



Policy Statement and Guidelines for Support for Disabled Students



Liverpool Hope University
**Student Support
& Well-being**



Policy Statement and Guidelines for Support for Disabled Students

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1. Introduction

This Policy Statement reinforces Liverpool Hope University's commitment to ensuring equality of opportunity for the diverse student body and to review its policies and practices in light of developments in the Higher Education sector, the legislative framework, and the University strategy.

This document outlines the University's duties and the options available to staff and students with disabilities in seeking support or adjustments to their working and studying environment.

The University is committed to working towards an understanding of the Social Model of disability; this includes 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. Policy Statement Aims

This Policy Statement sets out the University's commitment to disabled students, providing a framework to contribute to the ongoing development of an enabling environment for all members and service users of the University.

This policy statement should be read in conjunction with the University Equality and Diversity Policy, the University Regulations (UAR2 Concessions for Students with an Illness, Disability, Injury or Other Adverse Personal Circumstances) and the Equal Opportunities Policy, which outline the key priorities. However, while these focus on the overarching objectives and aims relating to disability, this policy statement addresses some of the specific operational aspects for support staff, lecturers and students and aims to provide a guide for managers, staff and students.

3. Responsibilities

The University is responsible for the well-being of current disabled students, together with actively encouraging disabled students to join the University. These responsibilities are delegated by the University Senate to Heads of Academic Departments, Heads of Service Units and appropriate student representatives such as the SU Vice President (Welfare).

The University will put in place procedures to ensure that all disabled students are treated fairly. It will make reasonable adjustments to support students in their learning environment and so far as is reasonable, remove or reduce barriers which prevent disabled students from successful participation in all aspects of University life.

4. The Legal Framework

The disability equality legislation outlines a number of required duties. The Equality Act 2010 incorporated all nine separate pieces of equality legislation including the Disability Discrimination Act 1995. The Equality Act 2010 places a general duty on all Higher Education Institutions to promote disability equality. Under these duties Liverpool Hope University is required to:

- eliminate unlawful discrimination
- eliminate harassment of disabled people
- promote equality of opportunities between disabled people and other people
- involve disabled people in the formulation of actions
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment
- identify and analyse potential discriminatory policies, practices and procedures in all aspects of the University's activities.

The University supports an anticipatory approach which requires pro-active consideration of disabled access to services and facilities to ensure adjustments are made in advance of individual disabled people attempting to use the service or access education.

The University Equality Objectives as required by the Equality Act 2010 include the action plan for the institution on all aspects of equality and diversity to include the protected characteristics under the act. The objectives can be viewed on the equality and diversity pages:

www.hope.ac.uk/aboutus/governance/equalityanddiversity

5. Harassment and Other Forms of Unlawful Discrimination

The general legal duty also requires the University to have due regard to the need to eliminate harassment and discrimination of disabled people that is related to their disabilities or to the disabilities of others associated with them. Harassment may take the form of verbal abuse or other actions which make an individual feel uncomfortable, intimidated or degraded.

The Harassment and Bullying Policy Statement applies to both staff and students; it is available from:

www.hope.ac.uk/personnel/a-zofpoliciesandforms/a-zofpolicies

6. Definition of Disability

The Equality Act 2010 uses a wide definition of disability which includes those with physical or mobility impairments, visual impairments, hearing impairments, dyslexia, dyspraxia, dyscalculia, AD(H)D, medical conditions, mental health difficulties, autistic spectrum conditions, Chronic Fatigue Syndrome, M.E. and 'unseen disabilities' (e.g. asthma, epilepsy, heart conditions, diabetes). The formal definition included in the Act is:

"A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities."

The definition of "day to day activities" includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand. The Act defines "substantial" as being more than trivial and "long-term" as being more than twelve months or likely to last twelve months.

An impairment which would substantially affect a person, but which is controlled by medical treatment or prosthesis, is still covered by the definition of disability. The definition includes cancer, HIV/AIDS and Multiple Sclerosis effectively from the point of diagnosis.

Discrimination and harassment is not limited to those people who are themselves disabled but also applies to those associated with disability i.e. a carer for a disabled child.

7. Admission Arrangements

The University is committed to ensuring equality of educational opportunity for all applicants and welcomes applications from individuals with disabilities. All applications are considered on the grounds of the same academic criteria. In parallel with the academic application process, the University's Learning Support Team will contact applicants who have declared a disability on their application form to discuss any support requirements they may have in relation to the course applied for (please see Section 8 for information regarding applicants wishing to study on Teaching and Social Work courses).

Disabled applicants are encouraged to visit the University campus either on an individual basis or as part of the Open and Applicant Day cycle, where they can meet with academic and support staff, visit departments, find out more about the support available and view the campus facilities. The Learning Support Team will contact applicants who have declared a disability on their application form to discuss any support requirements they may have when attending an Open or Applicant Day.

Prospective students will also be invited to attend a presentation delivered during Open and Applicant days regarding the support available for disabled students at the University. The presentation also includes information about how to apply for Disabled Students' Allowances (DSAs) and the general support services available within the University. Learning Support Team Advisers are available during Open and Applicant Days to answer individual questions from prospective students.

If a prospective student discloses a disability to a member of the academic staff during any stage of the admissions process, the student should be advised to contact the Learning Support Team for further advice. Academic staff are strongly advised to avoid making any offer of additional support, unless this has been previously agreed or advised by the Learning Support Team.

Once registered, all students are invited to attend various university induction activities. Information regarding the Learning Support Team services is covered during the University induction process. The University website also provides information regarding the services and support available to disabled students within its Student Support web pages. Support information leaflets are available from Student Development & Well-being all year round.

