

THE ENGINEERING AND DESIGN INSTITUTE LONDON

Student Disability Support Policy

<p>Summary</p>	<p>TEDI-London is committed to creating a friendly and welcoming campus where staff and students work closely together within a supportive environment which enables full participation in the student experience. TEDI-London wants to attract people of high potential to study here, and this includes people who are living with a disability or long-term health condition.</p> <p>The objective of the policy is to ensure that applicants and students of the TEDI-London community with disabilities or long-term health needs (mental, neuro-diverse or physical) have access to both facilities and a learning environment that is, wherever reasonably possible, comparable to that of their non-disabled peers.</p> <p>The broad policy aims are based on the Equality Act 2010.</p>		
<p>Policy Owner</p>	<p>Assistant Registrar – Student Experience</p>		
<p>Policy Sponsor</p>	<p>Registrar</p>		
<p>Policy applies to</p>	<p>TEDI-London applicants and students</p>		
<p>Relevant legislation and policy</p>	<p>Admissions Policy</p> <p>Safeguarding Policy</p> <p>Equality and Diversity Policy</p> <p>Fitness to Study Policy</p> <p>Equality Act 2010</p>		
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<p>Approved by</p>	<p>Registrar</p>	<p>Approval date</p>	<p>18/05/2023</p>

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1. INTRODUCTION

- 1.1. TEDI-London welcomes all students who meet the admissions requirements and who are motivated to study at TEDI-London.
- 1.2. We are committed to actively promoting equality of opportunity, ensuring that all students reach their learning potential and achieve success. This means that disabled applicants and enrolled students may be entitled to receive support to enable them to participate as fully as possible in campus life and to enable them to complete their programme of study.
- 1.3. TEDI-London welcomes applications from anyone regardless of disability. Central to the Student Disability Support Policy is the aim to look at the needs of the individual and enable accessibility to study at TEDI-London.

2. POLICY STATEMENT

- 2.1. TEDI-London recognises its responsibility to make anticipatory and reasonable adjustments to all policies, procedures and provision of services, including teaching and learning, and actively seeks to widen the participation of students with disabilities in higher education.
- 2.2. TEDI-London seeks to actively promote inclusive practices and encourages students to disclose information regarding additional needs as early as possible in the application process to allow support, planning and provision to be most effective. Students can disclose their needs confidentially at any stage of the student life cycle.
- 2.3. We understand there is a transition into Higher Education when starting at TEDI-London and our aim is to support students to study as independently as possible during their time here. We will support students to progress and gain strategies to succeed as independent graduates.

It is the aim of TEDI-London to foster independence, self-awareness, and personal responsibility amongst students. We encourage students to take an active part in the process and to take appropriate steps to manage their own health and wellbeing in order to fulfil their academic potential.

3. DEFINITIONS

- 3.1. Disability is defined as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities (Equality Act 2010).

Long term means a condition that has lasted for at least 12 months, it is likely to last at least 12 months or longer or may even last for the rest of the person's life. People who have had a disability in the past are covered, which may be particularly relevant for people with fluctuating and/or recurring impairments.

- 3.2. There are many kinds of disability, some more widely understood and visible than others. A disability can arise from a wide range of impairments, including (but not limited to) the following:

- Sensory impairments, such as those affecting sight or hearing.
- Impairments with fluctuating or recurring effects such as depression, rheumatoid arthritis, chronic fatigue syndrome (ME) and epilepsy.
- Progressive conditions, such as motor neurone disease, muscular dystrophy, forms of dementia.
- Organ specific conditions, including respiratory problems, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease.
- Cancer, HIV/AIDs, Multiple Sclerosis (MS) are covered from the point of diagnosis, even if symptoms have yet to occur.
- Specific learning differences, such as Autistic Spectrum Conditions (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia and Dyspraxia.
- Mental health conditions, such as schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, personality disorders. Depressive illnesses can amount to disabilities where they are long-term.

- 3.3. A Reasonable Adjustment is defined as a decision taken by TEDI-London to allow changes to be made to standard arrangements for students in relation to their study. Some students may become disabled during their studies and the need to make reasonable adjustments is important to allow them to continue in their studies. Reasonable adjustments will also apply to those applying to TEDI-London.

