



LIVERPOOL
HOPE
UNIVERSITY
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Policy and Procedures for Support for Disabled Students and Apprentices

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EIA	<p>This policy and procedures promote equality, inclusion, and accessibility for all prospective and current students/apprentices with disabilities. It ensures compliance with relevant equality legislation, including the Equality Act 2010, and reflects the University's commitment to removing barriers, providing reasonable adjustments, and fostering an environment that supports individuals with disabilities to fully participate, thrive, and succeed. The policy seeks to eliminate discrimination, advance equality of opportunity, and encourage a culture of respect and understanding, contributing to a more inclusive university community.</p>

Policy and Procedures for the Support of Disabled Students and Apprentices

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1. Introduction

1.1 Liverpool Hope University is committed to providing an inclusive and accessible environment which enables all students/apprentices to achieve their potential. The University has a range of provisions to support disabled students/apprentices including a specialist team providing advice and assistance, support through academic faculties and schools, and institution-wide policies and procedures covering key aspects of university life.

1.2 This policy details how Liverpool Hope meets its obligations to students/apprentices under the Equality Act 2010, specifically in relation to the support of disabled students/apprentices. It identifies the University's approach to supporting disabled students/apprentices and formalises areas of responsibility throughout the institution.

2. Legal Context

2.1 The Equality Act 2010 provides the legal framework with respect to nine protected characteristics, including disability. The Act sets out the types of discrimination, which in the context of disability include direct and indirect discrimination, discrimination arising from disability, harassment, victimisation and failing to make a reasonable adjustment.

2.2 The Act imposes an additional duty on public bodies beyond the statutory duty not to discriminate against disabled persons by treating them less favourably than other persons, as well as the statutory duty to make anticipatory and individual reasonable adjustments for disabled persons to ensure that they are not placed at a substantial disadvantage when compared to their non-disabled peers.

The University's public sector equality duty means in carrying out its functions it must have due regard for the need to:

- promote equality of opportunity between disabled persons and other persons;
- eliminate discrimination that is unlawful under the act;
- eliminate harassment of disabled persons that is related to their disabilities;
- promote positive attitudes towards disabled persons;
- encourage participation by disabled persons in public life;
- advance equality of opportunity between people who share a protected characteristic and those who do not;
- take steps to take account of disabled persons' disabilities, even where this means treating disabled persons more favourably than other persons.

3. Scope

3.1 This policy addresses support for disabled applicants, students and apprentices attending Liverpool Hope University.

3.2 This policy and the procedures outlined within apply to students and apprentices based and studying at Liverpool Hope University campuses. The procedures for students attending other campuses with partner organisations will be determined by the relevant organisation depending on the type of the partnership arrangement. Students attending such programmes should refer directly to their partner institution in order to identify their arrangements.

3.3 It is expected that all staff will adhere to this policy to ensure legal compliance. Failure to comply with this policy may result in staff disciplinary procedures or student misconduct procedures.

4. Definition of terms

Alternative assessments - Alternative assessments are forms of assessment that replace timed examinations or class tests for disabled students/apprentices. They are intended to enable disabled students/apprentices to demonstrate their knowledge, understanding, skills, or meet a competence standard where the student/apprentice would otherwise be unable to do so, or would be placed at a substantial disadvantage because of their disability when compared with those who are not disabled. Examples of alternative assessments include, coursework, assignments, presentations.

Anticipatory reasonable adjustments - provisions identified and available to reduce the impact of barriers commonly experienced by disabled students/apprentices. This includes established policies and practices, e.g. the provision of course materials/web-based resources/online virtual learning environment in accessible formats, or physical adjustments such as the provision of accessible accommodation and disabled access only parking spaces.

Competence standard - A competence standard is an academic, medical or other standard applied for the purposes of determining whether or not a student/apprentice has a particular level of competence or ability in relation to the learning outcomes of a particular programme.

Disabled student/apprentice - any student/apprentice who has a disability as defined by the Equality Act 2010. This may include, but is not limited to, those with a mental health condition, specific learning difference, long term health condition, mobility impairment, visual impairment, hearing impairment and those on the autistic spectrum.

Equality Act 2010 - The legal framework of protection against discrimination, harassment and victimisation.

Exam access arrangements - exam access arrangements are modifications to exam arrangements for students/apprentices who demonstrate that, as a result of a disability, illness or injury, they are unable to undertake the examination in the standard manner. Examples of exam access arrangements include the granting of additional time, sitting the exam in an individual room, or having a reader or scribe present during the exam.

