

# General Disability Support Service

## Reasonable Accommodations Procedures

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## Table of Contents

<b>Section 1 Introduction .....</b>	<b>4</b>
1.1 Defining Supports for those Seeking Disability Supports in IADT .....	4
1.2 Support for Students with Short Term or Temporary Disability .....	4
<b>Section 2 General Disability Support .....</b>	<b>5</b>
2.1 Additional Disability Supports.....	5
2.2 Needs Assessment Process .....	5
2.3 Examination Accommodations .....	5
2.4 Academic Personal Assistant .....	6
2.5 Irish Sign Language Interpretation.....	6
2.5.1 <i>Person Specification</i> .....	6
2.5.2 <i>Role and Responsibilities of the ISL Interpreter</i> .....	6
2.5.3 <i>Role and Responsibilities of the Student</i> .....	7
2.6 Captioning Services .....	7
2.7 Transport.....	8
2.8 Service Dog.....	8
<b>Section 3 Guidelines for Work Placements .....</b>	<b>9</b>
3.1 Disability Disclosure .....	9
3.2 Support from Placement Staff .....	10
3.3 Support from the Disability Service .....	11
3.4 Reasonable Accommodations for Work Placements .....	11
3.5 Assistance with Sourcing a Placement.....	11
3.6 Disclosure of a Disability on Placement.....	11
3.7 Selection of a Placement Venue .....	11
3.8 Facilitate a Pre-Placement Visit .....	12
3.9 Assistive Technology .....	12
3.10 Allow an Assistant to Attend the Placement with the Student.....	12
3.11 Flexibility on Attendance .....	12
3.12 Flexible Work Schedule.....	12
3.13 Additional Time to Develop Practical Skills.....	13
3.14 Rest Breaks.....	13

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**Section 4 Supporting Erasmus, International and Visiting Students ..... 14**

4.1 Information for Students .....14

4.2 Registering with the Disability Service.....14

4.3 Funding for Disability Related Costs .....15

**Section 3 Guidelines on Permitting Students with a Disability to Record Lectures..... 16**

*Appendix 1 IADT Study Abroad/Erasmus Checklist for Students with Disabilities.....18*

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## Section 1 Introduction

These procedures adhere to guidelines issued by the Disability Advisors Working Network (DAWN) and Association for Higher Education Access and Disability (AHEAD).

### **1.1 Defining Supports for those Seeking Disability Supports in IADT**

There are a range of supports available for students with disabilities in IADT. To access these disability supports, students are encouraged to meet with the Disability Officer at the outset of their programme of studies. Where possible, students should submit evidence of their disability which is used to assess the impact of disability and to ensure that the student receives appropriate disability supports.

### **1.2 Support for Students with Short Term or Temporary Disability**

For students who experience a short term or temporary disability there are other Student Services available for example: Student Health, Student Counselling and temporary exam accommodations.

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## Section 2 General Disability Support

Students can avail of a general level of disability support (e.g. exam accommodations, academic support, advice on assistive technology, access to a disability advisor) by providing evidence of a disability from a health professional (e.g. Psychologist), and formally registering with the IADT Disability Support Service.

### 2.1 Additional Disability Supports

Students requesting additional disability supports, such as Assistive Technology or one-to-one learning support must formally register with the IADT Disability Support Service and attend a Needs Assessment meeting with a Disability Officer in IADT. They will be required to provide disability documentation as outlined in the DAWN Evidence of Disability Form (which is used by the Disability Service in IADT to apply to the 'ESF Fund for Students with Disabilities' which provides funding for these supports).

### 2.2 Needs Assessment Process

Students may register with the Disability Service upon entering IADT or at any point during their programme of study. Individual Needs Assessments determine the level of support that students require. The following areas are addressed:

- The nature of student's disability or condition, which may include impact on education, severity, hospital admissions etc.
- Treatment: any medication prescribed to the student, outpatients' appointments, such as physiotherapy etc.
- Previous support: what arrangements were made at secondary school, if any
- Current difficulties: what difficulties the student anticipates they may have with their course
- Access to equipment and IT facilities
- Appropriate academic and disability support

A Needs Assessment Report is generated following this meeting. The information in this report is passed on to relevant staff in IADT. A copy of the report will be provided to the relevant faculty, to include any special requirements around examinations, permission to record lectures etc. Students will be provided with the relevant supports they require and some of these are listed in this policy document.