To ensure effective information, advice and guidance is offered, it is essential that all published and web-based materials accurately reflect the support available by clearly outlining the University's support services. University promotional materials, admissions personnel and lecturers who have contact with prospective students should all encourage early disclosure of a disability and/or additional support need.

It is important that from the outset, accurate information about the extent of the support available is given to those who disclose a disability and/or additional needs. Any agreement made between the University and student can generally be acknowledged to represent a contract under law. Therefore, no matter how well intentioned, making promises - whether related to learning or personal support - which exceed that which the University is able to provide has the potential for creating problems further down the line. Any staff member who is unsure about the level of support available is advised to consult the Learning Support Team prior to making any commitment to a student.

Information regarding university learning and disability support services is provided on the website:

www.hope.ac.uk/lifeathope/studentsupport/disabilityanddyslexia

7.1. Network of Hope

Applicants for courses at the Network of Hope colleges who have disclosed a disability will be contacted by the Learning Support Team to discuss any support requirements they may have in relation to the course applied for. Applicants will be provided with information about how to apply for Disabled Students' Allowances and are invited to discuss their support requirements with a Learning Support Adviser.

The Learning Support Team will offer advice and guidance, normally via email, telephone or Skype. Where necessary, due to the nature of a prospective or current student's disability, a member of the Learning Support Team may travel to Network of Hope colleges for meetings. The Learning Support Team facilitates support for Network of Hope students following the same processes as for students attending courses at Liverpool Hope. However, due to the Network of Hope Colleges having different DSA funding agreements with Student Finance England, the arrangement of non-medical help provision may not match that of Liverpool Hope identically but results in a similar outcome.

8. Fitness to Practise (Teaching and Social Work Students)

Disability or specific learning difficulty does not preclude application to study for qualifications in teaching or social work. However, students who choose these courses are required to comply with the Fitness to Practise policies of the bodies which govern the respective professions (Department for Education and Employment and the Health Professions Council).

The Health Professions Council and Department for Education and Employment place a responsibility upon education and training providers to make sure that everyone who is registered as a Social Worker or Teacher is 'physically and mentally fit' to undertake the work they are training to do. Applicants are thus required to declare conditions which could be viewed as having a potential impact on their fitness to practice. Advice, guidance and support for applicants and students is available from both the Education and Social Work Departments and also the Learning Support Team.

9. Data Protection

A student's personal data includes practically any information about, or correspondence relating to, a named student. Anyone working or volunteering for the University whose duties may include the handling of students' personal data is required to observe statutory Data Protection Act (1998) protocol. Data Protection Act protocol applies to all formats in which information is kept and used. For example, in printed format, IT equipment, portable hard drives, pen drives, emails, handwritten notes or in any other way. Whilst oral information is not directly addressed, certainly, discussions where personal or sensitive information regarding a student, and any written notes arising from such discussions, are subject to the provisions of the Data Protection Act.

The University's Data Protection Policy clearly defines the expectations placed upon university personnel. Further information regarding the University's Data Protection Policy can be found at:

www.hope.ac.uk/media/liverpoolhope/contentassets/documents/itservices/media,4804,en.pdf

9.1. Confidentiality

Everyone has the right to privacy and confidentiality. However, maintaining confidentiality alongside appropriate disclosure of information is sometimes difficult to manage. As a general principle, if a student refuses or does not give consent, then information cannot be shared. However, there may be exceptional circumstances where there is a need to act without a student's permission, for example, where there is immediate risk of harm to the student or others.

In general, all personal data of a sensitive nature given orally to a member of staff by a student should be treated as confidential and should only be disclosed with the student's consent. Sensitive data for the purposes of these guidelines is information given in confidence concerning, for example, information regarding a student's health circumstances or disability, including mental health difficulties. It does not include however, personal data that other university personnel would require in order to carry out their normal everyday duties, such as gender, date of birth or home address.

In all cases where, based on the staff member's judgement, it is felt that it would be in the student's (or other third parties) best interests for such sensitive personal information to be disclosed (e.g. so that appropriate support may be provided) the student's consent should be obtained. Oral consent will often be adequate, but in certain cases, and to assure good practice, it is advisable to obtain consent in writing. If the student chooses not to provide consent this decision should be respected, although the implications in terms of the level of support and adjustments that can be put in place should be made clear to the student.

There are certain circumstances where a student withholds their consent – or it is impracticable to try to obtain it – when the commitment to confidentiality should be broken. These are:

- where there are serious grounds for concern about the student's mental well-being
- when the student's health or safety is at risk
- when the student may be at risk of serious abuse or exploitation
- when the student's behaviour is adversely affecting the rights and safety of others, especially university staff and students
- when the student is infringing university regulations or disclosure is required by law
- when the student's current or predicted behaviour, or health needs, compromise the University's responsibilities to outside agencies, including professional/practise placements, partner institutions and professional bodies in relation to fitness to practice, e.g. Department for Education and Employment (Teaching) and the Health Professions Council (Social Work).

10. Disclosure of a Disability

In practice, it is likely that some students will choose to disclose a disability informally, outside of the formal university admissions and registration processes. Students need to feel confident that any information they provide will be treated with respect and only made available to others if they have specifically consented to such disclosure. It is important that all staff are aware of the action they need to take if they become aware that a student or applicant has a disability, additional needs or long term health condition that might impact on their ability to engage fully with their studies.

If a student discloses a disability to any member of staff in the University, then in legal terms, the University is deemed to know about that student's disability. In such cases, staff are required to advise the student of the benefits of disclosing their disability or health condition and they should encourage the student to contact the Learning Support Team in Student Development & Well-being for further advice. The Team will also assist the student in exploring the provision of reasonable adjustments and disability funding eligibility.

If the student expresses a wish for their disclosure not to be shared, the staff member should re-emphasise to the student the benefits of accessing appropriate support from the University support services. The potential negative implications of not disclosing and accessing the appropriate support should also be clearly communicated and reassurance that the student can contact Student Development & Well-being at any time if they change their mind should also be provided.