Inclusive approaches - approaches which consider the needs of disabled students/apprentices as standard as part of the wider student body. Inclusive approaches which meet the needs of disabled students/apprentices are also likely to meet the needs of other student groups. For example, the provision of reading lists in good advance time, or the provision of accessible lecture slides and other course materials in advance of the lecture would have benefits not just for disabled students/apprentices but for all those accessing such provision.

Individual reasonable adjustments - individual adjustments for needs which cannot be met through inclusive approaches or anticipatory adjustments.

Learning Support Plan - a document that provides details of any recommended inclusive approaches and adjustments appropriate to a student's/apprentice's needs to help reduce any barriers to their participation in their programme of study/apprenticeship. It may also detail a brief description of the disability, how the disability impacts upon their academic studies/training, and any risk/personal emergency evacuation information.

Reasonable adjustments - changes, alterations, doing things in a different way to reduce or remove disadvantage related to a person's disability.

Regulated/professional programmes - programmes that are governed and/or regulated by Professional, Statutory and Regulatory Bodies (PSRBs). PSRBs are professional/employer bodies, regulators, and those with statutory authority over a profession or group of professionals. Examples of such programmes at Liverpool Hope include, but is not limited to, Initial Teacher Training, Accountancy, Physiotherapy, and Social Work. Regulated and professional programmes usually have competence standards and course requirements that students/apprentices must meet, that are not set by the University.

5. Approach

5.1 The social model of disability views disability as being created by barriers within society rather than by the disability itself. Barriers can be in the physical environment, such as inaccessible buildings or services; or attitudinal, resulting in stereotypes, prejudices and assumptions about the capabilities of disabled people. Barriers can also be organisational, such as having inflexible policies and procedures.

The University aims to address these barriers to ensure that disabled students/apprentices are able to participate in all aspects of university life as much as possible.

5.2 The University recognises its responsibility to make provision as accessible as possible and aims to do this by enabling inclusive approaches to provision or anticipatory reasonable adjustments wherever practicable. The University also aims to identify the most common barriers experienced by disabled students/apprentices and, wherever possible, to identify appropriate anticipatory adjustments to overcome these barriers. Where this is not possible and/or additional needs are identified, the University will seek to implement appropriate individual reasonable adjustments.

5.3 Reasonable adjustments, whether individual or anticipatory, can be made to provisions or practices but not to competence standards. There is no requirement to alter the competence standards of a programme for a disabled student/apprentice. However, it may be necessary to adjust the way in which a competence standard is assessed in order to meet the particular needs of an individual.

5.4 The University provides specialist advice and assistance via its Learning Support Service provision to disabled applicants, students, and apprentices, and also to staff working with those cohorts. The Learning Support Team understand the barriers which can impact students'/apprentices' ability to engage with their academic studies/training, and where appropriate, will seek to identify inclusive approaches, anticipatory and individual reasonable adjustments, and additional support.

5.5 Prospective and current students/apprentices can access the University's Learning Support Service for advice and assistance throughout the year.

5.6 University staff have access to the Learning Support Team should they require advice and/or assistance when working with disabled students/apprentices or when considering reasonable adjustments, alternative assessments, etc.

5.7 The University approach to discrimination in any form and seeks to ensure that all students/apprentices are treated fairly, feel valued, and are not subjected to unlawful discrimination. It does so by supporting clear pathways for individuals or groups to report and address discrimination, unfair treatment or any other breaches of this policy without fear of recrimination.

6. Procedure for Accessing Reasonable Adjustments

These procedures outline the roles and responsibilities for accessing support for students and apprentices based on Liverpool Hope University campuses.

Procedures for students based at other campuses with partner providers will be determined locally depending on the nature of the partnership. In the first instance, students should refer to the institution where they normally study.

6.1 Declaring a Disability to the University

6.1.1 All applicants to Liverpool Hope will be provided with multiple opportunities to declare a disability to the University. This includes during the UCAS application process, apprenticeship onboarding process, the enrolment process, or via direct application to the University. A further opportunity to declare a disability is embedded within the University's student registration task process. Students and apprentices also have the opportunity and are encouraged to disclose a disability at any point throughout their studies/apprenticeship. Declaring a disability as early as possible assists the University in making reasonable adjustments in a timely manner.

6.1.2 Prior to their arrival at the University, and for apprentices, during the onboarding process, the Learning Support Team will contact applicants that have disclosed a disability in order to begin to identify any particular needs they may have.