### 2.3 Examination Accommodations

Examination accommodations are based on the impact of a disability in relation to the programme of study in IADT, as every student with a disability has different needs. IADT adheres to the Policy, Guidelines and Procedures for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities developed by the Disability Advisers Working Network (DAWN) and the Association of Higher Education Access and

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Disability (AHEAD) in 2012, amended in 2013 on the basis of legal opinion. The purpose of this document is to support Higher Education Institutions (HEIs) in developing policies and procedures that ensure students with disabilities are treated fairly and equitably in the examination process, thereby allowing them to compete on an equal footing with their peers and to demonstrate knowledge and competency.

#### **2.4 Academic Personal Assistant**

An academic personal assistant may be provided when a student requires assistance with mobility around the campus, with educational or physical tasks (i.e. photocopying, notetaking, carrying personal belongings) and with some personal care needs that the student cannot complete independently. The Disability Service will, where possible, work with the student to develop strategies and skills that reduce reliance on this human support and which promote independence. Information on the role of the Academic Personal Assistant is available from the Disability Service.

#### **2.5 Irish Sign Language Interpretation**

An Irish Sign Language (ISL) Interpreter facilitates communication between students who are deaf, their peers and college staff. ISL interpretation provides access to the teaching and learning environment and supports, as much as is possible to enable the student's full participation in college life.

##### **2.5.1 Person Specification**

- ISL Interpreters must hold a recognised professional accreditation (i.e. Diploma/ Honours Degree in ISL/English Interpreting from the Centre for Deaf Studies in Trinity College Dublin or Bristol University).
- ISL Interpreters will also be members of a professional interpreting/translation body and adhere to their Code of Ethics.

##### **2.5.2 Role and Responsibilities of the ISL Interpreter**

- Introduce themselves to lecturers at the beginning of each term or when there is a new lecturer. The Disability Service provides guidelines on ISL interpretation but it is sometimes helpful to discuss the role of the Interpreter with the lecturer and any arrangements that need to be made (e.g. seating arrangements, provision of materials and arrangements for facilitating class discussion).
- Work with the student and lecturer to obtain and study all necessary materials to prepare for interpreting responsibilities.
- Arrive ten minutes prior to lectures and interpreting assignments.
- Interpret any spoken, signed and/or audio information in a clear and concise manner, for the benefit of both the student and the staff.

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- Obtain feedback from the student regarding signing style or subject-specific terminology. Be respectful of a student's wishes for changes to their interpretation arrangements (e.g. style of signing and where and when interpretation is required).
  - Interpret all that is said within the class including relevant comments.
  - Complete any training deemed necessary such as health and safety training for interpreting in labs where hazardous material may be handled.
  - Maintain confidentiality at all times by treating any information, which may arise in the course of an interpreting assignment as privileged information. Any concerns regarding a student should be brought to the attention of the Disability Service.
  - Contact the student and the agency if unable to attend an assignment. Sufficient notice should be provided so that cover can be provided.
  - Be discreet, respect the privacy of the student and liaise with the Disability Service regarding any concerns or issues in relation to the student or support service.

### **2.5.3 Role and Responsibilities of the Student**

- Provide timetables to the Disability Service and designated provider as early as possible to allow sufficient time to source ISL Interpreters for required assignments.
- A student may request a particular ISL interpreter but due to timetabling and availability, this may not always be possible and another ISL interpreter will be provided.
- ISL Interpreters should work with the student to establish a positive working relationship.
- Inform the Disability Service and/or designated provider immediately of any course changes. Delays in providing timetables and notification of any changes may result in a delay in providing the required support.
- Ensure they have contact details for their ISL Interpreters and agree when and where to meet. Inform ISL Interpreters and the Disability Service and/or designated provider of any changes to contact details.
- Ideally provide one week's notice to the ISL Interpreter, designated provider and the Disability Service if unable to attend a session or if there is a change or cancellation to classes. Unforeseen absences/cancellations should be reported immediately.
- Where an ISL Interpreter is required to prepare for an assignment, ensure that they are provided with all required materials at least 48 hours in advance. It may also be necessary to meet with the Interpreter in advance to prepare for the assignment.
- Irish Sign Language (ISL) only can be provided. It is not possible to provide other sign language such as British Sign Language or American Sign Language.

## **2.6 Captioning Services**

Captioning is a real-time transcription service that allows the student to access the information at the same time as it is spoken. Online courses and audiovisual material used

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in lectures should be captioned, so that they are accessible to students who are Deaf and hearing impaired.

