Postgraduate Researchers Reasonable Adjustments – Guidance to Staff

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Postgraduate Researchers Reasonable Adjustments – Guidance to Staff

Overview

Reasonable adjustments are changes the University makes to remove or reduce a disadvantage or barriers related to a postgraduate researcher's (MPhil, PhD and professional doctorates such as EdD or EngD) disability, condition or circumstances.

This document and its appendices provide guidance on the types of reasonable adjustments which may be provided to postgraduate researchers, based on their Support Profile or other needs. This guidance is non-exhaustive, and reasonable adjustments will be identified on a case-by-case basis.

This guidance has been designed to support a range of medical and sensory conditions (including temporary impairment or injury), autism, mental health conditions and learning differences.

The Appendices included in this guidance provide an illustrative list of reasonable adjustments which may be applicable to the following activities:

- Admissions
- Supervision
- Progression Review
- Examinations

Admissions leads, supervisors, progression panel members, and examination panel members should be familiar with this guidance, and apply it where appropriate.

The reasonable adjustments identified within the appendices may be applied to other activities for postgraduate researchers, where appropriate.

Postgraduate researchers may use this guidance to request reasonable adjustments during their registration with the University.

Reasonable adjustments should be considered alongside changes to study such as mode of study, abeyance and phased return, change of programme and extensions.

Supervisors and PGRs should refer to the list periodically and ensure that the provisions match current and anticipated needs of the PGR, given the fluctuating nature of some conditions or the requirements of the research process at different stages in the PGR journey.

For research degrees with taught elements such as the EdD or EngD or where completion of certain taught modules is a requirement of a funder such as research skills modules, reasonable adjustments will follow broadly the same pattern as for taught students.

Arrangements for MRes students will be in line with those for taught students although the section below on vivas may be used as a point of reference where this form of assessment is a requirement of the MRes programme.

Support Profiles

Postgraduate researchers who wish to request a support profile, should contact the Student Wellbeing Team. Information and guidance is available here.

If amendments to the provisions of a Support Profile are required, the PGR should contact the Student Wellbeing team.

Legal Duty

The Equality Act 2010 places a duty on higher education providers to take proactive anticipatory measures to ensure disabled students are not placed at a substantial disadvantage. This includes anticipating the needs of students with disclosed or reasonably suspected disabilities and implementing reasonable adjustments to support their access to education.

The Act says that a person has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. [s6(1)]

Within this definition:

- '**Long term**' means that the impairment has lasted, or is likely to last, for at least 12 months or for the rest of the disabled person's life. (The period of at least 12 months could be one consolidated period of 12 months or more or – with a fluctuating or recurring condition, for example – the impact may be made up of separate periods of time that amount to 12 months or more when added together.)
- '**Substantial**' means an effect which is more than minor or trivial.
- '**Day-to-day activities**' are activities carried out by most people on a regular and frequent basis. These include, but are not limited to, activities such as walking, driving, using public transport, cooking, eating, lifting and carrying everyday objects, typing, writing (and taking exams), going to the toilet, talking, listening to conversations or music, reading, taking part in normal social interaction or forming social relationships, nourishing and caring for one's self, or activities which are relevant to working life [including study].

A formal or medical diagnosis to request support or reasonable adjustments for disabilities is not required. It is recognised that barriers can arise regardless of whether a condition has been formally identified and the university is committed to creating a supportive and accessible environment for PGR study.

Postgraduate researchers are encouraged to contact their supervisory team and/or the Student Wellbeing team as early as possible or as soon as an issue arises so that the university can put effective adjustments in place.

The "reasonableness" of any adjustment request will depend on whether the adjustment:

- overcomes a substantial disadvantage to access to study
- is pedagogically sound
- is practical
- is met by appropriate resources (practically and financially)
- how proportionate it is

Certain accommodations/adjustments may be rejected due to one or more of the following:

- significant financial cost
- failure to meet a statutory or legal duty (e.g. around UK Visas and Immigration)
- failure to meet UK Quality Assurance Agency or Office for Student standards for research degrees
- health and safety requirements

The following Appendices set out information for the key stages of the PGR journey to ensure that reasonable adjustments are provided while upholding the required academic standards for their degree.

Reasonable adjustments for PGRs will be identified on a case-by-case basis and will consider all relevant information which the university is aware of, which may include medical evidence, diagnostic report and individual needs assessment. An adviser in the Student Wellbeing team will discuss with the PGR what information should be included in a Support Profile.

