	These questions have been suggested in reference to neurodivergence but can be used more generally to introduce a conversation about flexible ways of working.

Appendix 2: Reasonable Adjustments Plan

Guidance for employees on completing this plan

This plan is designed to guide conversations with your line manager and provide a template to record any requirements you have and adjustments which would help you perform your job to the best of your abilities. In your discussions with your line manager, it is helpful if you can be honest and transparent about the challenges you are facing at work.

The plan belongs to you and will not be shared with anyone else without your consent. You should save a copy of this record in a secure place, and it is recommended that you share a copy with your line manager. The information in this plan should be reviewed at least annually (e.g. at PDCs), or more frequently if either you or your line manager considers this necessary, e.g. if your circumstances and needs, or your role have changed.

Your manager may ask for your consent to share information contained in the plan with others, where they may need to help with implementing the plan or be informed about the adjustments. You should discuss and agree with your line manager who else needs to be informed, the level of detail that should be shared with them and who will do this.

If you change roles, you should share this document with your new line manager and discuss the plan with them, to establish if your adjustments remain appropriate or if additional adjustments are needed. As your plan is confidential, you should not assume that your new manager knows about your adjustments.

If your role remains the same but your line manager changes, you should share this document with them. If there have not been any changes to the role, the expectation is that the manager will accept these adjustments.

The following checklist can help you to identify, agree and implement adjustments:

CHECKLIST	COMPLETED
Before the meeting to discuss adjustments	
Familiarise yourself with the policies or guidance that may be relevant to your situation.	
Consider what areas of your role you may need support with.	
Consider what adjustments would help you and what the practicalities of introducing these might be.	
After the meeting to discuss reasonable adjustments	
Reflect on the support requirements discussed – think of the job and the tasks undertaken and consider how effective they are likely to be.	
Complete all the sections of the Reasonable Adjustments Plan.	
Set a date for you and your manager to review the adjustments.	
Share the Reasonable Adjustments Plan with your manager and others who may need to know, as appropriate. It may be helpful to share the plan with your link People Manager . It is your decision if you wish to do this.	

Section 1: Your details	
Name	
Faculty/Directorate	
School/Department	
Current Job Title	
I am happy to share the agreed adjustments with other relevant parties where there is a reasonable expectation they may be responsible for supporting the adjustments being put in place.	Yes / No

Section 2: Agreed adjustments	
Support Requirements Consider the impact of the challenges and barriers you face in the workplace, including the impact of any fluctuating conditions. If possible, suggest adjustments that you feel are likely to help you work effectively.	Agreed Adjustments (to be completed in discussion with your line manager)

Section 3: Communications and changes

Copies of this plan should be retained by the employee. You are also encouraged to share it with your line manager.

Information about your circumstances will not be shared with third parties. It is up to you who you wish to share the information with. However, please be aware that in some circumstances it may not be possible for adjustments to be implemented if the right people aren't aware of what is needed.

If you change roles or line manager, you are responsible for sharing this document with your new line manager and should review the plan with them.

Section 4: Conclusion and review

The adjustments included in this form should be regularly reviewed. Reviews should be conducted at least annually, but they could be more frequent if required, and depending on individual needs.

This is to ensure that individual adjustments reduce or remove any identified challenges and that they remain effective. Further reviews can be requested by employees who experience sudden changes in their circumstances that may have an impact on their ways of working.

Line Manager name	
Current date	
Review date	
Any additional comments	