

Disabled Students Policy and Procedure

Version:	Final
Bodies consulted:	Academic Governance and Quality Assurance Committee Students, Course Teams, University of East London, University of Essex
Approved by:	Education and Training Committee and Executive Management Team
Date Approved:	25.09.2020

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Date issued:	25.09.2020
Review date:	Annually



Contents

Disabled Students Policy and Procedure	5
1 Introduction	5
2 Purpose	5
3 Scope.....	6
4 Definitions	6
5 Policy Statements	7
5.1 Inclusivity.....	8
5.2 Equality in academic practice	8
5.3 Technology Enhanced Learning	8
5.4 Recruitment of students with disabilities	9
5.5 Declaration of Disabilities.....	9
5.6 Confidentiality.....	10
5.7 Communication.....	11
5.8 Responsiveness to changing environment	11
5.9 Student responsibilities	11
5.10 Physical Environment	12
5.11 Extenuating Circumstances	12
5.12 Library and Learning Resources.....	13
5.13 Providing reasonable adjustments for students with disabilities	13
6 Duties and responsibilities	15
6.1 Director of Education and Training/Dean of Postgraduate Studies	16

6.2	Student Disabilities Lead (SDL)	16
6.3	Student Disabilities Officer (SDO)	17
6.4	Student Equalities Lead	17
6.5	Course Leads	18
6.6	Portfolio Managers	19
6.8	Recruitment Advisors	19
6.9	Supervisors and Personal Tutors	19
6.10	Students	19
7	Procedure Statements	20
8	Training Requirements	22
9	Process for monitoring compliance with this Policy and Procedure	22
10	References	23
11	Associated documents	23
	Appendix A : Equality Analysis	25
	Annexe 1: Statement of Reasonable Adjustments	28
	Annexe 2: Student Personal Recording Agreement	33

Disabled Students Policy and Procedure

1 Introduction

The Tavistock and Portman NHS Foundation Trust (The Trust) is committed to being inclusive and accessible to all students in all aspects of the academic and social life of the Trust. Therefore, all Disabled Students will be treated fairly and equitably.

2 Purpose

This policy and procedure articulates the Trust's Education and Training commitment for ensuring students with disabilities receive a positive learning experience, and are supported to achieve their learning objectives, throughout the duration of their study with the Trust.

This policy and procedure is also intended to meet our obligations under the Equality Act 2010 and to ensure we provide a safe, effective and inclusive learning environment for all students studying at the Trust.

3 Scope

The following policy applies to all disabled applicants and students who are studying with the Trust at any site of delivery, on any course leading to a recognised qualification, including Trust Certificates. CPD and certificate of attendance courses are within the scope of a separate policy.

It will be followed by all members of professional and academic staff who deliver courses with the Trust at any site of delivery.

If a student or applicant chooses not to declare a disability or specific learning difficulty, this may limit the support that could otherwise be provided.

4 Definitions

The Trust: The Tavistock and Portman NHS Foundation Trust, including all satellite centres.

Disability: The Trust adopts the definition of disability from the Equality Act 2010: “A physical or mental impairment...that has a ‘substantial’ and ‘long-term’ negative effect on one’s ability to do normal daily activities”. (Anon., 2010 c.15)

Mental health conditions: Such as bipolar disorder, depression, and obsessive compulsive disorder is included as a disability for the purposes of this policy.

Fluctuating conditions: the Trust recognises that physical or mental health conditions may be fluctuating in nature. Students are urged to make us aware, should their condition and support needs change after reasonable adjustments have been agreed.

Long-term health condition: Such as heart or lung conditions is included as a disability for the purposes of this policy.

Specific Learning Difficulty (SpLD): Any Assessed Learning Difficulty such as Dyslexia or Dyspraxia is included as a disability for the purposes of this policy.