Where a student refuses to give their consent to sharing information regarding a disclosed disability, details of the student's non-disclosure request should be clearly recorded, dated, and where possible, signed by the student. This will provide a record of the student's non-disclosure request should any lack of disability support provision be questioned at a later date.

11. Reasonable Adjustments

The University is required to make reasonable adjustments when a disabled student may be placed at a substantial disadvantage in comparison with a person who is not disabled. A 'reasonable adjustment' is an alteration to a practice, process or policy that attempts to remove or minimise a specific disadvantage or barrier that arises as a result of a student's disability. Wherever possible, the University will make anticipatory changes and adopt inclusive practice in order to reduce the need for reasonable adjustments to be made for individuals.

When deciding whether an adjustment is reasonable the University will consider the practicality, effectiveness and potential cost of the proposed adjustment as well as the need to maintain academic competence standards. (Please see Appendix 5 for further details).

Recommendations for reasonable adjustments are usually made by the Learning Support Team and are informed by medical evidence or Educational Psychologist's reports in combination with formal Assessment of Need reports. It is the responsibility of the student to provide evidence of disability to the Learning Support Team by the published deadlines if adjustments to university examinations or other assessments are requested.

Examples of reasonable adjustments for students include making appropriate arrangements in such activities as:

- teaching, including classes, lectures, seminars, practical sessions
- examinations and assessments
- field trips and outings
- professional placements.

Reasonable adjustments may include, for example:

- the provision of materials in particular formats
- permission to audio record classes
- the allocation of non-medical helpers
- specific examination arrangements, including additional time
- adjustments to assessment practices
- specific accommodation arrangements
- access to assistive technology in the University Library
- specific access issues such as the use of guide dogs.

Where a student is entitled to apply for Disabled Students Allowances but does not do so, or does not complete the process, or does not submit subsequent application forms to their funding body where required, the University may decline to put in place adjustments that would normally be funded from these allowances.

There is no duty on the University to make adjustments to actual 'competence standards', which are academic, professional or other standards applied by or on behalf of the University for the purpose of determining whether or not a person has a particular level of competence or capability. However, the duty to make reasonable adjustments to the way in which such competence standards are assessed does apply.

Further information on assessment adjustment for disabled students can be found in the academic regulations on assessment UAR2 'Concessions for Students with an Illness, Disability, Injury or Other'.

www.hope.ac.uk/gateway/supportandwellbeing/studentadministration/understandingyourdegree/assessmentofstudentsregulations/

12. Examination and Assessment Arrangements

The University supports the belief that assessment methods should not only be appropriate to the academic objectives of the programme of study, but should also minimise the impact of a student's disability on performance in assessment. Wherever possible, disabled students should undertake the same assessments as others on their course but where the nature of the disability makes it impossible for a certain form of assessment to be adopted, alternative arrangements for examinations and/or other assessments may be required. Special arrangements are provided for students who, as a result of a disability, are unable to sit formal university examinations and/or assessments under normal conditions. The purpose of such specific arrangements shall be to compensate for any restriction imposed by the disability without compromising academic standards.

It is the student's responsibility to ensure that the University is aware of his/her disability and to apply for any variation in assessment conditions within the deadlines which are established for this purpose (as specified in the Universal Assessment Regulations Part One). Any request must be supported by acceptable medical evidence of a disability, learning difference or enduring medical condition.

The Learning Support Team and Student Administration Team are responsible for making arrangements for formal examinations, including those during the re-sit period. The Learning Support Team will be responsible for authorising alternative assessments and will enable reasonable adjustments for assessments, including examinations and class tests, where a student has provided evidence of a disability or injury that would affect their performance in the assessment.

Academic staff will be responsible for making arrangements for class tests, including any agreed adjustments for students with a Learning Support Plan, except in those cases where students require an individual room due to having an exam scribe or reader. Where this is required the academic staff member responsible for the class test arrangements is required to contact the Learning Support Team who will arrange an individual room for the class test.

The Learning Support Team should be contacted at least two weeks prior to the date of the class test in order to arrange a room and invigilator and book an exam scribe/reader where required. The academic staff member will provide a copy of the questions for the class test and instructions for the test at least two days in advance of the test and is required to collect the completed test script from Student Development and Well-being within one week following the test. Class tests should not coincide with formal examination periods.

Further information regarding special assessment arrangements for disabled students can be found in the University's Academic Regulations: Universal Assessment Regulations Part One: Universal Conventions and Procedures.

www.hope.ac.uk/media/liverpoolhope/contentassets/documents/studentssupport/studentadministration/undergraduates/universalregulations/media,6409,en.pdf

and also...

Universal Conventions and Procedures: Concessions for Students with an Illness, Disability, Injury or other Adverse Personal Circumstances.

www.hope.ac.uk/media/liverpoolhope/contentassets/documents/studentssupport/studentadministration/studentadministrationrevised2014/media,38673,en.pdf

13. Personal Emergency Evacuation Plans

Prospective students who may require a Personal Emergency Evacuation Plan (PEEP) once they arrive at university are identified and contacted by the Learning Support Team. The Learning Support Team will be responsible for producing the PEEP, sending the applicant a copy for their approval, together with the University's Emergency Evacuation Information Booklet.

The Learning Support Team will meet with students to conduct a 'PEEP walk-through' of the evacuation route from their hall of residence. The Team endeavour to conduct the walk through as soon as possible once the student arrives at the University, in most cases during Arrivals Day. Copies of PEEPs for all the relevant students living on campus are provided to the relevant Security Lodges for emergency management purposes.