Captioning may be provided as an alternative to ISL interpretation for Deaf students as deemed appropriate. All captioned dialogue should also be provided as a transcript to the student. Captioning may also be required for other course materials e.g. audiovisual material that is not subtitled. Where real-time captioning is not available, the student should be permitted to record the lecture and the Disability Service will transcribe the recording and provide it to the student as soon as possible.

## **2.7 Transport**

Assistance with transport to and from IADT may be provided where a student is unable to use public transport due to the impact of a disability. Transport is usually provided for one single or return journey per day. Students wanting to park in a designated disabled parking space require a current valid Disabled Person's Parking Card (i.e. Blue Badge). IADT may also issue a campus-specific parking permit. A valid disabled person's parking card does not guarantee a vacant disabled parking bay or give a student a right to park in a particular parking bay.

## **2.8 Service Dog**

Some students with disabilities may require the assistance of a Service Dog as a Reasonable Accommodation, including in areas where animals would not typically be permitted. Examples of activities for which a Service Dog may be required include, but are not limited to: helping a blind or low-vision person with navigation or other tasks, alerting individuals who are Deaf or hard of hearing to the presence of people or sounds, pulling a wheelchair, assisting a person during a seizure, alerting a person to the presence of allergens, retrieving items such as medicine or a telephone, providing balance and stability support for a person with a mobility impairment, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviours. Students who require a registered Service Dog as a Reasonable Accommodation must contact the Disability Service with as much advance notice as possible.

The student must provide documentation to confirm that a registered recognised medical professional has prescribed a Service Dog as a necessary treatment for their disability, and that the animal is a registered Service Dog. Students may be required to participate in a Health & Safety Assessment to ensure that they are not exposed to unnecessary risks while using the campus facilities. Students are responsible for the care of their animals and must ensure that they are under effective control at all times, and do not cause a disturbance to others on campus.

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## Section 3 Guidelines for Work Placements

This document adheres to guidelines issued by the Disability Advisors Working Network (DAWN) and Association for Higher Education Access and Disability (AHEAD). Work placement is a planned period of professional learning or experience which may be accredited, and where the learning outcomes are part of the student's programme of study. The requirement to complete a period of work placement has been integrated into many courses in Higher Education and is a mandatory requirement for most vocational/professional courses. Work placement refers to a range of activities such as professional practice, internships, or work experience. For the purposes of these guidelines, work placement will be used throughout this section to represent all types of placements in which a student participates.

Work placements give students the opportunity to gain skills specific to their subject or industry of choice, as well as key employability skills that are highly valued in the workplace. It is important that institutions ensure that students with disabilities have equal access to work placement opportunities, and that they are appropriately supported when on placement. The Equal Status Act 2000 (as amended) and the Employment Equality Act 1998 (as amended) place a statutory obligation on institutions to ensure that students with disabilities are reasonably accommodated on placement. Under the Employment Equality Act, a person with a disability is considered fully competent of undertaking the duties of the position if they can perform those duties with reasonable accommodations.

Students must meet specific evaluation standards or competencies to pass the workplace component of their course. While the evaluation standards remain the same for all students, some students with disabilities may require reasonable accommodations to meet those standards. Students who require reasonable accommodations on placement must register with the Disability Service as in the IADT Code of Practice. The process of identifying and implementing reasonable accommodations for the placement setting is a collaborative one involving the student, placement staff, the Disability Service, and the employer/ placement provider.

### 3.1 Disability Disclosure

Disability disclosure is a very sensitive issue and it is important that students are as informed as possible when making this choice. Many students will choose not to disclose on placement because they can manage their disability and do not require reasonable accommodations. However, some students may choose not to disclose because they are concerned about the possible implications of this disclosure. Building confidence in disclosure is important and students should be made aware that there are legal protections in place to prevent discrimination on placement, and that information will only be disclosed with the student's express written consent. Clear information should be made available on

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how disclosure is managed, and students should be given the opportunity to discuss this with either the Disability Service or placement staff, as appropriate. Providing answers to a number of key questions will help students make informed choices about disclosure.

- *Why* may it be important for the student to disclose and what are the benefits of disclosure?
- *What* information needs to be disclosed to ensure the student is appropriately supported on placement?
- *Who* should this information be disclosed to?
- *How* will the information be disclosed?
- *When* is the best time to disclose to ensure reasonable accommodations are in place?