5 Policy Statements

This section sets out the Trust's commitments and expectations. It comprises the following headings:

- 5.1 [Inclusivity](#)
- 5.2 [Equality in Academic Practice](#)
- 5.3 [Technology Enhanced Learning](#)
- 5.4 [Recruitment of students with Disabilities](#)
- 5.5 [Declaration of Disabilities](#)
- 5.6 [Confidentiality](#)
- 5.7 [Communication](#)
- 5.8 [Responsiveness to the Changing Environment](#)
- 5.9 [Student Responsibilities](#)
- 5.10 [Physical Environment](#)
- 5.11 [Extenuating Circumstances](#)
- 5.12 [Library and Learning Resources](#)
- 5.13 [Providing reasonable adjustments for students with disabilities](#)

5.1 Inclusivity

The Trust embraces diversity, and work to make our services and training as accessible and inclusive as possible. We recognise the value of lived experience and understand that disabled people have an important contribution to make to the mental health and wellbeing of others.

5.2 Equality in academic practice

Wherever possible, staff must ensure that individual students are not singled out or brought to the attention of others in meeting their needs.

Where possible, lecture notes and slides will be made available on Moodle in advance of the lectures. This enables students with difficulties (and all students) to follow the thread of the discourse and retain the information more effectively.

5.3 Technology Enhanced Learning

All learning technology must be compliant with accessibility technologies such as screen readers and resizing/colour scheme changes. Videos are accompanied by subtitles and/or a transcript. Online assessment pages must include a statement encouraging students to contact TEL for discreet one-to-one help with submissions. Staff are encouraged to upload non-fixed slides and documents (i.e. not PDFs).

5.4 Recruitment of students with disabilities

Course publicity will describe the Trust's commitment to inclusivity and accessibility of courses and training provision.

The entry requirements and admissions criteria for individual courses are reviewed to avoid unnecessary barriers to applicants and students with disabilities.

Applicants will be asked prior to interview if they need any reasonable adjustments to be made to accommodate the applicant's needs.

Applicants who have an interview will have the opportunity to discuss disability during their interview. If an applicant declares a disability on the application form or during interview, which would affect their ability to work with patients (where this a requirement of the course), this will be taken into account to protect both the patients' and applicant's interest. The Trust has a duty of care to both the applicants and to patients. The Trust will always make reasonable adjustments to allow study wherever possible.

5.5 Declaration of Disabilities

Students have opportunities to declare disabilities at application, at enrolment or at any other time while the student is on the course.

Students are encouraged to declare disabilities as soon as possible to allow for timely reasonable adjustments to be arranged. The [Procedure Statements \(Section 7\)](#), describes the process. Failure to declare a disability in this way may lead to delays in action by the Trust.

A student may also withdraw their declaration at any point, which will cease any previous arrangements that have been made to accommodate the declared disability, by following the process described in the [Procedure Statements \(Section 7\)](#). The Trust will update and delete records as appropriate.

If a student declares a disability but states that they do not want or need any reasonable adjustments, or no reasonable adjustments are judged necessary at that point in time, a formal record will be kept and the decision will be reviewed at least annually.

5.6 Confidentiality

The Trust will protect students' rights to privacy and confidentiality. Information relating to a student's disability will be shared with staff on a need to know basis, and with the student's prior consent.

Meetings with students will be conducted in private locations.

Where staff are required to make adjustments to support disabled students, the minimum information about the disability will be shared to allow this to happen.

Anonymised data about declared disabilities may be analysed and shared for quality assurance and equality, fairness and inclusion purposes.

See [‘student responsibilities’](#) for information regarding the recording of lectures/seminars or other teaching sessions.

5.7 Communication

All written communication with students will be primarily electronic to enable the use of assistive software.

Wherever possible, enquiries to the DETdisability@tavi-port.nhs.uk email address will be responded to within 2 working days.

5.8 Responsiveness to changing environment

The Trust will review this policy and procedure annually to ensure good practice and compliance with regulatory changes.

5.9 Student responsibilities

Students are responsible for ensuring they have informed the appropriate staff about a disability or an improvement or worsening of it by following the formal process for declaring a disability ([Section 7 below](#)) where this is needed.

