

Disability Policy	
Implementation date:	September 2025
Version number:	2.0

Document Control:

Policy Owner:	Head of Student Support
Policy Author(s):	Head of Student Support
Effective Date:	01/09/2025
Approving Body:	Joint Academic Group
Equality Impact Assessment Date:	TBC
Version Number:	2.0
Date of Next Review:	01/08/2028

Amendment History:

Version Number:	Effective Date:	Summary of Amendments:	Author:
1.1	August 2023	<ol style="list-style-type: none"> 1. Change from applicants who have selected UA92 as their first or second choice will be contacted re disability support – now only first choice (firm) applicants will be given priority 2. Change of job titles e.g. Student Well-being Officer changed to Disability & Inclusion Adviser. Removal of sharing LSPs with personal development coaches (no longer exist) 3. Duty of care changed to commitment as UA92 does not hold a statutory duty of care for students in specific relation to disability 4. Changes to how to book an appointment 5. Flowchart removed as no longer applicable – process explained in policy <p>Added that students may be required to pay towards the cost of diagnostic assessments</p>	Head of Student Support
2.0	06/08/2025	Substantive policy and appendix review	Disability and Inclusion Advisor

1. Purpose

- 1.1 UA92 is committed to supporting disabled students and applicants, in line with the Equality Act 2010 and recommendations from the Equality and Human Rights Commission. This policy ensures that reasonable adjustments are made proactively and responsively, and that all staff understand their responsibilities in supporting disabled learners.
- 1.2 UA92 is committed to addressing the barriers to inclusion (structural, cultural, organisational, and attitudinal) which adversely impact upon disabled people, affecting the ability to meet their needs, rights, and requirements.

2. Scope

- 2.1 This policy applies to all current students and apprentices enrolled at UA92.
- 2.2 This policy applies to applicants who have selected UA92. All applicants are encouraged to contact the Disability Support Officer at any stage of the application process to discuss potential adjustments or support needs. Where a disability or support requirement is declared, UA92 will make early contact as appropriate to ensure that any necessary arrangements can be considered in advance.
Priority for detailed planning may be given to applicants who have accepted an offer (firm choice), but initial advice and discussion will be available to all applicants on request.
- 2.3 This policy applies to all colleagues at UA92 with student-facing responsibilities including academic, administrative, and support roles.

3. Definitions

Disability	<p>Under the Equality Act, a person has a disability if they have a "physical or mental impairment" which "has a substantial and long-term adverse effect on [their] ability to carry out normal day-to-day activities".</p> <p>The Act includes additional explanation of these terms:</p> <ul style="list-style-type: none">• 'Substantial' means more than minor or trivial.• 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months.• 'Normal day-to-day activities' include everyday things like eating, washing, walking, and going shopping.
Reasonable Adjustment	<p>A reasonable adjustment is a change or modification made to a process, practice, procedure, environment, or provision that removes, reduces, or prevents the disadvantage experienced by a disabled student, ensuring they can access and participate in education on an equal basis with their peers. For example, Allowing extra time in exams or coursework</p>

	<p>Offering alternative assessment methods (e.g., written instead of oral)</p> <p>Adjusting physical environments (e.g., accessible seating, lighting)</p> <p>Permitting flexibility in attendance or deadlines</p> <p>Providing assistive technology or support workers</p> <p>Whether an adjustment is “reasonable” depends on factors such as:</p> <ul style="list-style-type: none"> The effectiveness of the adjustment in removing disadvantage Practicality and feasibility Cost and resources available Impact on academic standards or other students Legal and health & safety considerations
Anticipatory Duty	The anticipatory duty requires universities to proactively identify and remove barriers that may disadvantage disabled students, before any individual student discloses a disability or requests support. This duty applies to all aspects of educational provision and student services, including teaching, assessment, campus facilities, and digital access.
Competence Standard	<p>An academic, medical or other standard applied for the purpose of determining whether or not a person has a particular level of competence or ability. (<i>Equality Act 2010, Schedule 13; EHRC Advice Note, 2024</i>)</p> <p>Competence standards are exempt from the duty to make reasonable adjustments under the Equality Act 2010. However, this exemption applies only to the standard itself, not to the method by which it is assessed.</p>
Method of Assessment	<p>A method of assessment refers to the means or format by which a student’s knowledge, skills, or competencies are evaluated. This can include:</p> <ul style="list-style-type: none"> Written exams Oral presentations Practical demonstrations Coursework or essays Group projects Portfolios Digital or remote assessments
Alternative Assessment	Where a competence standard is deemed to be essential (e.g., oral communication in coaching settings), universities must explore alternative assessment methods that still test the required competence without disadvantaging disabled students.
Inclusive Curriculum	