It is important that the need for reasonable adjustments is identified well in advance, ideally prior to commencing study, not only regarding the formal progression reviews and examination, but also and just importantly, supervisory meetings.

If a PGR has not already disclosed a need for reasonable adjustments, it is recommended that they initiate a discussion with the Student Wellbeing team at least 2 months in advance of their progression review/examination or undertaking an internship, placement or fieldwork.

Failure to submit a request for an adjustment within a reasonable timescale may result in the progress review/viva being re-scheduled or delays in being able to undertake fieldwork/an internship/a placement.

Joint Degrees, Internships and Placements

It is important to note that where a PGR is on a degree programme which is delivered collaboratively or jointly with another institution, reasonable adjustments may need to be agreed with the partner. In such cases, adjustments may be different or tailored to the context of the programme and the partnership and should be considered at the earliest opportunity.

Where the PGR engages in a placement, internship or similar the responsibility for implementing adjustments may lie with the placement or internship provider therefore the PGR should inform the provider of their requirements as early as possible to allow time for accommodations to be put in place.

Additional Considerations for Student Visa Holders

Where the Support Profile for a visa sponsored postgraduate research includes a proposal to implement adjustments to in-person attendance, the planning process must include consultation with the Immigration Team to ensure that the agreed Support Profile allows the PGR to remain compliant with the conditions of their visa.

Additional guidance

There are also circumstances in which postgraduate researchers with other protected characteristics under the Equality Act may wish to apply for support with their studies. For example, those who:

- are pregnant or breastfeeding (See Student Pregnancy, Maternity, Paternity and Adoption Policy)
- have specific needs related to their religion or belief (See Student Religion and Belief Policy)
- are undergoing gender transition (Policy to Support Trans and Nonbinary Student Inclusion)
- have caring responsibilities for someone who is disabled or has a long-term condition (See Student Carers Policy)

Appendix 1 - Adjustments relating to Admissions Interviews

Responsibility for implementation: Director of Research or Departmental PGR Coordinator, and Proposed Principal Supervisor

If the applicant contacts the Student Wellbeing team before applying, they will not discuss the situation with the Admissions panel unless the applicant requires adjustments to the admissions process and consent has been granted by the applicant. Where they need to convey information to the members of the interview panel to fulfil this, this should solely be regarding the adjustments needed (not the disability/condition the applicant has).

Competency Standards

The following internal standard should also be considered in relation to what the Admissions Interview is designed to assess:

- Code of Practice for Research Degrees > **Application and Interview Process – Guidance to Staff**)

Interviews, in conjunction with the written application, need to establish:

- The candidate's potential to undertake original research in the proposed field of study
- The candidate's interest and enthusiasm for undertaking a PhD
- That the applicant is likely to complete within the expected period of time
- The statement of research interest is the applicant's own
- That the mode of study (i.e. full-time or part-time) is the appropriate one for the applicant
- That the candidate is appropriately qualified and has the necessary English language skills
- That the supervisor and Department have the requisite knowledge, skills, capacity and resources to provide the appropriate level of support and supervision

Interviews may also need to explore issues such as:

- Whether any barriers exist should the applicant be required to work away from the University as part of their studies
- The applicant's employment commitments, if any, and their possible effect on the decision regarding the appropriate mode of study

Admissions (Pre-application, Interview) and Registration and Enrolment – Suggested Reasonable Adjustments
Support access and use of eVision to apply, upload/view associated documentation and complete registration and enrolment.
Assure that the primary purpose of the interview is to assess their readiness for postgraduate research and academic abilities, not their behaviour or communication style.
Consider location, e.g. an uncluttered or quiet room without distracting patterns/colours, strong fragrances to avoid distraction, lighting levels, temperature, proximity to toilets and drinking water. Accessibility: lifts, ramps and handrails, proximity to disabled parking spaces and availability of induction loop.
Availability of quiet room to prepare/take breaks.
Provide a photo/video of the room in where the interview is to be held in advance or allow the candidate to view the room in advance.
Names and photos of who will be present, with details of what role each will play during the interview.
Considering meeting format, online/in person. Contributing via online chat function can be helpful if verbalising becomes more difficult. Cameras may be turned on/off.
Where the interview is taking place by video-link, ensure the applicant (and other attendees) are comfortable with the technology to be used.
A support person who can see and hear/talk to the candidate when the interviewers are only interacting with them in writing.
Inclusion of disability support workers/notetakers, sign language interpreter etc
Permission to bring in food/drink.
Allow breaks for candidate to monitor a condition (e.g. checking blood sugars) or take medication.
Schedule a comfort break and communicate the timing of this in advance. Agree a signal for breaks.