If a student is given permission to record lectures, seminars, or other teaching sessions as part of their agreed [Statement of Reasonable Adjustments](#), the recording(s) must be handled appropriately. Confidentiality of others must be maintained according to instructions given when this permission is granted.

5.10 Physical Environment

Reasonable adjustments will be made to buildings and facilities, where possible and according to the needs identified by disabled students.

Accessibility of new or refurbished sites of delivery will be assessed at the time of initial approval and during periodic reviews.

5.11 Extenuating Circumstances

If a student has a disability or condition which unexpectedly worsens, preventing them from submitting assignments on time, they may seek Extenuating Circumstances.

It will not normally be appropriate for students to claim Extenuating Circumstances for reasons relating to a disability where reasonable adjustments have already been agreed. Should a student's condition worsen or have unexpected impact, they should approach their Student Disabilities Officer.

5.12 Library and Learning Resources

The Library provides equitable access to resources and a range of services for users wherever possible. Details of library services for students with disabilities are available on the [Disabled Users' page on the library website.](#)

5.13 Providing reasonable adjustments for students with disabilities

The Trust will provide adjustments which are reasonable in terms of cost and impact on others to enable a disabled student to succeed in their course.

All students must be able to meet all published learning outcomes on their course once adjustments are in place. Discussions regarding adjustments may therefore need to include course-related activities due to take place at another location, for example infant observation, or clinical placement.

Adjustments will be made in agreement with the Trust and the student in the Statement of Reasonable Adjustments (SoRA) form. The [Procedure Statements \(Section 7\)](#), describes the process for agreeing the SoRA. Where applicable, and with the student's prior consent, adjustments will be discussed and agreed with individuals outside of DET or the Trust, for example where a student is due to attend a clinical placement or other course-related activity at another organisation.

The list below gives examples of the types of adjustments which may be made. Adjustments will be agreed depending on the student's documented needs and the nature of their course of study.

Reasonable adjustments may include (where possible), but not be limited to:

- Revising an assessment task via the University of Essex's Special Syllabus Request process (Anon., n.d.);
- Putting in place a PEEP (Personal Emergency Evacuation Plan) where this is necessary;
- Library support where required (see ['Library and Learning Resources'](#) above);
- Support/guidance with completing a [Disabled Student Allowance \(DSA\)](#) application;
- Access requirements (e.g. scheduling classes on the ground floor, ensuring a student is able to attend their placement), where possible;
- Providing space to store equipment such as specialist chairs or bags;
- Providing a Marking cover sheet for students with a Specific Learning Difficulty (SpLD) (not published with this policy but kept securely);
- Allowing lectures or seminars to be recorded (see [student responsibilities](#) below);

- Providing lecture notes or hand-outs prior to lectures;
- Providing hand-outs electronically (or in hard copy on a coloured background where appropriate)

The Trust aims to have reasonable adjustments in place within 10 working days of the meeting with a Student Disabilities Officer ([see section 7 for details of the process](#)). Where this is not possible, the student will be kept informed of progress.

Where the Trust is unable to make the necessary adjustments to enable a student or applicant to study with the Trust, or where the student has requested specific adjustments which the Trust cannot meet, then they will be notified in writing together with the rationale for this decision. Alternative arrangements may be suggested in these circumstances.

6 Duties and responsibilities

This section describes the duties and responsibilities of staff members and students. It comprises the following sections:

- 6.1 [Director of Education and Training/Dean of Postgraduate Studies](#)
- 6.2 [Student Disabilities Lead \(SDL\)](#)
- 6.3 [Student Disabilities Officers \(SDO\)](#)
- 6.4 [Student Equalities Lead](#)
- 6.5 [Course Leads](#)
- 6.6 [Portfolio Managers](#)
- 6.7 [Associate Deans and Head of Academic Quality and Registry](#)

- 6.8 [Recruitment Advisors](#)
- 6.9 [Supervisors and Personal Tutors](#)
- 6.10 [Students](#)

The Trust ensures that there is a designated member (or members) of staff to provide advice to students who declare a disability, and to staff who are working with a student with disabilities.