Copies of the agreed PEEPs are also circulated where relevant to Senior Resident Hall Tutors, Heads of Department and Care Agencies. Shortly after Arrivals Day further walk-throughs are carried out covering evacuation routes from classrooms, both for new students and continuing students with an existing PEEP. A PEEP can be written at any point throughout the year should a student becomes disabled or discloses a disability for which a PEEP is required.

It is the responsibility of faculty department personnel to inform the Learning Support Team if they become aware of any student who may experience difficulty in quickly evacuating from a building, for example due to an injury sustained or following surgery.

14. Learning Support Plans

The Learning Support Plan (LSP) is the main method by which the University (via the Learning Support Team) communicates information to the relevant university personnel regarding the impact of a student's disability and any agreed reasonable adjustments.

Where appropriate, the Learning Support Team will produce an LSP for each disabled applicant or student and the content of the LSP will be discussed with the applicant or student. The LSP is informed by medical evidence and/or other reports and evidence of disability is normally required for adjustments to examination arrangements and other assessments.

Where possible, a draft version of the LSP will be created for prospective students and once formally registered with the University, notification will be sent to the student, advising them to review and approve their LSP or to discuss any amendments to the plan. Current students will be invited to read and approve their LSP immediately after it has been produced.

Once the student has approved the content of the LSP and provided their consent to share the information, the LSP is then made available to the appropriate university personnel. Disability Support Contacts within each university department are responsible for identifying new or updated LSPs via the LSP reporting system and are then required to notify the appropriate academic staff of the existence all LSP(s) relating to students within their sessions.

It is the responsibility of academic staff to meet with all of their students with an LSP within three weeks of receiving notification of an LSP. The meeting should be used as an opportunity to acknowledge the content of the LSPs and to discuss the provision of appropriate reasonable adjustments. It is also the responsibility of academic staff to implement the agreed reasonable adjustments as soon after the meeting as is reasonably possible. LSPs can be created or updated at any time throughout a student's studies should further information become available, or if their needs should change. In these cases, the Learning Support Team will be responsible for notifying the relevant Disability Support Contacts of all such additions/updates.

15. Risk Assessments

Where it is identified that a prospective or current student's disability might impact upon them negatively within a particular study setting, it may be necessary to carry out a risk assessment prior to the student starting at the University or as soon as possible thereafter.

The Learning Support Team will contact the appropriate faculty department to advise them of any applicants for whom a risk assessment is recommended due to the impact of a disability in a particular setting, for example in a laboratory or workshop. Faculty departments have a responsibility to identify from Learning Support Plans those students for whom a risk assessment is deemed necessary. The faculty department should then conduct the risk assessment, with input from the Learning Support Team if appropriate.

When disabled students participate in off-campus activities, such as placements or field-trips, it is essential that a risk assessment is carried out by the faculty department where there may be additional risks due to the student's disability (the whole group risk assessment is not sufficient for this purpose).

The Learning Support Team will consult all disabled students with an LSP via an online survey within a month of starting on their programme. The survey will assess disabled students' satisfaction that their LSP has been acknowledged and that the agreed reasonable adjustments have been enabled. Where any student shares their concern regarding their LSP or the enabling of any agreed adjustments, the Learning Support Team will be responsible for notifying the relevant faculty department of the issue.

16. Off-site Activities

Field trips, fieldwork and periods of study abroad may present a range of difficulties for disabled students. Where a student with an identified disability or medical condition is following a programme of study which involves off-site activities, a period or periods away, the Head of Programme or relevant academic staff member should discuss the implications of this with the student and the Learning Support Team, well in advance of the proposed activity or trip. As a guide, discussions should take place at least three months prior to a field trip and at least six months prior to any study abroad activity.

When arranging off-site activities such as field-trips, academic staff will be responsible for making the appropriate checks in regard to whether any students participating in the off-site activity have a Learning Support Plan. They are also responsible for enabling any reasonable adjustments where necessary. Academic staff should discuss the details of the activity with the disabled student(s) as far in advance as possible. This is in order that both the student and staff member are fully aware of the field environment and what is required by both parties to enable a positive and fulfilling experience.

If a student is usually accompanied by a support worker, or may require a support worker for a particular field trip activity, faculty staff are required to contact the Learning Support Team for advice at least four weeks in advance for local trips and at least two months in advance for residential visits and travel abroad.

Offsite activity for a disabled student often requires careful planning and additional arrangements in order to enable a positive experience and outcome. It is therefore vital that all the required and appropriate arrangements are discussed, planned and set in place in good advance time prior to any off-site activity. Staff are strongly advised to seek the advice of the Learning Support Team when planning such activity for a student with a disability, health difficulty or other additional need.

16.1. Professional Placements

With regard to work and practice placements, the placement provider has a duty of care whilst students are with the placement provider. However, Faculty Placement Officers and Learning Support Team Advisers have a responsibility to provide advice and support to disabled students in relation to their placement. Placement Officers and Learning Support Team Advisers are also required to liaise with the placement provider regarding a disabled student's needs but before doing so they should always seek the students consent to share the required information regarding their disability and/or any additional needs.

For professional courses with placement requirements, e.g. Initial Teacher Training and Social Work courses, the Head of Programme or the Partnerships/Practice Office must inform the Learning Support Team each year of the dates of all placements at least three months prior to the start of the course. The Learning Support Team will identify applicants for these courses who have disclosed a disability and inform the Partnerships/Practice Office of these applicants.

The Partnerships/Practice Office will be responsible for reviewing Learning Support Plans to ascertain if reasonable adjustments have been agreed which must be considered when allocating placements. If placements are to be allocated before Learning Support Plans are available for new students, then the Partnerships/Practice Office are required to contact the Learning Support Team to discuss the requirements of disabled applicants.