Admissions (Pre-application, Interview) and Registration and Enrolment – Suggested Reasonable Adjustments
Watch for signs of stress/anxiety/fatigue and suggest breaks if needed to help with energy levels, sensory overload and anxiety.
Provision of specialist ergonomic chair.
Consider timing of activity if a particular time of day is better in terms of energy/engagement.
Provide an outline schedule so the applicant knows what to expect (consider format – large print, digital, colour of paper or font, choice of font).
Agree a clear structure (process and format), perhaps providing notes and questions in advance of discussions.
Consider communication preferences and remain open to adjusting communication methods—such as rephrasing, summarising, or visual aids—to support engagement. Being mindful of tone, pace, and delivery to ensure messages are accessible and inclusive
Group questions in coherent sections rather than switch frequently between themes or topics.
Ensure questions are clearly asked one at a time. For example, if there are multiple parts to a question, ask each part separately. Break long questions down into shorter questions.
Allow time for the applicant to make notes (on paper or digitally) and use these to formulate responses (without the use of AI).
Allow sufficient time for the applicant to locate detail in their notes following a question.
Remain silent whilst the applicant makes use of extended thinking time to absorb new ideas or material introduced in the discussion/respond to a question. Don't rephrase or repeat unless indicated this is needed.
Applicant can move around, doodle or stim (self-stimulating behaviour) or use fidget devices.
Presence of guide/assistance dog or other therapy/assistance animals. Area for assistance dog to be exercised/access to water.
Personal Emergency Evacuation Plan (PEEP)

Appendix 2 - Adjustments relating to Supervisory Meetings

Responsibility for implementation: All members of the supervisory team

Supervisory Meetings – Suggested Reasonable Adjustments
Support access and use of eVision to view meeting schedule and upload/view associated documentation.
Consider location, e.g. an uncluttered or quiet room without distracting patterns/colours, strong fragrances to avoid distraction, lighting levels, temperature, proximity to toilets and drinking water. Accessibility: lifts, ramps and handrails, proximity to disabled parking spaces and availability of induction loop.
Availability of quiet room to prepare/take breaks.
Provide a photo/video of the room in where meeting is to be held in advance or allow the PGR to view the room in advance.
Names and photos of who will be present, with details of what role each will play during the activity.
Considering meeting format, online/in person. Contributing via online chat function can be helpful if verbalising becomes more difficult. Cameras may be turned on/off.
Where the Supervisory Meeting is taking place by video-link, ensure the PGR (and other attendees) are comfortable with the technology to be used.
A support person who can see and hear/talk to the candidate when supervisors are only interacting with them in writing.
Inclusion of disability support workers/notetakers, sign language interpreter etc
Permission to bring in food/drink.
Allow breaks for PGR to monitor a condition (e.g. checking blood sugars) or take medication.

Supervisory Meetings – Suggested Reasonable Adjustments
Schedule a comfort break and communicate the timing of this in advance. Agree a signal for breaks.
Watch for signs of stress/anxiety/fatigue and suggest breaks if needed to help with energy levels, sensory overload and anxiety.
Provision of specialist ergonomic chair.
Consider timing of meeting if a particular time of day is better in terms of energy/engagement.
Provide an outline schedule so the PGR knows what to expect (consider format – large print, digital, colour of paper or font, choice of font).
Agree a clear structure (process and format), perhaps providing notes and questions in advance of discussions.
Consider communication preferences and remain open to adjusting communication methods—such as rephrasing, summarising, or visual aids—to support engagement. Being mindful of tone, pace, and delivery to ensure messages are accessible and inclusive
Group questions in coherent sections rather than switch frequently between themes or topics.
Ensure questions are clearly asked one at a time. For example, if there are multiple parts to a question, ask each part separately. Break long questions down into shorter questions.
Allow time for PGR to make notes (on paper or digitally) and use these to formulate responses (without the use of AI).
Allow sufficient time for the PGR to locate detail in their notes following a question.
Remain silent whilst the PGR makes use of extended thinking time to absorb new ideas or material introduced in the discussion/respond to a question. Don't rephrase or repeat unless indicated this is needed.
PGR can move around, doodle or stim (self-stimulating behaviour) or use fidget devices.
Presence of guide/assistance dog or other therapy/assistance animals. Area for assistance dog to be exercised/access to water.