6.1 Director of Education and Training/Dean of Postgraduate Studies

Has overall responsibility for ensuring all staff within the Directorate of Education and Training, and across the Trust, comply with this policy.

6.2 Student Disabilities Lead (SDL)

Has responsibility for keeping policies, procedures, guidance and web pages relating to disabilities up to date. The SDL has responsibility for moderating the Statements of Reasonable Adjustments (see section 5 above).

They will also be responsible for:

- keeping up to date with policy changes within Government and the Sector;
- providing training, guidance and advice to staff;
- overseeing Student Disabilities Officer (SDO) activity and offering support and advice to the SDO where needed.
- liaising with other Units within the Directorate of Education and Training to ensure consistency and

adherence to this Policy and the Standard Operating Procedures for Disabled Students.

The SDL will report on compliance monitoring to Academic Governance and Quality Assurance Committee, Education and Training Committee, and any other appropriate committee or body.

6.3 Student Disabilities Officer (SDO)

Has responsibility for meeting with students and ensuring the subsequent Statement of Reasonable Adjustments (SoRA) is drafted and signed off. They will be responsible for holding and maintaining confidential student records relating to disability, and liaising with other members of staff to put in place reasonable adjustments where necessary. They will be responsible for monitoring the DETdisability@tavi-port.nhs.uk email inbox and responding to emails in a timely manner (initially within 2 working days to acknowledge the email). They will also be responsible for offering advice to other members of staff where necessary.

6.4 Student Equalities Lead

Has responsibility for promoting and supporting equality, diversity and inclusion across the Directorate of Education and Training. They will liaise with the Student Disability Lead where appropriate.

6.5 Course Leads

Course Leads have a responsibility for ensuring their tutors are conversant with issues relating to disability, such as inclusive curriculum and learning. They also have a responsibility for liaising with the SDL/SDO where issues relating to disabilities arise and where reasonable adjustments are being considered.

Where a Course Lead has been informed of a student's disability, they are responsible for putting in place any academic reasonable adjustments agreed on the student's signed Statement of Reasonable Adjustments, which are pertinent to the course.

Where a SoRA allows a student to obtain recordings of lectures, seminars and other sessions, it is the Course Lead's responsibility to ensure that recordings are made and other students are made aware of the recording, where possible without identifying the student who requires the recording.

They must refer any student who mentions a disability to this Disabled Students Policy and Procedure. This ensures that the student gets timely and appropriate support and advice. Any arrangements/ adjustments by a Course Lead must be made with reference and in the context of [Procedure Statements \(Section 7\)](#).

6.6 Portfolio Managers

Have a responsibility for ensuring their Course Leads are conversant with this policy, and the [Procedure Statements \(Section 7\)](#).

6.8 Recruitment Advisors

Recruitment Advisors are responsible for arranging interviews and coordinating any reasonable adjustments that may be needed (within reason) to conduct a fair interview.

6.9 Supervisors and Personal Tutors

Supervisors and Personal Tutors are expected to provide pastoral care to students and to implement any adjustments on the request of the Course Lead.