6.1.3 Applicants wishing to study/train on a regulated professional programme or apprenticeship (e.g., initial teacher training/social work/physiotherapy) are required to meet the fitness to practice requirements of the bodies which govern the respective professions (e.g., Department for Education, Social Work England, Department of Health & Social Care). Such applicants will therefore be subject to an initial health screening process as part of their admission onto the relevant programme.

6.1.4 Students and apprentices on a regulated professional programme who disclose a disability or health condition during their studies/training that has not previously been disclosed, and where the disability or condition has the potential to affect their fitness to train/practice, may be referred for an Occupational Health assessment where deemed necessary.

6.1.5 If at any time, a member of staff raises concerns regarding a disabled student or apprentice on a regulated professional programme, which has the potential to affect their ability to meet competence standards and/or fitness to practice requirements, the student/apprentice may be referred for an Occupational Health assessment as determined by their faculty/school, via the Fitness to Practice process. In the first instance, the faculty/school should seek advice from the Senior Learning Support Adviser where it is felt that an Occupational Health referral may be necessary.

6.1.6 Applicants, students, or apprentices who choose not to disclose their disability at the application/onboarding stage, or those who develop or become aware of a previously undiagnosed disability during their studies/apprenticeship, may declare their disability and discuss access to reasonable adjustments and/or support at any point by contacting the Learning Support Team.

6.1.7 The concept of reasonableness requires applicants and students/apprentices to make the University aware of any additional needs they may have as early as possible. Delaying the disclosure of a disability can make it more difficult for an adjustment to be assessed as reasonable and may limit or impact upon the reasonable adjustments/support that can be implemented.

6.1.8 In cases where a prospective or current student/apprentice fails to provide the University with reasonable advance notice of a disability or medical condition, where their needs are complex, the provision of external support (e.g. Social Services) is not in place, or the adjustments required may take considerable time to arrange and/or implement, the University may defer entry or suspend studies/training in order to fully consider the case.

6.1.9 If a student/apprentice discloses a disability or requests an amendment to their current Learning Support Plan less than eight weeks prior to the start of the formal examination period (or four weeks prior to the August reassessment period), it is not normally possible to put in place reasonable adjustments for those examinations. In these circumstances the opportunity to defer assessments may be offered.

6.1.10 Reasonable adjustments cannot be applied retrospectively following disclosure of a disability, nor will a student/apprentice usually have recourse to submit a request for mitigating circumstances to be considered for assessments already completed.

6.1.11 Disclosure of a disability to the University does not automatically entitle a student/apprentice to adjustments or support. Applicants and students/apprentices who wish to access reasonable adjustments and/or support are required to provide suitable supporting medical evidence/information confirming the need for support to the Learning Support Team in order to establish their support requirements. This will assist the effective identification of any adjustments and/or support that may be appropriate, whilst also ensuring compliance with the University's academic integrity and standards. (Further information regarding requirements of suitable supporting medical evidence/information confirming the need for support can be found in Appendix A of this document).

6.1.12 In circumstances where the supporting medical evidence/information provided does not enable the University to establish a student/apprentice's needs, or where such information is not immediately available, a Learning Support Plan may be created and interim reasonable adjustments identified, based on the professional judgment of the Learning Support Team on a case-by-case basis. Upon receipt of supporting medical evidence/information confirming the need for support, the Learning Support Plan and any identified adjustments may be reviewed and updated.

6.1.13 The University is not responsible for meeting any personal care/personal independence support needs. In these circumstances, applicants and students/apprentices should liaise with their local adult social services provider directly, or overseas equivalent if not ordinarily domiciled within the UK.

6.1.14 Such contact with adult social services or the overseas equivalent should be made well in advance of starting university, as failure to have adequate support in place could have a significant impact on the students/apprentices ability to live and/or study independently. This may result in the University deferring entry or suspending studies in order to fully consider the case.

6.2 Identifying and Implementing Reasonable Adjustments

6.2.1 Whilst inclusive approaches and anticipatory adjustments will meet the needs of some disabled students/apprentices, others may require individual reasonable adjustments.