Supervisory Meetings – Suggested Reasonable Adjustments
Personal Emergency Evacuation Plan (PEEP)
Consider frequency of supervisory meetings, would more regular meetings be helpful to the PGR to track progress and seek clarifications on feedback on writing.
Allow recording (audio or video) of supervisory meeting to capture feedback/actions.
Providing a summary of feedback/actions in writing following the meeting and in an accessible format.
Use of mind mapping techniques/flip charts and diagrams, to support organisation of volume of material, and to support the development of the argumentation.
Developing notes and prompt cards to facilitate discussion of thesis.

Appendix 3 - Adjustments relating to Progression Reviews

Responsibility for implementation: Departmental Directors of Research/Departmental PGR Coordinators/PGR Leads

Competency Standards

The QAA Characteristics Statement: Doctoral Degree (see section 4 Doctoral outcomes and assessment) sets out sector-wide expectations of the attainment expected of all MPhil and doctoral candidates.

The following internal standard should also be considered in relation to what the Progression Review is designed to assess:

- Senate Regulation 5: Research Degrees - Progress of Candidates
- Code of Practice for Research Degrees - Progression through the Research Degree (MPhil and PhD)

Early disclosure of adjustments/accommodations should be encouraged to ensure sufficient time is available to allow the Progression Review to proceed on time.

A PGR awaiting a Support Profile (or revisions to an existing Support Profile) or the implementation of a Support Profile may request an extension to any pending assessment deadlines to enable reasonable adjustments to be put in place.

Reasonable adjustments to assessment must also be made for PGRs without a Support Profile if the PGR has a condition that amounts to a disability **and** the situation is **urgent or severe** or it is evident from the PGR's actions or behaviours that there is a need.

Departments/Colleges should refer to the requirements set out in the Code of Practice for Research Degrees and consider where any Department-specific provisions may require adjustment. For example, where a Department requires PGRs to give an oral presentation to a group, adjustments may be required.

Where information needs to be conveyed to the Panel members in order to implement reasonable adjustments, this should solely be about the adjustments needed (not the disability/condition the PGR has).

Progression Reviews – Suggested Reasonable Adjustments
Support access and use of eVision to view meeting schedule and upload/view associated documentation.
Assure that the primary purpose of the Progression Review is to assess their progress and ability to complete on time, not their behaviour or communication style.
Consider location, e.g. an uncluttered or quiet room without distracting patterns/colours, strong fragrances to avoid distraction, lighting levels, temperature, proximity to toilets and drinking water. Accessibility: lifts, ramps and handrails, proximity to disabled parking spaces and availability of induction loop.
Availability of quiet room to prepare/take breaks.
Provide a photo/video of the room in where Progression Review is to be held in advance or allow the PGR to view the room in advance.
Names and photos of who will be present, with details of what role each will play during the Progression Review.
Considering meeting format, online/in person. Contributing via online chat function can be helpful if verbalising becomes more difficult. Cameras may be turned on/off.
Where the Progression Review is taking place by video-link, ensure the PGR (and other attendees) are comfortable with the technology to be used.
A support person who can see and hear/talk to the candidate when the Panel are only interacting with them in writing.
Inclusion of disability support workers/notetakers, sign language interpreter etc
Permission to bring in food/drink.
Allow breaks for PGR to monitor a condition (e.g. checking blood sugars) or take medication.
Schedule a comfort break and communicate the timing of this in advance. Agree a signal for breaks.
Watch for signs of stress/anxiety/fatigue and suggest breaks if needed to help with energy levels, sensory overload and anxiety.
Provision of specialist ergonomic chair.
Consider timing of activity if a particular time of day is better in terms of energy/engagement.

