# RAPP Guidance Notes

**Reasonable Adjustments for Students with Diverse Needs on NHS Placement**

As an undergraduate nursing student, it's important to ensure that students with diverse needs are provided with reasonable adjustments to facilitate their success during NHS placements. Here is a guide detailing challenges that students with specific needs might face and the corresponding reasonable adjustments during planning, placement, and post-placement phases.

Please note, the below is a guide only and not an exhaustive list. It should therefore be altered, amended and further adjustments added to fully support the individual needs of students.

## Specific Learning Disabilities (SpLDs):

| **Challenges** | **Planning for Placement** | **During Placement** | **Post Placement** |
| --- | --- | --- | --- |
| Reading/writing difficulties | Provide placement-related information in multiple formats (e.g., digital text, audio, simplified language) | Allow extended time for reading/writing tasks and offer digital recording of information where possible. | Review progress in reading/writing skills, discuss strategies that worked, and areas for improvement |
| Organisational issues | Clearly communicate placement schedule, expectations, and procedures in a step-by-step manner | Assign a mentor to help organise tasks, introduce time-management tools specific to placement | Reflect on improved organisational skills and strategies applied during placement |
| Information processing challenges | Offer pre-placement information in short sections with bullet points or visuals | Break down complex tasks into smaller steps, use flowcharts for processes, provide note-taking guides and memory retention strategies | Discuss how improved information processing techniques were applied to placement tasks |

## Autism:

| **Challenges** | **Planning for Placement** | **During Placement** | **Post Placement** |
| --- | --- | --- | --- |
| Sensory sensitivities | Identify sensory-friendly placement settings and share this information | Provide a quiet and comfortable space for breaks; consider sensory needs when selecting placement area | Reflect on coping strategies learned to manage sensory sensitivities |
| Communication barriers | Share communication preferences and guidelines for effective interaction | Utilise visual aids, written communication, and structured communication techniques | Discuss effective communication strategies employed and improvements observed |
| Transitions and changes | Provide a detailed schedule of placement activities and changes | Offer consistent routines and advance notice for any changes | Reflect on adapting to changes and transitions, and personal growth in managing these challenges |

## ADHD:

| **Challenges** | **Planning for Placement** | **During Placement** | **Post Placement** |
| --- | --- | --- | --- |
| Attention difficulties | Provide a clear overview of placement tasks and expectations | Offer reminders, use color-coded schedules, and break down tasks into smaller steps | Evaluate improvements in attention management and discuss strategies applied during placement |
| Impulsivity | Set clear guidelines for decision-making and prioritisation | Allow for short, frequent breaks to channel excess energy and promote self-regulation | Reflect on decision outcomes and self-regulation strategies adopted |
| Time management challenges | Share time management techniques and tools | Implement a structured schedule and offer support for time management | Reflect on development of time management skills and utilisation of techniques and strategies. |

## Mental Health:

| **Challenges** | **Planning for Placement** | **During Placement** | **Post Placement** |
| --- | --- | --- | --- |
| Anxiety/depression | Offer pre-placement anxiety support, including information about available resources and support systems | Create a supportive and inclusive environment, consider role preferences for reduced anxiety | Reflect on coping mechanisms acquired, support utilised, and personal growth during placement |
| Stress management | Share stress management strategies, including mindfulness techniques | Encourage regular breaks, relaxation techniques, and self-care practices | Evaluate stress management improvements and discuss ongoing application of techniques |
| Emotional challenges | Provide information about emotional well-being and available support resources | Assign a supportive mentor and foster an open dialogue about emotions and challenges | Reflect on emotional growth, resilience, and strategies for managing emotional challenges |

## Visual Impairments:

| **Challenges** | **Planning for Placement** | **During Placement** | **Post Placement** |
| --- | --- | --- | --- |
| Access to information | Ensure all placement-related materials are available in accessible formats, such as Braille or large print | Provide accessible tools (e.g., screen readers) and ensure compatibility with placement software | Discuss utilisation of adaptive tools, improvements in accessing information, and lessons learned |
| Navigation challenges | Familiarise the student with the placement layout and any potential obstacles | Offer orientation and mobility training; ensure clear signage and pathways within the placement area | Reflect on navigation skills acquired and apply them to future situations |

## Hearing Impairments:

| **Challenges** | **Planning for Placement** | **During Placement** | **Post Placement** |
| --- | --- | --- | --- |
| Communication barriers | Determine the student's preferred mode of communication and share it with placement staff | Provide communication alternatives, such as written instructions and visual cues | Reflect on enhanced communication strategies employed and share successes and challenges |
| Environmental awareness | Highlight potential auditory challenges in the placement environment | Ensure awareness of the student's hearing impairment among staff and consider visual alerts | Discuss strategies employed to navigate auditory challenges and the impact on overall awareness |

## Mobility Difficulties:

| **Challenges** | **Planning for Placement** | **During Placement** | **Post Placement** |
| --- | --- | --- | --- |
| Physical access challenges | Assess placement facility for accessibility and provide detailed information | Arrange accessible facilities and accommodations for mobility aids | Reflect on accessibility experiences, any improvements observed, and recommendations for the future |
| Mobility assistance | Plan for mobility support, if needed, based on the student's specific requirements | Offer assistance for mobility tasks, access to appropriate equipment | Discuss enhanced independence, mobility skills, and self-advocacy learned during the placement |

## Epilepsy/Diabetes:

| **Challenges** | **Planning for Placement** | **During Placement** | **Post Placement** |
| --- | --- | --- | --- |
| Medical emergencies | Share medical information and emergency action plans | Educate placement staff about the student's medical needs and actions to take during emergencies | Reflect on experiences with emergency management, self-advocacy skills, and ways to improve if required |
| Medication management | Coordinate medication schedules and provide information on medication administration | Ensure access to prescribed medications, storage, and a private space for administration | Discuss effective medication management strategies, independence, and improvements in self-care to manage condition |