In addition, as part of the process of assigning placements, the Partnerships/Practice Office are required to invite and encourage all applicants and students to disclose a disability if they have not already done so. Prospective and current students should be invited to indicate any disability-related needs for their placements and to confirm whether they wish for the placement provider to be made aware of their disability and if so, whether disclosure is to be made by the student or by the Partnerships/Practice Office.

For students with complex support needs, the Partnerships/Practice Office or the student may request that a Learning Support Adviser contact the placement provider to discuss reasonable adjustments and if necessary to visit the placement. Please see Appendix 4 for further guidance regarding the key requirements when arranging off-site activities, field trips and professional placements.

17. Disabled Student Allowance

UK students have the option to apply for Disabled Students' Allowances (DSA). DSAs help pay for the extra costs associated with studying that are incurred as a direct result of a disability (for example, mobility impairment, sensory impairment, Autistic Spectrum Condition, mental health difficulty, effects of an enduring disabling illness) or specific learning difficulty (dyslexia, dyspraxia, dyscalculia, AD(H)D). The allowances can help to pay for non-medical personal support, items of specialist equipment, assistive software, travel and other course-related costs. The allowance is neither means-tested nor repayable.

Where an applicant may be eligible for Disabled Students' Allowances it is their responsibility to apply in good time to their funding body in order that funding for support is agreed prior to the commencement of their studies wherever possible.

The Learning Support Team will be responsible for providing information, advice and guidance in relation to DSAs to prospective and current students. The Team can also offer assistance to any student who may be experiencing difficulty at a particular stage in the application process for DSAs. Further information on DSA can be found on the Student Finance England webpages at:

www.practitioners.slc.co.uk/products/disabled-students'-allowances.aspx

18. Where DSA Funding is Exhausted or Unavailable to Non-UK students

Where a prospective or current student is not eligible for UK DSAs or has support needs that are likely to exceed the maximum DSA funding available, they are required to contact the Learning Support Team at the earliest possible opportunity to discuss their needs. The University will normally require formal medical evidence of the disability and may also require the applicant or student to attend an Assessment of Need with an independent assessor.

Although the University will endeavour to provide reasonable adjustments to all students in such circumstances, where it is identified that the provision of adjustments and/or support is deemed to be unreasonable or significantly cost-prohibitive, the University will consider each case on an individual basis in order to identify the level of reasonable support it is able to provide. Once this is identified, the options available will be discussed with the prospective or current student.

In all cases, it is essential that contact be made with the Learning Support team as far in advance as possible to allow reasonable time for the assessment and support implementation process to take place effectively. Where the University agrees to fund support where no DSA is available, the choice of support provider will be at the sole discretion of the University. Where no DSA funding is available and the University purchases equipment or software as a reasonable adjustment, the equipment and/or software shall remain the property of the University and must be returned by the student prior to graduation.

19. International Students

Prospective students from outside the UK (including those from the Republic of Ireland) are strongly advised to declare a disability, medical condition, mental health difficulty or specific need as early as possible in the application process and prior to their arrival at the University. Where a disability is declared, the applicant will be contacted by the Learning Support Team regarding their support needs. The Learning Support Team can offer information, advice and guidance via a number of communication methods including email, telephone or Skype.

Where a prospective or current international student discloses a disability to the Admissions Team, International Unit, academic or other member of university staff, they should be directed to the Learning Support Team for further advice. Alternatively, where appropriate and consent is given, the International Unit or Admissions staff may inform the Learning Support Team of the enquirer's contact details for further communication from a Learning Support Adviser.

Both prospective and current international students need to be aware that they will not be eligible to receive UK Disabled Students' Allowances and are therefore strongly advised to contact their home Government for information on any funding that may be available as a disabled student studying abroad. Where it becomes clear that an international student may require significant levels of additional support and does not have access to any disability support allowances, the Learning Support Team will follow the procedures set out in the section 18 of this guidance.

19.1. International Exchange

For UK students wishing to go abroad to study for a period during their course, the relevant application process will invite applicants to disclose a disability and to indicate if they have any additional support need as a result of that disability. The International Exchange Administrator based in Student Development & Well-being will forward this information to the Learning Support Team a minimum two months prior to the intended start date. Contact details for the relevant member of staff at the chosen exchange university will also be provided at that point.

The Learning Support Team will contact the student to discuss their needs in relation to the exchange and liaise with the exchange university to inform them of those needs. Disabled students should be advised that the facilities and support available abroad may not always match those at Liverpool Hope or in the UK generally. While students are abroad, the Learning Support team are available to offer advice and guidance where required, via email, telephone or Skype. Where students have been in receipt of non-medical helper support in the UK, e.g. study coaches, it may be possible for this support to continue via email and Skype.

20. Accommodation Requirements and Adaptations

The University will endeavour to provide suitable living accommodation within its halls of residence for disabled students, where reasonably possible. The Learning Support Team will be responsible for ascertaining whether disabled applicants who are intending to live in university halls of residence have any disability-related accommodation requirements. The University may request appropriate evidence of a student's disability when allocating accommodation to meet a disability-related need. Where there is a waiting list for accommodation in halls of residence, priority may be given to disabled applicants where it is deemed appropriate by the University.

Where special adaptation may be required in order to meet the specific disability-related need(s), prospective students are required to provide the University with as much advance notice as possible. The Learning Support Team will be responsible for communicating any such requests for special adaptations of accommodation to the Head of Estates as far in advance as possible. The Estates Team will be responsible for liaising with the Learning Support Team to assess the requests and agree all essential and reasonable adaptations. Estates will be responsible for scheduling all agreed work, but may wait until the applicant's place at Liverpool Hope is confirmed before implementing the adaptations.