Progression Reviews – Suggested Reasonable Adjustments
Provide an outline schedule so the PGR knows what to expect (consider format – large print, digital, colour of paper or font, choice of font).
Agree a clear structure (process and format), perhaps providing notes and questions in advance of discussions.
Consider communication preferences and remain open to adjusting communication methods—such as rephrasing, summarising, or visual aids—to support engagement. Being mindful of tone, pace, and delivery to ensure messages are accessible and inclusive
Group questions in coherent sections rather than switch frequently between themes or topics.
Ensure questions are clearly asked one at a time. For example, if there are multiple parts to a question, ask each part separately. Break long questions down into shorter questions.
Allow time for the PGR to make notes (on paper or digitally) and use these to formulate responses (without the use of AI).
Allow sufficient time for the PGR to locate detail in their notes/presentation following a question.
Remain silent whilst the PGR makes use of extended thinking time to absorb new ideas or material introduced in the discussion/respond to a question. Don't rephrase or repeat unless indicated this is needed.
PGR can move around, doodle or stim (self-stimulating behaviour) or use fidget devices.
Presence of guide/assistance dog or other therapy/assistance animals. Area for assistance dog to be exercised/access to water.
Personal Emergency Evacuation Plan (PEEP)
Allow recording (audio or video) of Progression Reviews to capture feedback/actions.
Providing a summary of feedback/actions in writing following the meeting and in an accessible format.
Record a video presentation rather than delivering a presentation in person/present online with cameras on/off.

Appendix 4 - Adjustments relating to the viva

Responsibility for implementation: Independent Chair in coordination with Supervisor and PGR-ACO

Competency Standards

The QAA Characteristics Statement: Doctoral Degree (see section 1.4 Characteristics of doctoral graduates; section 4 Doctoral outcomes and assessment) and OfS Sector-recognised standards (A.3.4 Descriptor for a higher education qualification at Level 7: Masters' degree and A.3.5 Descriptor for a higher education qualification at Level 8: Doctoral degree) sets out sector-wide expectations of the attributes and attainment expected of all MPhil and doctoral graduates.

The following internal standard should also be considered in relation to examinations:

- Senate Regulation 5: Research Degrees
  - Standards
  - The Thesis
  - The Examination

- Code of Practice for Research Degrees –
  - Thesis Guidance
  - Mock Vivas
  - The Viva Voce
  - Introductory/Overview Presentations at Viva Voce Examinations

Adjustments required for the viva should be identified in the PGR's Support Profile and passed to the Independent Chair of the Examining committee. Examiners may seek further information or guidance from the Student Wellbeing team (**studentsupport@brunel.ac.uk**) and Assessment and Curriculum Office (ACO) (**PGR-ACO@brunel.ac.uk**). The Independent Chair of the Examining committee is responsible for monitoring the implementation of the individual reasonable adjustments and may seek assistance with any technical or physical set up required (which should be tested in advance of the actual assessment). Where they need to convey information to the external examiner(s) to fulfil this, this should solely be about the adjustments needed (not the disability/condition the PGR has).

Examinations – Suggested Reasonable Adjustments
Arrange a mock oral examination to provide the PGR with experience of the oral examination experience, help the PGR to prepare for the defence of their thesis, to test out the efficacy of the proposed adjustments. See Code of Practice for Research Degrees > Mock Vivas
Assure that the primary purpose of the interview/Progression Review/viva is to assess their readiness for postgraduate research, progress or academic abilities, not their behaviour or communication style.
Consider location, e.g. an uncluttered or quiet room without distracting patterns/colours, strong fragrances to avoid distraction, lighting levels, temperature, proximity to toilets and drinking water. Accessibility: lifts, ramps and handrails, proximity to disabled parking spaces and availability of induction loop.
Availability of quiet room to prepare/take breaks.
Provide a photo/video of the room in where activity is to be held in advance or allow the candidate to view the room in advance.
Names and photos of who will be present, with details of what role each will play during the activity.
Considering meeting format, online/in person. Contributing via online chat function can be helpful if verbalising becomes more difficult. Cameras may be turned off.
Where the interview/Progression Review/viva is taking place by video-link, ensure the PGR (and other attendees) are comfortable with the technology to be used. (See UKCGE Guide to Conducting Vivas Online)
A support person who can see and hear/talk to the candidate when the examiners are only interacting with them in writing.
Inclusion of disability support workers/notetakers, sign language interpreter etc
Permission to bring in food/drink.
Allow breaks for candidate to monitor a condition (e.g. checking blood sugars) or take medication.
Schedule a comfort break and communicate the timing of this in advance. Agree a signal for breaks.
Watch for signs of stress/anxiety/fatigue and suggest breaks if needed to help with energy levels, sensory overload and anxiety.
Provision of specialist ergonomic chair.
Consider timing of activity if a particular time of day is better in terms of energy/engagement.
Provide an outline schedule so the applicant knows what to expect (consider format – large print, digital, colour of paper or font, choice of font).