There are a number of additional considerations that students should be advised of in relation to disclosure:

- Disclosure may be necessary on courses where there is a legal obligation to disclose any risk factor (which might include a disability or medical condition) if it has the potential to cause harm.
- It is not possible to consider the impact of a disability or to apply reasonable accommodations retrospectively, where a student discloses a disability after the completion of a work placement.

### **3.2 Support from Placement Staff**

A member of staff in the relevant academic department is responsible for coordinating work placements and providing support to students. There are a variety of resources – support with CVs and interviews, placement handbooks, placement preparation classes – to help students prepare for their work placement. Information on supports for students with disabilities, disability disclosure and placement planning for students with disabilities should be included in all work placement materials and resources.

In many cases, these mainstreamed supports are sufficient and students with disabilities will not require reasonable accommodations on placement. The work placement setting is very different to the academic environment, however, and this can present new challenges that students have not encountered before. Students with disabilities who require additional support on placement should engage with placement staff to discuss their individual needs. A placement-planning meeting can be organised, if required, to discuss the impact of the disability and to identify the reasonable accommodations that are needed. Students who request reasonable accommodations must be registered with the Disability Service before a placement-planning meeting can be arranged.

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### **3.3 Support from the Disability Service**

The Disability Service can help students prepare for work placement and can also provide advice to placement staff on disability related issues. Collaboration is central to effective placement planning and the Disability Service works closely with students and placement staff to provide guidance on the following:

- Discuss work placement demands as part of the needs assessment process, and encourage students to start thinking about the impact of their disability, and the types of reasonable accommodations that may be required
- Help students understand the disclosure process and support them to make informed choices about disclosure
- Support students to engage with placement staff if reasonable accommodations are required
- Provide guidance to placement staff on disability related issues and reasonable accommodations that may be needed
- Attend placement planning meetings if required to identify work placement needs

### **3.4 Reasonable Accommodations for Work Placements**

Reasonable accommodations for work placement are listed below, together with a rationale as to why the accommodations may be required and the intended benefit to the student. This section contains suggested changes to the placement environment that students should reasonably expect in order to make the placement more inclusive and accessible to them and in order to comply with the Disability Act 2005.

### **3.5 Assistance with Sourcing a Placement**

Very often students are required to source their own placements. Assistance with finding a placement may be required where reasonable accommodations need to be negotiated and agreed in advance of the placement.

### **3.6 Disclosure of a Disability on Placement**

Where it is appropriate for a student's disability to be disclosed to a prospective placement provider, before an interview, or during the hiring process, written consent from the student will be requested.

### **3.7 Selection of a Placement Venue**

Not all placement venues and locations are appropriate for the needs of students with disabilities. It may be necessary to select placements that are in accessible venues and within a reasonable commute, or close to accessible public transport for some students with physical disabilities, medical conditions and students who are blind or vision impaired.

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### **3.8 Facilitate a Pre-Placement Visit**

Where a student requires support on placement, it may be useful for the student to meet with key placement staff to discuss how the reasonable accommodations will work in practice and to provide reassurance in advance of the placement. For example, students with physical disabilities and students who are Blind or vision impaired may benefit from a pre-placement visit, so that they can familiarise themselves with the route to the placement site and with the venue itself.

### **3.9 Assistive Technology**

Assistive Technology may be required on placement to enable students to carry out key tasks. For example, a student with dyslexia may need to use specialist software to complete some written communication tasks. Where technology has been identified as an appropriate reasonable accommodation, it is the student's responsibility to complete the AT training that is provided, and to become proficient in the use of that technology. The use of some technologies may need to be negotiated and agreed with placement provider.

### **3.10 Allow an Assistant to Attend the Placement with the Student**

Some students with a physical or sensory disability may require a personal assistant or an Irish Sign Language Interpreter to assist with physical tasks or communication on placement. In such instances, it is important to clarify with the student, the competencies being measured, and the role of the assistant or interpreter in achieving the goals that have been set.

### **3.11 Flexibility on Attendance**

Some students may be absent due to ill health, medical appointments or hospitalisation. Flexibility on attendance should be considered on a case-by-case basis, taking into account placement requirements, the nature of the student's disability, and the level or frequency of absence that can be reasonably accommodated.

### **3.12 Flexible Work Schedule**

Some students may be unable to complete a typical working day or a typical working week due to the impact of a disability. In exceptional circumstances, only – where the normal working hours will impact significantly on a student's mental health or levels of endurance – it may be necessary to adjust the work schedule to enable the student to complete the placement successfully.