In preparation for the start of the new academic year, the Learning Support Team will be responsible for liaising with the Accommodation Team to identify allocated rooms for all students who will require a PEEP. Where appropriate, the Learning Support Team will issue specialist safety equipment to students with a sensory impairment for use in university halls of residence, e.g. Deaf Alerter units. The Accommodation Team will be responsible for issuing keys to students, including electronic key fobs for automatic doors, and for placing keys in wall-mounted key safes where access by care workers is required.

Where continuing students require university accommodation in a specific hall of residence or room due to their disability, the Learning Support Team will liaise with the Accommodation Team to meet such requests wherever possible.

The Accommodation Team will endeavour to allocate rooms to meet all disability related accommodation requests. However, this can only be arranged if students disclose their needs to the University with good advance notice. The University cannot guarantee the allocation of suitable accommodation at the start of term where requests are received after the 1st August deadline.

21. Students with Temporary Health Support Needs

Although short term health conditions are not specifically referred to in current legislation, the University will endeavour to take a flexible and sympathetic approach to significant and appropriately verified short term health conditions experienced by a student. For the sake of these policy statement guidelines, a short term condition can be described as any condition (or injury) of a temporary and short term nature not covered by the formal definition of a disability as defined by the Equality Act 2010, but where the condition or injury is significantly disabling in nature.

In most circumstances students who have a short term injury or illness will liaise with their faculty department to discuss any requirements, e.g. extensions on assignment deadlines. However, students may be directed to the Learning Support Team if a temporary Learning Support Plan is required. Students are normally required to provide supporting medical evidence to the Learning Support Team, especially where the Learning Support Plan is to include adjustments to examination arrangements.

Where appropriate, the Learning Support Team will liaise with the student and faculty staff to discuss how best the student can continue accessing their studies whilst in recovery. Where it is deemed both reasonable and appropriate, this may include the temporary allocation of non-medical support or other assistance.

Further information on concessions for students with an illness or injury can be found within the University's Universal Conventions and Procedures (Conventions Relating to Concessions for Students with an Illness, Disability, Injury or other Adverse Personal Circumstances).

www.hope.ac.uk/media/liverpoolhope/contentassets/documents/studentsupport/studentadministration/undergraduates/media,6405,en.pdf

22. Students on an Interruption of Studies

Disabled students who are on an interruption from study or taking a year out from study are not eligible to utilise their agreed Disabled Students' Allowances until they re-register for their studies with the University. Consequently it is not normally possible for such students to receive non-medical helper support until they formally return to their studies. The Learning Support Team will invite students who have interrupted their studies to review their support arrangements prior to their return.

23. Assessments for Specific Learning Difficulties

Applicants who require an assessment for Specific Learning Difficulties, such as dyslexia, are directed to the website of the British Psychological Society by the Learning Support Team. This site enables applicants to identify a suitable Educational Psychologist within a given radius of their home region. Alternatively, applicants can choose to wait until they are registered on their course and then arrange a meeting with an Educational Psychologist through Liverpool Hope or through their Network of Hope College.

Current students who choose to be assessed at Liverpool Hope, via one of the Educational Psychologists used by the University will be asked to pay a contribution towards the cost of the assessment prior to their appointment. The Educational Psychologist will discuss the outcome of the assessment with the student immediately after the assessment. This is then followed by a detailed written report which is sent to the student. It is the responsibility of the student to arrange a meeting with a Learning Support Adviser to discuss the report content in order for any recommendations within the report to be discussed and actioned.

24. Responsibilities of Students

Students are strongly encouraged to disclose their disability at every possible opportunity and not just during the admissions process.

In order for the appropriate support arrangements to be enabled, students are required to:

- disclose full details regarding their disability and/or additional needs
- comply fully with university procedures for assessing, determining and implementing reasonable adjustments and/or additional support (The Learning Support Team will provide clear information, advice and guidance to student in relation to the required procedures)
- apply for any disability support allowances/funding to which they are entitled
- provide the appropriate consent for the dissemination of necessary information to enable the implementation of reasonable adjustments and/or additional support
- notify a member of the Learning Support Team and or Personal Tutor if there are any problems in receiving support or if the agreed reasonable adjustments have not been enabled
- notify a member of the Learning Support Team if their condition changes, in order to enable the appropriate alterations to the level of support
- In the case of vocational and professional programmes of study (e.g. Social Work or Teaching), students must also ensure that they comply with any disclosure requirements specific to their programme of study in relation to ethical, registration or fitness to practise requirements of the relevant registration body/authority
- provide evidence of disability to the Learning Support Team by the published deadlines where adjustments to university examinations or other assessments are requested.

25. Staff Development

The University provides a range of training opportunities for academic staff via its staff development programme. The disability-related training workshops run across the year and are aimed at enabling staff to provide effective learning, teaching and assessment to best support the needs of disabled students. A menu of available training opportunities can be found in Appendix 2. Further details on booking a place on the workshops can be found by visiting the Training Events pages via the Staff Gateway of the University web pages.

www.hope.ac.uk/gateway/staff/staffdevelopment/trainingevents

26. Impact Assessment

Liverpool Hope University recognises its responsibility to ensure that no-one is discriminated against or disadvantaged, through membership of any particular group, or on the grounds of a protected characteristic including age, disability, gender, race, religion, or sexual orientation. This policy statement will be assessed for its impact upon those belonging to the aforementioned protected characteristic groups.

***This publication can be made available in alternative formats upon request - please contact SDW@hope.ac.uk**

This updated Policy Statement was received and approved by the Learning & Teaching Committee on 24th September 2014.

Appendix 1:

Where to go for help and support

Internal Support Services Contacts:

Student Development & Well-being

Gateway Building (1st Floor), Hope Park, Liverpool L16 9JD.

T: 0151 291 3427

E: sdw@hope.ac.uk

Student Development & Well-being provide a number of specialist services to support the development, health and well-being of the student population at Liverpool Hope. These services range from careers and employability, counselling, mental health support, welfare benefits advice and learning/ disability support. Services are usually offered on an appointment basis and all of the well-being services provide short daily drop-in sessions also.