4. Responsibilities

Role	Responsible for
Inclusive Support Service	UA92's Inclusive Support service will support students by assessing needs, creating Learning Support Plans, assisting with DSA applications, and providing interim support to disabled students. The Service supports staff by providing advice and guidance on how to support disabled students.
All Staff	All staff that work with students should be proactive in recognising when a student may need support or adjustments. This involves being aware of potential barriers and considering how to modify practices, procedures, or environments to support the student's needs. If in any doubt, staff should seek support from appropriate members of staff within their department or from Inclusive Support.

5. Policy Statements

5.1 Disability must not be a barrier to learning or academic success.

5.2 UA92 has an anticipatory duty to make reasonable adjustments, even without formal disclosure or diagnosis. That is to say that adjustments should be made before teaching or assessment takes place, wherever possible. We achieve our anticipatory duty by;

- Proactively considering the likely needs of disabled students when designing policies, procedures, and learning environments
- Implementing inclusive practices that benefit all students, such as accessible teaching materials, flexible assessment formats, and step-free access
- Avoiding reactive-only approaches that rely on individual disclosures or formal diagnoses.

5.3 Reasonable adjustments must be timely, proportionate, and tailored to individual needs.

5.4 Staff must act on constructive knowledge of a disability, including behavioural indicators or student self-disclosure.

5.5 Assessment methods must be flexible and not mistaken for competence standards unless clearly justified.

5.6 UA92 encourages a climate of openness, nevertheless we acknowledge students may find it difficult to share a disability. Student Support Services offer a safe, supportive and confidential environment for students to share disability related requirements.

- 5.7 Early sharing of a disability at application stage for students is encouraged so that all reasonable adjustments can be put in place as early as possible to meet any individual study needs.
- 5.8 Where students do not disclose their disability, or any health concerns to UA92, there may be limitations in the support which can be offered. Adjustments cannot be applied retrospectively to teaching, learning or assessments that students have previously undertaken. Students can engage with the mitigating circumstances process in circumstances where there is evidence a student's disability affected them before their diagnosis, or before reasonable adjustments were put in place.
- 5.9 UA92 recognises that not all disabilities are identified at the start of an individual's period of study and some students may experience and share disabilities at a later stage. It is also recognised that certain conditions are likely to fluctuate and may deteriorate over time.
- 5.10 Students can disclose their disability at any point and appropriate reasonable adjustments will be put in place for students who experience a disability at a later stage to that of students who have shared an existing disability at the start of their course of study.
- 5.11 All shared disability information is kept confidentially in accordance with the University's Data Protection Policy, and in line with GDPR guidance. If adjustments are needed, information may be shared with key contacts in relevant teams, this is ordinarily on a need-to-know basis and with the individual's consent. Student information should not be shared with external partners (for example, placement providers) without the explicit consent from the student.
- 5.12 UA92 takes appropriate steps to make reasonable adjustments for disabled students that meet their individual needs, are relevant, appropriate, anticipatory, inclusive, and in accordance with the UA92's policies and procedures and equality legislation.
- 5.13 Reasonable adjustments are based on disability-related information and evidence. Most commonly reasonable adjustments are determined through an assessment of the individual's disability related requirements, taking into consideration additional factors such as the environment and academic standards to prevent substantial disadvantage. However, there may be occasions where a student has a complex or urgent condition, and reasonable adjustments should be put in place without evidence, where there is a clear and obvious disability that needs no expert diagnosis or skilled assessment (see appendix 2). If in any doubt, staff should seek support from appropriate members of staff within their department or from Inclusive Support.