6.2.2 The Learning Support Team is responsible for identifying appropriate reasonable adjustments and/or support, and will review all suitable forms of supporting medical documentation and information available to them in addition to communicating with individual students/apprentices regarding their particular needs. The Team may also liaise with the relevant academic faculty/external Needs Assessors/non-medical help provider agencies, etc. where necessary. (Further information regarding requirements of suitable supporting medical evidence/information can be found in Appendix A. of this document). The Learning Support Team will firstly consider whether anticipatory adjustments and/or inclusive approaches will meet the specific needs of the student/apprentice and then whether individual reasonable adjustments are required.

6.2.3 The Apprenticeship Skills Coach will liaise with the employer and Learning Support Team where it is identified that reasonable adjustments may support the apprentice when engaging in off-the-job learning in the workplace. The Government's Access to Work Scheme is available to support individuals in their workplace. Further information about the Access to Work Scheme is available on the Gov.UK information website: <https://www.gov.uk/access-to-work>

6.2.4 The Learning Support Team will consider a number of factors when deciding whether an individual adjustment is reasonable. This may include, but is not limited to, the perceived effectiveness of the adjustment, time/cost constraints, the resources required to implement the adjustment, academic standards, university accommodation/building limitations, the student/apprentice's previous experience of the adjustment and whether the need could be met through an existing inclusive approach or anticipatory adjustment.

6.2.5 The requirement for individual adjustments will be identified on a case-by-case basis and will be based on an individual's particular circumstances. Reasonable adjustments implemented for an individual student/apprentice does not provide automatic precedents regarding what is a reasonable adjustment for other students/apprentices.

6.2.6 Where it is identified by a Learning Support Adviser or academic faculty/school that there is the potential for an individual reasonable adjustment to conflict with a competence standard(s) for a programme, the Learning Support Team will work with the relevant faculty/school as appropriate to address the issue.

6.2.7 The University is not obliged to offer a student/apprentice their preferred adjustment(s), particularly if an inclusive approach or alternative reasonable adjustment, or external source of funding/support is available which would provide appropriate support for the student/apprentice.

6.2.8 The Learning Support Team will produce a Learning Support Plan (LSP) which details any inclusive approaches and/or reasonable adjustments the student/apprentice requires. The draft LSP will then be sent to the student/apprentice for review and approval. If the student/apprentice wishes to discuss any amendments to their draft LSP with the Learning Support Team prior to approval, they have the opportunity to do so.

6.2.9 Once the student/apprentice has approved the content of their Learning Support Plan, email notification of the LSP will be circulated to specific staff within the University on a need to know basis, which may include (but is not limited to) academic lecturers, Library, and the Accommodation Office. Access rights to view the Learning Support Plan via the University's MyHope platform will be enabled accordingly for those identified. Where appropriate, once consent is obtained from the apprentice, the Learning Support Plan can also be shared with their employer.

6.2.10 Where the adjustment of exam access arrangements or alternative assessments is indicated in a LSP, where necessary, the Learning Support Team may liaise with the relevant staff/team(s) in order to assist with the enabling of these arrangements. This may include (but is not limited to) the Exams Team, academic faculty/school, IT Services, external Non-Medical Health (NMH) support provider.

6.2.11 The Learning Support Team are responsible for making referrals to the relevant external agencies for university-agreed non-medical help support (e.g. exam readers/scribes/practical assistance, etc.) and should be considered the point of contact in relation to this element of provision.

6.2.12 Where a student/apprentice's support needs change during their studies/apprenticeship, or they find that the inclusive approaches and/or reasonable adjustments originally identified for them are no longer appropriate, they student/apprentice should contact the Learning Support Team for a review of their support needs. The Learning Support Team will identify whether there are additional or alternative inclusive approaches or reasonable adjustments required and will follow the process indicated above at point 6.2 onwards. If inclusive approaches and reasonable adjustments are no longer required, the student/apprentice must inform the Learning Support Team as soon as possible. The University may seek to recover costs incurred relating to reasonable adjustments, where a student no longer wants or requires the provision but has failed to notify the Learning Support Team within a reasonable time frame that the provision should cease.

6.2.13 Where it is determined that a prospective or current student/apprentice is eligible to apply for and access external funding for a reasonable adjustment and/or additional support (e.g., via Disabled Students' Allowance, adult social care/PIP support, etc.) the University will expect the student/apprentice to take all reasonable steps to access such funding/support. The Learning Support Team will endeavour to advise/assist the student/apprentice through this process, where possible.

6.2.14 Where the student/apprentice chooses not to apply for or access such funding and/or support, or fails to fully complete the application process, the University will not be responsible for the provision of equipment and/or relevant support that would otherwise be available via such means.