4. LEGISLATIVE CONTEXT

- 4.1. As disability is a protected characteristic under the Equality Act 2010. Public bodies must, in the exercise of their functions, have due regard to the need to:
- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
 - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
 - foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- 4.2. Public bodies are required to integrate consideration of equality and good relations into their day-to-day business and to consider how a function can affect different groups in different ways. This enables TEDI-London to reasonably anticipate the needs of disabled applicants and students and to address the potential impacts of any proposed changes to ensure they do not have an adverse effect.

5. ROLES AND RESPONSIBILITIES

- 5.1. Applicants and students are responsible for disclosing their disability to TEDI-London.
- 5.2. Students have the right not to disclose a disability or to request that the existence or nature of their disability be treated as strictly confidential and therefore not shared with relevant staff across TEDI-London. Requests for strict confidentiality may mean that a less satisfactory adjustment is provided or that no adjustment can be provided.
- 5.3. Students are responsible for requesting any review of implemented reasonable adjustments if such adjustments are not proving effective in meeting their requirements.
- 5.4. Students may seek a diagnosis at any point during their studies and appropriate adjustments may be made accordingly. It is the student's responsibility to seek the diagnosis, however appropriate signposting will be given.
- 5.5. Where students do not inform TEDI-London of any disability and the effect of said disability at the point of application, TEDI-London may defer admission onto the

course whilst reasonable adjustments are considered or if the student has commenced the course, temporarily interrupt study whilst reasonable adjustments are considered.

- 5.6. The Registrar is responsible for the implementation and operational review of this policy. The policy is reviewed annually.
- 5.7. Major changes to the policy, such as significant content changes, changes to responsibilities, policy application or changes resulting from new legislation, must be approved directly by the Strategic Leadership Team.

6. DISCLOSURE

- 6.1. Applicants are strongly encouraged to disclose their disability to TEDI-London as early as possible in the application process and as much information as possible should be provided in respect of the nature of the condition and how it affects the applicant. Additionally, any student seeking a diagnosis at any point is encouraged to disclose this to TEDI-London.
- 6.2. TEDI-London will require medical evidence of the disability or evidence from an appropriately trained relevant expert in order to fully consider the request for adjustments and to determine whether TEDI-London is able to support the student in their studies.
- 6.3. Should the student fail to provide the relevant information when requested, TEDI-London may not be able to assess what adjustments are required or put those adjustments in place, and entry may be deferred, or study suspended.

7. CONFIDENTIALITY

- 7.1. Students can seek confidential advice and support from the Student Experience Team at any point by emailing studenthub@tedi-london.ac.uk.

- 7.2. Applicants and students have the right to request their disability is kept confidential. Where absolute or limited confidentiality has been requested, TEDI-London may not be able to make adjustments that would otherwise be reasonable, particularly in relation to disabilities that are hidden and complex or where the related needs are specific to the individual.
- 7.3. Where confidentiality has not been requested, TEDI-London will manage the process of information sharing and will treat all personal data in accordance with the Data Protection Act (1998); access to disability-related information will be provided on a need-to-know basis only, in order for reasonable adjustments to be implemented.
- 7.4. If a student chooses to disclose a disability informally to an academic or any other member of staff, then by law, TEDI-London is deemed to know about that student's disability. Levels of confidentiality should be discussed with the student, and they should be encouraged to explore reasonable adjustments, but at the very least the disclosure should be documented with the Student Experience Team.
- 7.5. Where a student is on an exchange to another institution or on a placement as part of their degree programme, relevant information may be shared with the consent of the student to ensure reasonable adjustments will be provided at the host institution/organisation and to ensure no disadvantage is experienced by students engaged on exchanges and placements.

8. ADMISSIONS

- 8.1. TEDI-London is committed to providing an applicant experience that supports those with a declared disability. The Admissions Team will proactively work with applicants to make any adjustments to our process that are required.
- 8.2. The Admissions Team will regularly review the Admissions Process to ensure applicants are not being discriminated against on the grounds of disability.
- 8.3. The procedure for admission of disabled applicants will follow the legislative requirements of the Equality Act 2010 and one in which the consideration of your academic suitability is separated from the discussion centred on your other needs.

- 8.4. If a disability is disclosed in the application form, then the Admissions Team will be in touch regarding reasonable adjustments that can be put in place during the application process and during their studies. Once a student accepts an offer from TEDI-London (Firm or Insurance), the Admissions Team will contact the student for further information about reasonable adjustments.
- 8.5. Once a student confirms their intention to study with TEDI-London, the Student Experience Team will meet with the student to create a Learning Support Plan.
- 8.6. Should disability not be disclosed on the application form, further opportunity will be provided through the student enrolment form or by contacting the Student Experience Team.

