



Reasonable Adjustments and Special Needs Policy

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1. Objectives

- 1.1. This policy describes the steps taken by the College to ensure students with disabilities and learning difficulties can participate on the same basis as other students. The principle and processes outlined in this policy, have taken into consideration the expectation of the UK Quality Code for Higher Education, approaches of Disabled Students' Commission and the Equality Act 2010;
- 1.2. This policy is designed to enable all students to develop their academic, personal and professional potential, regardless of any disability or difficulties they may have and to eliminate arbitrary and unnecessary barriers to learning.

2. Policy

This policy ensures:

- 2.1. All students are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary;
- 2.2. Prospective students are encouraged to provide information about a disability, by including a positive statement in the College prospectus, on the website and in any other College publicity where appropriate;
- 2.3. Reasonable adjustments are implemented for students with declared disabilities; advice and guidance are available to those who believe they may have a disability;
- 2.4. Provision of ongoing staff development training by the College to enable staff to identify any special needs of students they teach and/or interact with, in learning contexts;
- 2.5. All students are given the opportunity to declare disabilities on the application form and students with declared disabilities are contacted and invited to meet and discuss the additional support that the College can provide them;
- 2.6. For students with externally assessed disabilities, the College will use a confidential Support Agreement Plan to record and inform departments within the College of the adjustments that have been agreed with the student;
- 2.7. The College will plan all necessary adjustments in advance. The Agreement can be reviewed at any time during the course, should the student's support needs change;
- 2.8. Examples of adjustments that the College can make are made available to disabled students.

3. Procedure

3.1. Support Prior to Enrolment

- 3.1.1. Applicants for programmes offered by LCC can arrange to meet with the Registrar prior to enrolment. This allows applicants to discuss the reasonable adjustments that could be put into place for them should they join the College as a student, as well as adjustments that can support them during the admission stage;
- 3.1.2. In line with LCC's admission policy, some applicants may be required to undergo an English language examination to gain admission to the College.



Applicants with disabilities, such as dyslexia, can request adjustments including additional time, assuming that they have supporting evidence.

3.2. At Enrolment Stage

3.2.1. Where applicants are offered a place, the Admission's Officer is required to:

- Encourage candidates to begin the process of arranging any necessary adjustments and support for their studies as soon as possible;
- Promote the available Special Needs' support during the programme induction, to all students by the Student Welfare Officer.

3.3. Reasonable Adjustments (Initial Meeting)

3.3.1. All students who have declared disabilities on their application forms are contacted and invited to meet the Registrar for a confidential one-to-one session to discuss the reasonable adjustments that the College can make for them;

3.3.2. The College requires students to provide evidence of their disabilities if the student wishes to apply for adjustments;

3.3.3. If a student has declared a disability, but has not been formally diagnosed, then the College will refer the student to an outside centre for an assessment. The assessment report allows the College to accommodate significant needs of the student, including but not limited to one-to-one tutorials, assertiveness training, permission for technology-assisted learning through use of digital recording devices, mind-mapping software and other peripherals.

3.4. Acceptable Forms of Evidence

3.4.1. Students are required to provide evidence that specifically relates to their disability. For example, a letter from a GP or specialist or a recent Needs Assessment Report for a Disabled Students' Allowance (DSA). The letter/report should contain the following:

- The nature of the disability;
- The likely duration (temporary or permanent);
- A brief account of how the condition affects the student on a day-to-day basis;
- An indication of how the condition might affect their studies;
- Any prescribed medication and the impact of any possible side effects;
- Any other coping strategies they use to manage their disability.

3.5. Disabled Students' Allowances (DSA)

3.5.1. If students have a disability, specific learning difficulty or long-term medical condition, they may be eligible for funding from the Disabled Student Allowances (DSA);

3.5.2. Applications will be processed by the funding body, i.e. Student Finance England.



3.5.3. DSA pays for extra costs that students may incur in attending their programme as a direct result of their disability, including but not limited to specialist equipment, non-medical helpers and other related expenses, i.e. photocopying and printer cartridges.

3.5.4. Students who receive such loans are, at the present time, not required to repay the benefits received;

3.5.5. Further information is available at <https://www.gov.uk/disabled-students-allowances-dsas>

3.6. Support Agreement Plan (SAP)

3.6.1. The Agreement will be completed by the Registrar together with the student once evidence of the difficulties has been received;

3.6.2. Once the student has agreed the content of the agreement, it will be signed by the Registrar and the student;

3.6.3. The Registrar has responsibility for the implementation of the student Support Agreement Plan (SAP) in consultation with the Head of Program and Monitoring (HoPAM) and Programme Manager (PM);

3.6.4. The signed agreement may include instructions to the Programme Leader, Academic Administration Office and Library, depending on the agreed adjustments;

3.6.5. The student will also receive a copy of the agreement;

3.6.6. The Agreement can be reviewed at any time during the course, should the student's support needs change.

4. Other Forms of Support

4.1. London Churchill College (LCC) works with MITHN (Mind in Tower Hamlets and Newham), a counselling service which offers both students and staff confidential emotional support and counselling;

4.2. LCC staff are kept aware of the service so that should students show any signs of stress or request support they will be able to refer them to MITHN.

5. Staff Guidelines

5.1. Identifying Learning Difficulties

5.1.1. Students may have learning difficulties that they are unaware of, which could become evident in their work;

5.1.2. Should staff notice any signs of potential learning difficulties amongst students that may be disadvantaging them, they should refer the student to the Registrar. If the student wishes to, the Registrar can refer the student for an official assessment.

5.2. Marking

5.2.1. Students with learning difficulties are supported in advance of assessment (their reasonable adjustments). These adjustments 'level the playing field' and



therefore the need to make adjustments in marking is limited to ensuring that all students are marked against the same criteria.

5.3. Confidentiality

5.3.1. Any evidence provided by student to support their needs will be treated as confidential and not be shared without student consent.

6. Monitoring and Enhancement

6.1. The Registrar is responsible for maintaining a confidential record of disabled students and monitoring the adjustments the College makes for them;

6.2. The Registrar is responsible for providing the Academic Board with a termly report summarising any issues regarding the additional support or reasonable adjustments that are provided to students;

6.3. Relevant training records and minutes of meetings are recorded and evaluated.

End