6.2.15 If it is determined that external funding and/or support is not available, and the Learning Support Team identifies that a reasonable adjustment or support is required, they will seek to provide an appropriate solution, following the process indicated above at point 6.2 onwards in this document.

6.2.16 Where a student/apprentice disagrees with the reasonable adjustments identified by the Learning Support Team, in that they think an adjustment(s) does not accommodate their disability/specific needs, they should seek an early resolution by discussing their concerns with a member of the Learning Support Team informally in the first instance. If the student/apprentice cannot resolve their concerns with the Learning Support Team, they can raise a complaint by following the Reasonable Adjustments Complaints Process indicated in section 7 of this document.

6.2.17 If a student/apprentice believes that a reasonable adjustment(s) indicated within their Learning Support Plan has not been implemented, they should raise this with the relevant area in the first instance (e.g. their academic faculty/school, Library, etc.). If this does not resolve the matter, or if the student/apprentice requires advice or assistance raising the concern with the relevant area, they should contact the Learning Support Team for help, who will endeavour to work with the relevant area to identify an appropriate solution. If the student/apprentice remains dissatisfied that a reasonable adjustment(s) indicated within their Learning Support Plan has not been implemented, they should submit a Stage 2 complaint, following the [Student and Apprentice Complaints Procedure](#).

6.2.18 Where an academic faculty/school does not consider a recommended adjustment(s) to be reasonable, the Senior Learning Support Adviser will request a written rationale for this decision. This shall then be considered by a panel consisting of the Senior Learning Support Adviser; the Senior Officer for Legal Services; Governance and Risk; a nominated Senior Academic Adviser not linked to the course/school in question; an appropriate representative from the relevant course/school.

6.2.19 If the panel agrees that the adjustment is reasonable, the relevant Head of School will be required to implement the adjustment. If the Panel accepts that the adjustment is not reasonable, the Learning Support Team will then work with the student/apprentice and academic school to identify a solution. If the student/apprentice is dissatisfied with the proposed solution, they may submit a Stage 2 complaint, following the [Student and Apprentice Complaints Procedure](#).

6.2.20 Students/apprentices who wish to use an Assistance Dog whilst on university campus may request do so. Only Assistance Dogs registered with an appropriate professional standards body will be allowed onto campus and within university buildings. Such bodies include, Assistance Dogs UK (ADUK), Assistance Dogs International (ADI) and the International Guide Dog Federation (IGDF).

The [Animals on Campus Policy](#) can be found on the University's Health and Safety, Policies and Procedures webpage.

6.2.21 Prospective or current students/applicants wishing to use an Assistance Dog whilst on campus during their studies should contact the Learning Support Team at the earliest opportunity. Details of the request will then be shared with the relevant staff/team(s) within the University (e.g. the Health and Safety Adviser/Accommodation Team/academic faculty/school) as early as possible to allow for appropriate adjustments to be made where appropriate.

7. Reasonable Adjustments Complaint Process

7.1 This Reasonable Adjustments Complaints Process is not intended to address concerns where an agreed reasonable adjustment identified within a student's/apprentice's Learning Support Plan has not been implemented by the academic faculty/school or other service area across the University. Such concerns should be addressed by following the process identified in paragraph 6.2.17 of this document.

7.2 Complaints about support provided through the Government's Disabled Students' Allowance (DSA) scheme should be made using the DSA complaints procedure. This usually involves the student contacting the relevant supplier providing the DSA support in the first instance. Where the student and supplier are unable to resolve matters, the student should contact the Student Loans Company (SLC) directly.

Details of the SLC's complaints procedure is available on the their Gov.UK [website](#).

7.3 Complaints about the provision of university-agreed non-medical help (NMH) support, which is delivered by external support providers on behalf of the University, should be made using the relevant support provider's complaint procedure in the first instance. Information on how to raise a concern/complaint is available from the relevant NMH support provider's website, which is provided by the support provider to students/apprentices when arranging the support. If the NMH support provider is unable to resolve the issue, the student/apprentice should contact the University's Learning Support Team for assistance, who will contact the relevant NMH support provider in an attempt to resolve the issue. In cases where the issue cannot be easily resolved, it may be necessary for the Learning Support Team to re-arrange the agreed support via an alternative NMH support provider.

7.4 A student/apprentice who disagrees with the reasonable adjustments recommended by the Learning Support Team should discuss this with the Senior Learning Support Adviser in the first instance. The Senior Learning Support Adviser will listen to the student/apprentice's views and consider whether there are other reasonable alternatives. Where it is possible to agree a reasonable alternative, the student/apprentice's Learning Support Plan will be updated accordingly and recirculated.