5.14 In urgent or acute cases, staff can provide short-term adjustments for students, where a student has not engaged with the formal Inclusive Support processes (perhaps due to time constraints) so that any necessary adjustments can be made promptly and efficiently. If in any doubt about how to proceed, staff should seek advice from Inclusive Support and follow the process in appendix two.

6. Implementation, Communication and Training

6.1 Training and opportunities for increasing disability awareness is encouraged and offered to all staff at induction.

6.2 For academic staff, training and written reminders on this policy is offered on an annual basis.

6.3 Staff who need information or advice on a particular disability in order to support a student, should in the first instance speak with the Inclusive Support team.

6.4 Inclusive Support has a number of proactive resources and guidance documents that staff can access on the Supporting Students hub.

7. Reasonable Deadline Extension for Students with a Declared Disability

Where a student has a declared disability or long-term health condition and has an active Learning Support Plan (LSP) a reasonable extension will automatically apply to coursework submissions scheduled for Friday at 6:00 pm, extending the deadline to Monday at 6:00 pm without penalty.

This automatic extension is recognised as a reasonable adjustment and does not require an Extenuating or Mitigating Circumstances (EMC) application. The purpose of this adjustment is to ensure equitable access to assessment for students who may be disproportionately affected by their condition or reliance on external support. This adjustment will be recorded and communicated via the student's LSP and applies only to coursework deadlines and resubmissions, not to examinations, in-class tests, or assessments governed by external professional body requirements.

8. Monitoring and Review

UA92 will monitor the implementation and effectiveness of this policy to ensure compliance with the Equality Act 2010 and the Public Sector Equality Duty.

9. Associated Policies and Documents

Student Wellbeing Policy

Safeguarding Policy

UA92 Data Retention Policy

Examination Reasonable Adjustments Policy

10. Appendices

Appendix One - Inclusive Curriculum guidance

Appendix Two – Urgent or Unplanned Reasonable Adjustments Process

Appendix A

Inclusive Curriculum Guidance

An inclusive approach to learning, teaching and assessment at UA92 means that reasonable adjustments will be embedded into the curriculum as standard

Please be aware that course learning outcomes and standards set by professional bodies may override some of the recommendations listed below

Learning Environment:

- Classes to be delivered in a structured way to allow students to follow topic changes easily
- Provide students with sufficient time to read instructions before being asked to respond
- Avoid asking students to read aloud or respond to questions in front of others (consider asking for volunteers or use anonymous voting polls)
- Allow students to audio record taught sessions, for personal use only
- Allow students to eat and drink during teaching sessions
- Avoid drawing attention to students arriving late to teaching sessions*
- Allow students to leave and return to teaching sessions when required*
- Additional explanations to be provided in classes, on request, to facilitate better understanding
- Subject-specific terminology to be clarified
- Questions and comments made by other students to be clarified

* In cases where this occurs frequently, discuss privately with student to determine whether any additional support is required e.g. refer to Inclusive Support service

Course Materials:

- Provide information in advance about how the course/module will be delivered
- Learning materials and resources e.g. presentation slides or session outlines, to be provided at least 48 hours in advance of teaching sessions on Microsoft Teams
- Distinguish on reading lists between core and secondary texts
- Subtitles or a transcript to be provided for audio-visual material, where possible
- Provide a glossary of complex terminology you wish to introduce, where possible
- Provide session outlines from guest speakers prior to delivery, where possible

Assessment:

- Provide inclusive deadlines as far as possible
i.e. maximum amount of time available from setting an assignment to submission date – to reduce the disadvantage for students benefitting from additional time e.g. those with SpLDs*
- All assessment deadline dates to be published pre-module start on Microsoft Teams
- Use a range of assessment methods e.g. written work, presentations, practical, group tasks