This might involve, for example, adjusting the number of hours worked per day or the number of days worked per week. Such arrangements should be considered on a case-by-case basis, taking into account the nature of the student's disability and the degree of flexibility that can be reasonably accommodated.

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### **3.13 Additional Time to Develop Practical Skills**

Students with reduced fine motor skills, processing speed difficulties or a disability that causes pain, fatigue, or reduced mobility, may require additional time to develop practical skills on placement. It is not reasonable to expect everyone to work at the same speed, and so, wherever possible, students should be given additional time to develop alternative techniques or practice specific skills to reach an appropriate level of competence.

### **3.14 Rest Breaks**

Some students may require rest breaks due to fatigue associated with managing a disability, or to self-administer medication, or monitor blood sugar levels. Such arrangements should be considered on a case-by-case basis, taking into account the nature of the student's disability and the degree of flexibility that can be reasonably accommodated.

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## Section 4 Supporting Erasmus, International and Visiting Students

The Disability Service in IADT has a role in supporting students who study as an Erasmus, International or Visiting student for one semester per year. This applies to students who come to study at IADT (referred to as Incoming students) as well those who go to study in other HEIs outside of Ireland (referred to as Outgoing students). This policy adheres to guidelines issued by the Disability Advisors Working Network (DAWN) and Association for Higher Education Access and Disability (AHEAD).

### 4.1 Information for Students

Incoming and outgoing students should research their intended Higher Education Institute (HEI) and country carefully. Students registered with their home Disability Service should contact their Disability Service/ International Office when planning to study in another country to discuss in advance how best to prepare for studying abroad, including disclosing a disability to a host institution and seeking reasonable accommodations. This should be done before, or as soon as possible after application. See Study Abroad/Erasmus checklist for students with disabilities in the section below.

Supporting incoming and outgoing students is a collaborative process involving the International/ Erasmus Offices and the Disability Service in the HEI. Specific information on the supports available to incoming and outgoing students with disabilities should be available on the HEI Erasmus / International and Disability Service webpages and literature. Students should be made aware that the adoption of inclusive practices and the provision of reasonable accommodations can vary significantly in different institutions and countries. Reasonable accommodations may differ depending on the institution and the jurisdiction in which the student intends to study.

### 4.2 Registering with the Disability Service

Incoming and outgoing students should contact the Disability Service in the host institution well in advance of arrival to discuss the registration process, reasonable accommodations and funding available.

Incoming students must follow the registration procedures for the host HEI which includes the registration with and completion of a Needs Assessment with the HEI Disability Service to identify the reasonable accommodations that are required.

Incoming students must bring copies of their disability documentation from their home country. If the documents have been completed in a language other than English, they must be submitted with an English translation. This translation must be completed by an individual / organisation that is completely independent of the student. A letter confirming

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supports received in the home institution is not sufficient, but this letter (translated into English) can accompany the student's documents.

The reasonable accommodations that incoming and outgoing students receive in the host institution may differ from those accommodations received in the student's home institution. Reasonable accommodations for incoming students will be provided in line with the guidelines outlined in this document.

Where an outgoing student has provided express written consent, the HEI Disability Service can provide details of reasonable accommodations and documentation to the host institution.

### **4.3 Funding for Disability Related Costs**

As part of their preparations to study in another country, incoming and outgoing students should make a financial plan, which includes additional disability related costs and any funding that may be available to cover these extra costs.

Incoming students have a right to access education and reasonable accommodations under the Equal Status Acts 2000 (as amended) and the Disability Act 2005. Institutions in Ireland are legally obliged to ensure that incoming students are reasonably accommodated, and funding should be made available to cover the cost of these accommodations as per the European Social Fund (ESF)/Funding for Students with Disability (FSD) criteria.

The ESF/FSD funds reasonable accommodations for outgoing students while they are studying in another country.

The Erasmus programme may allocate additional funding to support students with a disability wishing to take part in an Erasmus+ exchange in the EU, and who might otherwise be prevented from doing so. More information on this is available through the HEI Disability Service/ International/ Erasmus Office, and from EURIreland.ie.

The HEI is responsible for carrying out Needs Assessment for incoming students.

Please review [Appendix 2](#) for study abroad/Erasmus checklist for students with disabilities.