7.5 If the student/apprentice is unable to resolve the matter informally, they should set out their concerns in writing to the Head of Student Welfare and Wellbeing who will investigate the matter and respond to the student/apprentice, normally within 14 calendar days, subject to all necessary information being available. If it is identified that the student/apprentice's concerns are justified, recommendations for alternative inclusive approaches/reasonable adjustments will be determined.

7.6 To determine what is reasonable requires an understanding of the specific elements of the student/apprentice's complaint and the academic and/or institutional context. The Head of Student Welfare and Wellbeing may consult with others about what might be considered reasonable within the specific context. Those others may include (but is not limited to) the Director of Student Life, relevant staff within the academic faculty, the Estates/Accommodation Team, and/or the University's Solicitor & Senior Officer for Legal Services, Governance and Risk, the University Registrar.

7.7 If the student/apprentice is dissatisfied with the Head of Student Welfare and Wellbeing's decision, they can make a complaint under Stage 2 of the Student and Apprentice Complaints Procedure. If the student/apprentice wishes to raise such a complaint, they should normally do so within 28 calendar days of receipt of the Head of Student Welfare and Wellbeing's decision.

The Student and Apprentice Complaints Policy and Procedure can be found on the University's [Commendations, complaint and appeals webpage](#).

8. Data Protection

8.1 All data and correspondence relating to prospective and current student/apprentices' disability support will be processed in accordance with the [University's Data Protection Policy](#).

9. Roles and Responsibilities

This section outlines the roles and responsibilities across key areas of the University. It does not seek to provide operational detail in relation to those responsibilities.

All Teaching Staff are responsible for familiarising themselves with students' and apprentices' Learning Support Plans, implementing anticipatory inclusive approaches to provision generally, and ensuring that the reasonable adjustments detailed within Learning Support Plans are enabled.

The Academic Registrar is responsible for ensuring the fair and equitable implementation of University Regulations and Conventions in relation to disabled students and apprentices.

The Chief Information Officer is responsible for ensuring that the University's IT provisions are accessible to disabled applicants, students and apprentices.

The Dean of Global Engagement is responsible for ensuring that students who wish to participate in Study Abroad, Global Hope, and outgoing International Exchange programmes are provided with an opportunity to declare and discuss a disability/health condition.

They are also responsible for ensuring that they (or nominee) liaise with the Learning Support Team, the student, the host institution/location coordinator and the relevant academic faculty /school(s) in order that where possible, appropriate reasonable adjustments can be identified and enabled related to the particular programme/opportunity the student wishes to engage with. This includes ensuring that the required risk assessment processes are completed as necessary.

The Director of Corporate Communications and Marketing is responsible for ensuring that formal communications, university website, marketing materials (i.e. prospectus/student bulletin, student information handbook, etc.) are accessible to disabled applicants, students and apprentices.

The Director of Estates is responsible for ensuring that the University campuses, including communal and teaching spaces and buildings, are physically accessible where reasonably possible and that any accessibility equipment and ergonomic furniture is maintained appropriately. They are also responsible for ensuring that disabled students/apprentices with specific living accommodation needs have access to appropriate accommodation and that adjustments are made to accommodation as far as is reasonably practicable. Additionally, the Director of Estates is responsible for ensuring that anticipatory adjustments are identified and enabled regarding disabled access to general university campus facilities.

The Director of People Services is responsible for ensuring that relevant Diversity and Equality, and Mental Health Awareness training is available to all staff.

The Director of Learning and Teaching Development is responsible for the provision of training and support to academic staff that underpins the experience for all students and apprentices, including those with a disability. They are also responsible for overseeing the Learning & Teaching Team's contribution to the development and enhancement of inclusive practice. This includes educating staff of their anticipatory duty to provide flexible and inclusive approaches to learning and teaching to ensure that all students and apprentices, including those with a disability, are able to demonstrate that they meet intended learning outcomes, thus minimising the need for individual reasonable adjustments.

The Director of Student Enrolment and Administration is responsible for ensuring that university admissions processes are inclusive and accessible to disabled students and apprentices, and that appropriate pre-entry disclosures of disability are made available to the Learning Support Team as early in the admissions cycle as possible. They are also responsible for ensuring effective facilitation of disclosure of disability during the registration/enrolment processes.