- Consider using an Assessment Menu i.e. allowing students to choose their preferred assessment method

* Specific Learning Difficulties e.g. dyslexia

Communication:

- Provide clear and concise information, instructions and feedback whenever possible, ensuring all course expectations are direct and explicit
- Use unambiguous language, avoiding sarcasm and irony
- Avoid excessive information on presentation slides
- Provide students with sufficient time to read information on slides before moving on
- Take care when using colour, ensuring sufficient contrast between text and background colours to improve accessibility for students with colour blindness, visual impairments, specific learning difficulties etc.
- Describe objects, activities, and processes both in writing and verbally, whenever possible
- Be aware of inclusive language

Group Work:

- Encourage students to work in groups to facilitate peer support
- Where possible, academic colleagues to arrange groups to avoid difficulties for students with social anxiety and to ensure groups are well balanced (consider any known disabilities)
- Encourage only one student to speak at a time (arranging chairs in a semi-circle can be helpful)

Studio, practical, field-based, professional skills and placement activities:

- Provide an opportunity to discuss fieldwork and placement needs, if required
- Ensure accessibility on field trips/external visits/placements etc.
- If expected to undertake precisely defined tasks, students to be provided with detailed instructions ahead of time in order to familiarise themselves with what is required
- Provide sufficient time to take notes during explanations and demonstrations of activities, and to help formulate or respond to questions
- Risk assessments to be presented in writing and explained verbally

Appendix Two - Urgent or Unplanned Reasonable Adjustments Process

To ensure that students are not placed at a substantial disadvantage due to delays in disclosing a disability or engaging with the Inclusive Support Service, this process enables staff to implement reasonable adjustments in urgent or severe cases, even without formal registration, evidence or input from Inclusive Support.

This process should be followed when:

- A student discloses a disability or health condition informally.
- A staff member observes a significant barrier to participation or assessment.
- There is insufficient time to wait for formal Inclusive Support Service engagement (e.g. assessment is imminent).
- The student is in crisis or distress and unable to engage with formal processes.

The following staff may approve and implement urgent adjustments:

- Course/Module Leaders (for academic / assessment adjustments)
- Heads of Department (for complex or cross-departmental cases)

No single adjustment should require more than one level of sign-off, unless it involves significant cost or legal risk.

Types of Adjustments That May Be Made

Examples include:

- Extra time or rest breaks in assessments
- Deadline extensions
- Alternative formats for teaching materials
- Temporary access to quiet spaces or assistive technology

Once an urgent adjustment is made:

- The student must be informed in writing (email or secure message) within 24 hours.
- The adjustment must be recorded and sent via email to the Inclusive Support Service within 3 working days for formal follow-up and review.

Review and Follow-Up

- Inclusive Support will review all urgent adjustments within 5 working days.
- Adjustments may be confirmed, modified, or withdrawn based on formal assessment and Inclusive Support will offer support to the student, and advice and guidance to the department on future adjustments including updating or issuing a Learning Support Plan for the Student.
- Staff involved will be notified of any changes.

Escalation Process for Unimplemented or Declined Adjustments

If an urgent or unplanned reasonable adjustment is declined, not considered appropriately, or not implemented in time, the student can take the following steps to escalate their concerns.

The student should raise their concern with the Head of World, who will review the case and provide a response. The Head of World will seek input from the Head of Student Support in reviewing the case. A response will be provided to the student within 10 working days of the issue being raised.

If the student remains dissatisfied or the assessment is imminent, they may:

- Submit a formal complaint via the Student Complaints Procedure.
- Submit an Extenuating Circumstances claim to ensure the impact is considered in academic decisions.

Process Flow

Need Identified – via informal disclosure or staff observation

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Urgency Check – is the need immediate or assessment imminent?

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Staff Authorisation – by designated academic staff

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Adjustment Implemented – e.g., extra time, alternative assessment

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Student Notified – within 24 hours

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Referral to Inclusive Support – within 3 working days

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Inclusive Support Review – within 5 working days

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Outcome – adjustment confirmed, modified, or withdrawn