9. LEARNING SUPPORT PLANS AND REASONABLE ADJUSTMENTS

- 9.1. All students who have disclosed a disability or mental health condition have the opportunity to have their needs clearly stated and additional support requirements will be documented in a Learning Support Plan drawn up between the student and TEDI-London. This will be confirmed and signed by the student and shared with relevant teaching and administrative staff unless the student requests otherwise.

Adjustments outlined in the Learning Support Plan include:

- arranging for non-medical help (i.e., specialist tutors, mentors, note takers, transcription support)
- recommendations regarding examination arrangements
- advice about physical access to courses
- advice to staff regarding disability awareness
- advice about the Disabled Students Allowance
- advice on producing written material in alternative formats where possible.
- assistance and information on the Disabled Students' Allowance (DSA) application process will be provided. If a student is eligible for DSA but does not want to apply, it is not the duty of TEDI-London to provide that support in place of DSA.

- 9.2. In circumstances where a disabled student has complex needs and/or TEDI-London is being asked to make an adjustment and hence provide the funding for it, TEDI-London may refer the case to the Learning, Teaching and Quality Committee to ascertain the adjustments that are reasonable in the specific circumstances and the extent to which TEDI-London is reasonably able to support the student. TEDI-London is required to ensure that each student can meet the learning outcomes of the course. Any adjustments required to make a change to the learning outcomes to facilitate course completion are required to be approved by the Academic Director or nominated senior academic prior to an offer of a place on the course.
- 9.3. Rarely, it may not be possible to make the adjustments required to enable the applicant to undertake the course applied for. For example, this may be because the person is unable to meet the course learning outcomes. If TEDI-London decides that it cannot offer a place to the student, the applicant should be informed of this decision in writing by the Admissions, Access and WP Manager (or their nominated representative) and provided with reasons as to why reasonable adjustments were not possible.
- 9.4. In the event that TEDI-London finds that it is unable to meet an applicant's support needs after an offer has been issued, it may in exceptional circumstances be necessary to withdraw the offer. In such cases the applicant will be informed of the reasons as to why no reasonable adjustments were possible.
- 9.5. Where a student is eligible for Disabled Student's Allowance and has not applied or does not intend to, TEDI-London are not responsible for providing the support services in place of what would be offered through DSA.

10. FITNESS TO STUDY POLICY

- 10.1. The Fitness to Study policy outlines the steps that TEDI-London will follow when concerns are raised about the fitness to study of one of its students. It is intended as a supportive procedure which can be used by staff when a student's health, wellbeing and/or behaviour is having a detrimental impact on their ability to progress academically and function at TEDI-London. In addition, the procedure should be used for any student whose ability to cope with student life, to study or progress on their course is compromised as the result of their health, wellbeing or disability.

10.2. Any student who is absent due to serious health issues (including mental health) or injury is requested to attend a Fitness to Study meeting. This meeting will be arranged by the Student Experience Team in conjunction with the Attendance and Engagement Policy.

11. ASSESSMENT AND EXAMINATIONS

11.1. TEDI-London is responsible for providing special assessment and examination arrangements, where necessary, for disabled students. Any adjustments required will be included in the Learning Support Plan and will be agreed in advance with the Student Experience Team and Academic Director. Adjustments will cover the duration of the student's course unless otherwise stated.

11.2. Any further ad hoc or additional adjustments requested by the student should be made directly to the Student Experience Team and will only be added to the Learning Support Plan if agreed by the Academic Director.

11.3. Students requiring adjustments to be made prior to taking unseen examinations, must make this situation known at least one month prior to the date of the examination.

12. TRAINING, DISSEMINATION AND IMPLEMENTATION

12.1. The Registrar in conjunction with the People Team will provide a programme of training events for nominated staff who engage with students with disabilities, where further training is required.

12.2. All parties who fall within the scope of TEDI-London's Student Disability Support Policy, including applicants and students will be provided with a copy of this policy and guidance on how to follow it. All contractual relationships with parties covered by this policy shall require compliance with this policy at all times.

13. MONITORING AND REVIEW

13.1. This policy will be monitored and reviewed formally on an annual basis and may be updated in between to reflect any changes to government legislation. It will be

disseminated to all staff at TEDI-London and communicated to students during their induction.

13.2. Training will also be provided to appropriate TEDI-London Staff and will be available as part of new starters induction process.

13.3. The Policy was valid from September 2023 and will be reviewed every two years.