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## Section 3 Guidelines on Permitting Students with a Disability to Record

### Lectures

This document adheres to guidelines issued by the Disability Advisors Working Network (DAWN) and Association for Higher Education Access and Disability (AHEAD). As part of the Disability Needs Assessment process in IADT, permission to record lectures may be deemed to be a reasonable accommodation.

IADT students may be granted permission to record lectures on approved IADT equipment. The lecture remains the property of IADT and the information is for personal use only by the recording student.

With the increasing use and availability of podcasts, permission to record lectures is granted where there is no facility to download a podcast of that lecture. Please see [Appendix 1](#) for the permission form.

Students should note that the recording must be used exclusively for the purposes of private study and not shared with others.

Where recording has not been agreed as part of support by the IADT Disability Services, permission to record lectures must be sought from the individual lecturer, as a matter of courtesy.

The Disability Officer will inform the relevant Faculty of any permission granted to any student(s) to record lectures.

## Permission to Record Lectures Form

Please review and tick each statement once you agree and understand each point below.			
Statements		Yes	No
I understand that I have been approved to produce audio recordings of class lectures for my personal study use only, and for no other purpose.			
I understand that I may not share the audio recordings with others or profit financially from the content I record.			
I understand that information contained in the audio-recorded lectures is protected under legislation, and may not be published (including websites and Social Media) or quoted without the lecturer's explicit consent in writing and without properly identifying and crediting the lecturer.			
I understand that in some cases recording may be prohibited at the discretion of the instructor when the content involves personal discussion and/or self-disclosure.			
I agree not to record small group teaching situations such as seminars and tutorials.			
I have read and understood the guidelines on access to lecture notes. I confirm that notes are for my own personal use and will not be published, distributed or sold to a third party.			
<b>Student Name (print)</b>		<b>Student Signature</b>	
<b>Student Number</b>		<b>Date</b>	
This form should be signed by the student and returned to the Disability Officer			

## Appendix 1 IADT Study Abroad/Erasmus Checklist for Students with Disabilities

<b>Prepare to Travel</b>	
	Check the IADT Erasmus/ International Office webpage with information on preparing to travel if going on Erasmus
	Please visit the <a href="#">IADT Erasmus page</a> on our website, if going on Erasmus
	Check the EAIE, ABC Guide to International Mobility and the <a href="#">AHEAD Guide for Studying Abroad</a> if you are an Irish student.
	Explore location of the host institution and travel networks
	Source the residential accommodation application form for the host institution
	Research the Student Supports within the Host Institution
	Make sure you research the disability supports and student supports in the host institution.
	Check the website. Email student services, course contacts and perhaps Student's Union Officers as required depending on the institution
	Who are your key contacts within the host institution? (Course contact, accommodation, Disability Support, Counselling, Health etc.)
	How do students register for disability supports? Who is the Disability Support Contact in the host institution?
	What supports/ reasonable accommodations are available to students within this host institution. Are they different to those in IADT?
	What Evidence of Disability Documentation is needed to register and how recent must this be? Contact the Disability Officer in the host institution to find this out before meeting the Disability Service staff within IADT.
<b>Meet with the Disability Service – the following steps should be followed</b>	
	Organise to meet with the Disability Service as soon as possible after your application and no later than the end of the 3rd week of June.
	Discuss reasonable accommodations that you have in IADT and the reasonable accommodations that are provided within your host institution.
	Discuss accommodation and specific requirements if necessary.
	Do you need to make an Erasmus + application or an application for additional funding?
	Discuss transport to and from the host institution every day.
	Discuss how disclosure happens within the host institution.

	Update your Needs Assessment /Learning Education Needs Summary (LENS) as required or does an additional report need to be produced? Discuss funding options if applicable.
	Discuss referral to [support service] for personal pre-study exchange/Erasmus planning as required.
<b>Other Things to Do</b>	
	What are my key strategies to maintain my health and well-being while I am away? What are the things to consider upon arrival in the host institution? Please review the information on <a href="#">this link</a> on the IADT Erasmus webpage.
	What if I am experiencing disability difficulties when away from home and the host institution is not helping?
	Locate and explore personal supports within or external to host institution. Are these English speaking if required?
	Are there any medication considerations while you are in another country? Do I need to renew my medication scripts prior to departure?
	What does the health centre cover/provide in the host institution? Is there are charge for this and is this covered by insurance?
	What does my health insurance cover abroad?
	Will I have a contact person like my tutor/lecturer?
<b>Returning Home</b>	
	What happens if I do not finish my study term? Who should I contact on my return?