Examinations – Suggested Reasonable Adjustments
Agree a clear structure (process and format)
Where appropriate, provide general areas of focus for the examiners. (**Note**: See Code of Practice for Research Degrees > Preliminary Reports – sharing of the Preliminary Report is not permitted.)
Consider communication preferences and remain open to adjusting communication methods—such as rephrasing, summarising, or visual aids—to support engagement. Being mindful of tone, pace, and delivery to ensure messages are accessible and inclusive
Group questions in coherent sections rather than switch frequently between themes or topics.
Ensure questions are clearly asked one at a time. For example, if there are multiple parts to a question, ask each part separately. Break long questions down into shorter questions.
Allow time to make notes (on paper or digitally) and use these to formulate responses (without the use of AI).
Allow sufficient time for the PGR to locate detail in their notes/presentation/thesis following a question.
Remain silent whilst the applicant/PGR makes use of extended thinking time to absorb new ideas or material introduced in the discussion/respond to a question. Don't rephrase or repeat unless indicated this is needed.
PGR can move around, doodle or stim (self-stimulating behaviour) or use fidget devices.
Presence of guide/assistance dog or other therapy/assistance animals. Area for assistance dog to be exercised/access to water.
Personal Emergency Evacuation Plan (PEEP)
We're agreed by all parties, allow recording (audio or video) of viva to capture feedback/actions.
Record a video presentation rather than delivering a presentation in person/present online with cameras on/off.

Appendix 5 - Additional Considerations

Accessibility
Physical: • Building accessibility for office space and laboratory, supervisor's office • Functioning lifts, ramps, handrails, accessible window openings, light switches and temperature controls • University events (in person and online) • Conferences (in person and online) • Researcher Development training events (in person on campus/external and online) • Fieldwork (Can include archives, research participants homes, clinical settings, outdoor rural locations, business and industrial settings etc) • Specialised office desk/seating, lighting, heating/cooling, computer hardware, laboratory or field equipment • Proximity of accessible toilets/kitchen facilities and drinking water • Parking • Temperature/lighting control/exposure to noise and smells
Digital: • Software (Grammarly, Dragon, ClaroRead, Sonocent, MindView, Tailo) • Captioning • Accessibility of emails and information shared • Documents/sources (alternative formats e.g. large print, Braille, audio, digital or electronic formats such as PDFs), colours of backgrounds, printing, how to navigate tables, charts, graphs etc • Screen readers • Sharing information in advance
Learning support
• Study/Academic writing/Editing/Notetaking skills - **ASK** • Extended library loans • Print credits • DSA support (non-medical personal help/equipment/software provided) • Other personal assistants

Working pattern/schedule
• Office/Laboratory • Home • Hybrid • Flexibility with start/end times • Breaks • Waivers on maximum period of abeyance • Support for multiple changes to mode of study Full-time < > Part-time **Note**: Arrangements must meet minimum engagement requirements especially for visa holders
Communication
• Styles and preferences: Communication adjustments for supervisors (e.g. agreements about use of phone, email and face to face communication) • In person • Online (Teams/Zoom/chat function) • Email • Group meetings • Processing time • Presentations and public speaking • Networking at events and conferences • Sign-language/tactile interpreters • Text-to-speech (TTS) solutions (voice loss/strain) • Braille
Sharing information and feedback
• Verbally, written or both • Via meetings – agenda, notes • Advanced warning/agreed timelines
Environmental Stimuli
• Sensory considerations within workspaces: Light (dimmer switch/fluorescent light flickering/SAD lamps/Sound (noise cancelling headphones hearing loops/white noise generator)/Smell (strong fragrances/chemical sensitivities)/ Temperature/Touch/Physical space (door widths, desk/chair adjustability/screen size)/Accessibility of light switches, window openings, air conditioning controls • Allocated workspace/desk (management of PGR space is currently under review); solo working versus shared room

Planning and deadlines
• May require flexibility due to working at a slower pace • Support with structure and planning • Agreed timescales
Other
• Personal Emergency Evacuation Plan (PEEP) • Managing transitions, change and unexpected events • Mental health support • Support for DSA applications