Additionally, ensuring that student/apprentice timetables are constructed in a manner which takes account of individual access needs, enabling appropriate anticipatory adjustments for centrally organised examinations, and ensuring that university graduation events are accessible to disabled participants is also the responsibility of the Director of Student Enrolment and Administration.

The Director of Student Futures is responsible for ensuring that university events such as Open and Applicant Days are accessible to disabled participants. They are also responsible for ensuring that careers information, advice and guidance, career development and employment/placement opportunities are available and accessible to disabled students and apprentices.

The Director of Student Learning is responsible for promoting the importance of accessibility and inclusive practices and that these are considered and enabled as part of the University's Learning and Teaching Strategy.

The Director of Student Life is responsible for ensuring that prospective and current disabled students and apprentices are aware of, and able to engage effectively in, all aspects of student life services and provision as far as is reasonably possible whilst at university.

Heads of Schools are responsible for ensuring that academic staff within their school(s) adopt anticipatory and inclusive approaches to learning and teaching in general and enable any reasonable adjustments indicated within student/apprentice Learning Support Plans. Additionally, they (or their nominee) is responsible for ensuring that teaching and learning materials and practices within their school are accessible and meet the identified needs of disabled students/apprentices. Heads of School are also responsible for ensuring that assessments are inclusive in their design and that any specific reasonable adjustments required for assessments and, where necessary, alternative methods of assessment are provided.

The Head of School (and those delegated) authorising trips and/or fieldwork has responsibility for ensuring that due regard is paid to health and safety/access considerations and any reasonable adjustments required in relation to disabled students/apprentices engaging in such activities. Advice and assistance can be sought from the University's Health and Safety Adviser and Learning Support Team in relation to these responsibilities, where necessary.

The Head of School is also responsible for ensuring that all staff within their area(s) of are aware of this policy.

The Head of Library Services is responsible for ensuring that all library learning and information resources are accessible to disabled students and apprentices, inclusive of both physical and online service provision and resources to support learning and research.

Heads of non-academic departments/services are responsible for ensuring that their service provisions and resources are both accessible to, and consider the needs of, disabled students and apprentices.

The Head of Student Welfare and Wellbeing is responsible for ensuring that the University's learning support provision meets the needs of prospective and current students/apprentices, and that they are aware of the provisions available to them, both during transition into the University and whilst on course. They are also responsible for ensuring the appropriate provision of mental health support for students and apprentices.

Additionally, the Head of Student Welfare and Wellbeing is responsible for ensuring that the funding available for non-medical help support is allocated appropriately. They are also responsible for advising the University about strategy and policy in relation to disabled students/apprentices, including the impact of changes in the external environment on university provision.

The Health and Safety Adviser is responsible for providing information and advice about health and safety matters in relation to disabled students/apprentices, including appropriate risk assessment. This includes advising and/or assisting the Learning Support Team in relation to health and safety, and personal emergency evacuation planning (PEEPs) arrangements for disabled students/apprentices. Additionally, they are also responsible for advising academic faculties/schools in relation to effective risk assessment. Maintaining up to date information on staff who are first aid/Evac Chair trained, and making such training available where necessary, is also a responsibility of the Health and Safety Adviser.

Programme/Subject/Course Leads are responsible for reviewing the curriculum of their programmes and identifying appropriate inclusive approaches, liaising with the Learning Support Team where required.

Professional School Placement Leads (ITT)/Practice Learning Leads, and those staff with delegated responsibility for arranging/monitoring off-campus placements/off-the-job training are responsible for liaising with the student/apprentice, placement provider, employer, Learning Support Team and any other relevant parties, to ensure that disabled students'/apprentices' individual needs are addressed throughout their placement and that any risk assessment and/or adjustments required within the placement are enabled.

The Educational Technologist is responsible for making available and promoting the provision of training and support for staff and students/apprentices in the use of assistive equipment in the classroom, which supports disabled students/apprentices.

The Equity, Diversity and Inclusion (EDI) Committee is responsible for reviewing compliance with this policy, requesting appropriate changes, sharing good practice in relation to the application of

inclusive approaches, and making recommendations to the University Executive Board for amendments to policy and practice.

The Senior Learning Support Adviser is responsible for ensuring that applicants and students/apprentices who have disclosed a disability to the University receive appropriate and timely advice, assessment and assistance. This includes ensuring that prospective and current students/apprentices are aware of and advised on any external disability funding and/or support that may be available to them.