Learning Support Team

T: 0151 291 3427

E: sdw@hope.ac.uk

The Learning Support Team can provide advice and assistance for students with a mental health difficulty, whether the condition is temporary or more enduring. The Team can assist students in a number of ways including, providing guidance with applications for the Disabled Students' Allowances; creating a Learning Support Plan to inform lecturers of students particular needs in relation to their condition; arranging additional support where necessary, e.g. study coach, note-taker etc.

Disability support information for students can be found at:

www.hope.ac.uk/lifeathope/studentsupport/disabilityanddyslexia

Mental Health & Well-being Service

Gateway Building (1st Floor), Hope Park, Liverpool L16 9JD.

T: 0151 291 3427

E: sdw@hope.ac.uk

The Mental Health & Well-being Adviser provides advice and ongoing support to students experiencing a wide range of common mental health conditions including, depression; stress; anxiety disorder; low self-esteem; sleeping problems; feelings of isolation; eating/body image disorders; and self-harm issues. The service also provides advice and support to staff who may be working with students with a mental health condition.

Mental health support information can be found at:

www.hope.ac.uk/gateway/supportandwellbeing/mental%20health%20and%20well-being/mental%20health%20support%20and%20how%20can%20it%20help/

Student Counselling Service

Gateway Building (1st Floor), Hope Park, Liverpool L16 9JD.

T: 0151 291 3427

E: sdw@hope.ac.uk

The Student Counselling Service provides help and advice to students who may be experiencing personal and/or emotional issues. The service can help with a wide range of issues including, academic worries/pressure; relationship problems; feelings of isolation; confidence issues; panic attacks; bullying/harassment; and family problems.

The Welfare Benefits Advice Service

Gateway Building (1st Floor), Hope Park, Liverpool L16 9JD.

T: 0151 291 3427

E: sdw@hope.ac.uk

The Welfare Benefits Adviser provides information, advice and guidance in the areas of Social Security Benefits (including disability benefits); Housing Welfare and Council Tax; Employment Welfare; Income Tax and National Insurance; Budgeting advice.

Welfare Benefits information can be found at:

<http://www.hope.ac.uk/lifeathope/studentsupport/welfareandbenefits/>

The Chaplaincy Service

T: 0151 291 3545

E: chaplaincy@hope.ac.uk

University Chaplains come from different Christian denominations and support all students who encounter a range of emotional and life issues including separation from home, personal and relationship issues, pressures from peers groups, disappointments, isolation and conflicts. Chaplains live out the University values of 'faith, hope and love' and express this in a particular way by listening to students who want to talk about life issues which include social, intellectual and spiritual matters.

University Listening Service

T: 0151 291 3545

The University also provides a listening service for students who simply wish to talk to someone who is able to listen objectively and without judgement. The Listening Service is not counselling or therapy and many students find the service very helpful and supportive when they need somebody to talk to.

The Local GP Surgeries linked to Liverpool Hope and who are present during University Arrivals Day:

Students at Hope Park and Aigburth

Students residing in St Margaret's, St Agnes, St Elpin, St Etheldreda, St Julie's, and St Michael's Halls are encouraged to register with:

Rutherford Medical Centre

1 Rutherford Road
Mossley Hill
Liverpool
L18 0HJ
T: 0151 722 1803

Students residing in Angela, Austin, Newman, Teresa, and Wesley Halls are encouraged to register with:

Valley Medical Centre

75 Hartsbourne Avenue
Liverpool
L25 1RY
T: 0151 722 2744

Students residing at Creative Campus are encouraged to register with:

Islington House Medical Centre

3 Islington Square
Liverpool
L3 8DD

T: 0151 207 0848

Appendix 2

Faculty LSP Report

This report enables you to search for all currently registered students with an LSP, by:

- Faculty, e.g. Arts and Humanities
- School or department e.g. Dance, Drama and Performance Studies
- Subject e.g. Dance
- Course element e.g. DANCOREC001 Foundations in Dance

From the main e-reporter menu, select “Faculties”, then “Students with a Learning Support Plan”

The screenshot shows the 'Students with Approved LS Plans' search interface. At the top is the Liverpool Hope University logo. Below it, the title 'Students with Approved LS Plans' is displayed. A 'Report Parameters' section contains four dropdown menus: 'Faculty' (set to 'All Faculties'), 'Department' (set to 'All'), 'Subject' (set to 'All'), and 'Course Element' (set to 'All'). A 'Submit' button is located below these menus. At the bottom of the form, there are three buttons: 'Clear Selection', 'Report Group Menu', and 'Main Menu'. A message at the bottom states: 'You do not have permission to access this page.'

Choose your search parameters using the drop- down lists, and then submit. You will be presented with a list of students who match the search parameters.

The screenshot shows the 'Learning Support Plan - Results' page. At the top is the Liverpool Hope University logo and the 'E-Reporter' title. Below the logo is a navigation bar with links: HOME, BACK, PRINT, BOTTOM OF PAGE, and LOGOUT. The main content area displays a table of student results. The table has columns: Student Ref, Student Surname, Student Forename, Programme, Route Name, Level, Disability Category, Date LSP approved, Date LSP updated, and LSP. A single row of data is shown. Below the table, there is a button 'Email these students' and a message 'This query returned 1 Records'. At the bottom, there are buttons 'Return to Menu' and 'Main Menu'. A footer contains contact information and copyright details.

Student Ref	Student Surname	Student Forename	Programme	Route Name	Level	Disability Category	Date LSP approved	Date LSP updated	LSP
			BAC	CHILDHOOD & YOUTH STUDIES AND INFORMATION TECHNOLOGY	H	OTHER DISAB	27/Sep/2010	27/Sep/2010	Yes

To view an individual LSP click on the word “yes” on the right hand side of the screen.

Should you wish to send a group email to all the students on the results screen, click on “email these students” at the bottom left of the results screen.

Advice or queries? Please contact Student Development and Well-being on;
t: 0151 291 3427 e: sdw@hope.ac.uk

Appendix 3

The Learning Support Team Training Workshops

The following training sessions are delivered by The Learning Support Team and are available via University's Staff Development Training Events webpages :

How to access Learning Support Plans for disabled students (Duration: 30 mins)

A short demonstration for academic staff on how to access information about disabled students in their groups(s) via e-reporter. This session will advise staff on the kind of information included in Learning Support Plans, such as emergency medical information, reasonable adjustments for teaching and learning, and arrangements for exams / class tests.

By the end of the session attendees will:

- Understand the importance of viewing the Learning Support Plans of the students they teach
- Know how to check whether an individual student has a Learning Support Plan and how to view the Learning Support Plan for a known individual
- Know how to access a class list which identifies those students who have a Learning Support Plan
- Know how to access a list of class test adjustments required by students on a given course

How to produce dyslexia friendly teaching materials (Duration: 1 hour)

This workshop will look at best practice in the production of inclusive Powerpoint slides, handouts and other teaching materials. The session will also consider how best to use such resources effectively with students within the classroom.

By the end of the session attendees will:

- Have an increased awareness of why it is important to meet the needs of students with dyslexia and how all students can benefit from dyslexia friendly materials
- Better understand how different fonts, the use of coloured text/backgrounds and spacing can improve accessibility for dyslexic students
- Know where to find detailed guidance on dyslexia friendly teaching

I think my student is dyslexic – what should I do? (Duration: 1 hour)

This workshop will explore the signs that may indicate a person has dyslexia and the tutor's role in directing students to university support services. The session will briefly look at the formal assessment process for dyslexia and the support available to those students identified as dyslexic.

By the end of the session attendees will:

- Better understand how to spot common signs of dyslexia
- Better understand how to approach a student that you think may be dyslexic
- Know what steps students need to take to arrange a dyslexia assessment
- Have an increased awareness of how the University supports students with dyslexia
- Have a clear understanding of university policy in relation to marking the work of dyslexic students

Inclusive Practice (Duration: 1 hour)

This workshop will discuss inclusive practice, with particular reference to the Higher Education Academy best practice guidelines tailored to your subject area.

By the end of the session attendees will:

- Better understand what the term 'inclusive practice' means/involves
- Understand that inclusive practice is best achieved as a shared responsibility
- Understand the University's legal obligation under the Equality Act (2010) to provide reasonable adjustments for disabled students
- Have an increased awareness of how to best enable reasonable adjustments
- Have an increased awareness of best practice guidelines and how to access further information
- Be aware of how to reflect upon their current practice and how it could be developed to become more inclusive

Supporting Disabled Students (Duration: 1 hour)

A presentation on the meaning of "disability", the remit of the Learning Support Team and the support available to disabled students.

By the end of the session attendees will:

- Have a working definition of "disability" and an understanding of the social model of disability
- Better understand the role of the Learning Support Team in advising and facilitating disabled students to access support
- Have an increased awareness of the role(s) and responsibilities of academic staff in relation to supporting disabled students
- Have an increased awareness of the additional funding and support that may be available to disabled students

*Should academic staff require specialist advice or training relating to a particular area (e.g. Deaf Awareness, Understanding Asperger's Syndrome etc.), the Learning Support Team are able to facilitate delivery of such specialised training sessions.

To find out more information or to request a training session outside of the scheduled workshops, please contact:

Judith Fiddy

Senior Learning Support Adviser

T: 0151 291 3427

E: fiddyj@hope.ac.uk

Appendix 4

Key requirements when arranging placing students with a disability

The staff member responsible for arranging the placement is required to:

- Review LSP/disability information within SITS to identify the required reasonable adjustments
- Discuss with the student the reasonable adjustments where more information may be required
- Ensure that the student has given their consent to disclose information to the placement provider
- Ensure that the placement is suitable and meets the needs of the student (e.g. distance, accessibility etc.)
- Ensure that the placement provider is advised regarding any reasonable adjustments the student requires
- Contact the student within 2 weeks of the start of the placement (and then periodically) to ensure that arrangements are satisfactory and meeting their needs
- Ensure that appropriate records are maintained which document that the above processes have been followed

Key requirements when arranging field trips/off site activities which involves students with a disability

Trip/activity organiser is required to:

- Review LSP/ disability information within SITS to identify the required reasonable adjustments
- Meet with the student to discuss the nature of the activity and its suitability
- Ensure that the location/venue is suitable and meets the needs of the student (e.g. distance, accessibility)
- Ensure suitable travel arrangements have been confirmed
- Contact the Learning Support Team where it is identified that a support worker may be required to accompany a student.
- Where there is potential that the activity may have an increased risk in relation to the disabled student, an individual risk assessment should be completed. ***This assessment should be in addition to the standard group risk assessment**
- Ensure that appropriate records are maintained which document that the above processes have been followed.

Appendix 5

Considering reasonable adjustments in complex/high need cases

In cases where an individual's support needs are significant and/or complex, a panel will convene to consider the level of reasonable support the University is able to offer in each individual case. In particular, the panel will focus upon the practicality, effectiveness and potential cost implication of enabling the proposed support and/or adjustment(s).

The panel will usually consist of the University Secretary, the Dean of Students and a representative from the Students' Union. The panel may also invite expert opinion and advice from other members of the University including the Head of Student Welfare & Well-being; the Senior Learning Support Adviser; academic staff members.



Liverpool Hope University
**Student Support
& Well-being**