Additionally, they are also has responsibility for ensuring that disabled students/apprentices have an appropriate Learning Support Plan in place where required, which indicates any anticipatory/individual reasonable adjustments identified to enable effective participation in their academic programme/apprenticeship. Communicating the student/apprentice's particular needs to all relevant parties is also part of that responsibility.

Providing expert advice and consultation to university colleagues on disability-related matters and complex support matters is also the responsibility of the Senior Learning Support Adviser.

The Services Manager (Estates) is responsible for ensuring that Campus Services staff understand and deliver their responsibilities in relation to responding to urgent/emergency situations involving disabled students and apprentices, as indicated within Personal Emergency Evacuation Plans.

University Executive Board (UEB) is responsible for the University's strategy with regards to ensuring compliance with the Equality Act and regulating the associated resources to enable support for disabled students/apprentices.

Students/Apprentices are responsible for disclosing appropriate details of their disability to the University at the earliest opportunity, ideally at application/onboarding stage where possible. In order for the appropriate adjustments to be identified, students/apprentices are expected to:

- engage 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 prospective and current students/apprentices regarding the appropriate procedures)
- apply for and access Disabled Students Allowance (i.e. specialist support/assistive software training/ related equipment, etc.) and any other disability support funding/allowances, personal care/personal independence support funding to which they may be eligible to receive whilst at university
- provide appropriate consent for the dissemination of information necessary to enable the implementation of reasonable adjustments and/or additional support

- notify a member of their academic faculty/school as soon as possible if any of the agreed reasonable adjustments indicated within their Learning Support Plan have not been enabled by their academic staff. Or, contact the Learning Support Team if assistance is required in relation to any adjustments within their LSP that have not been enabled
- notify the Learning Support Team if their needs change, in order to enable appropriate review
- In the case of regulated professional programmes of study (e.g. social work/initial teacher training); ensure that they meet the disclosure requirements specific to their programme of study regarding registration, fitness to practise and ethical requirements of the relevant professional body/authority
- provide any necessary supporting medical evidence/information to the Learning Support Team as soon as possible in order to establish support needs and inform the identification of appropriate adjustments and/or support
- where adjustments to university examinations or other assessments are requested, make any such within the specified timescales (normally no later than eight weeks prior to May/June sittings and no later than four weeks prior to the August reassessment period. This timeframe may possibly be altered in exceptional cases where it would not have been possible to make the request and provide any required supporting medical evidence/information any earlier.

Appendix A

Guidelines regarding requirements for suitable supporting medical evidence/information

1. Disabled students/apprentices who require reasonable adjustments to minimise the disadvantage caused by their disability are required to provide appropriate supporting medical documentation/ other information, which establishes the need for disability support in order to enable reasonable adjustments to be identified/recommended.
2. Appropriate documentation may include, for example:
 - a DSA Medical Evidence Form, completed by a GP
 - a formal letter or medical report provided by a GP or other appropriate medical practitioner confirming/diagnosing a condition
 - an Educational Psychologist report
3. The document/letter/form/report/information should:
 - be signed/dated with a clear written statement of who has signed the letter on letter headed paper, and/or have the practice stamp on it;
 - be written in legible English and signed by the health professional; and
 - have been recently provided, that is within the last twelve months for fluctuating disabilities, and within the last three years for a permanent disability, unless the situation changes

and include the following information:

- the diagnosis or working diagnosis (if available)
- main symptoms of the condition
- the duration of the symptoms - i.e. has it lasted at least 12 months, is it likely to last for at least 12 months, or is it likely to last for the rest of your life
- details, where appropriate, of any medication and any reported side effects
- the impact of the condition on day-to-day activities.

A DSA Medical Evidence Form

4. Students who provide a DSA Assessment of Needs report are not normally required to provide additional medical evidence/information, as the report includes reference to the evidence provided to the funding body. However, if a student indicates any of the following, further evidence may be required.
 - Adjustments which are not recommended in the report
 - A change in the student's condition
 - A new or existing condition not identified within the report
 - The detail of the evidence is required to establish appropriate support (e.g. Educational Psychologists' Report for exam arrangements)
5. Documents which are not in English must be accompanied by a full translation undertaken by a qualified professional translator/translation service. The translation document must include:
 - a statement that it is an accurate translation of the original document
 - the date of the translation
 - the translator's full name and signature, and contact details

*The above guidelines are not an exhaustive list and other supporting information will be considered on an individual, case-by-case basis.