6.10 Students

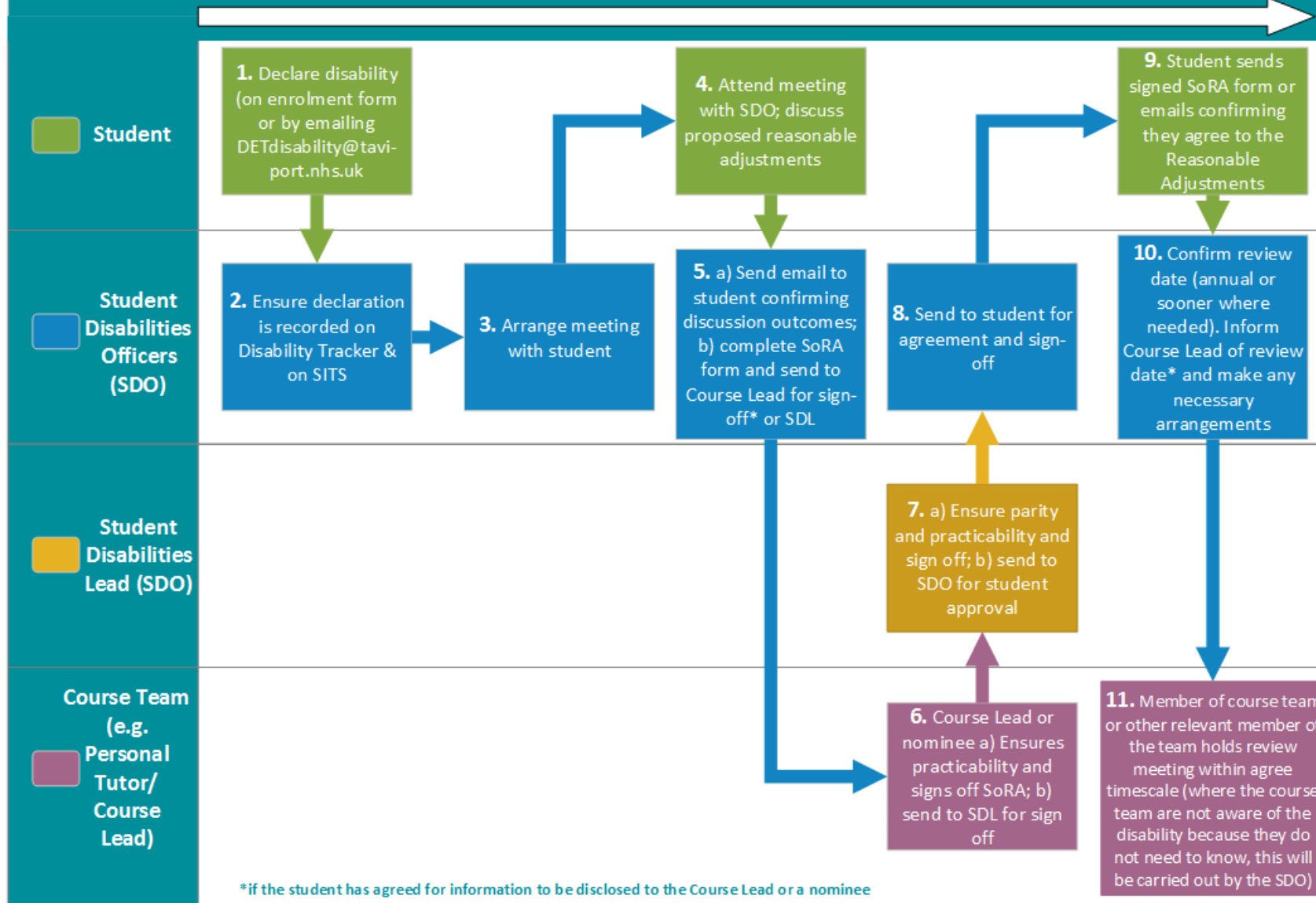
Students must abide by the [‘student responsibilities’ described in Section 5 of this document](#).

7 Procedure Statements

There is a more detailed *Standard Operating Procedure for Disabled Students* which should be followed by all staff members in conjunction with this document.

Please read this in conjunction with the SoP for Disabled Students and the Disabled Students Policy found here: taviport.co/studentssupport

Disabled Students Process | During or Post-enrolment | 2019/20
 (normally completed within 2 weeks of declaration)



8 Training Requirements

Student Disabilities Officers and/or the Student Disabilities Lead and/or other relevant members of staff will attend training and/or relevant conferences to keep abreast of developments and changes in the social or regulatory climate.

Continuing Professional Development (CPD) training will be provided to academic and Directorate of Education and Training (DET) professional staff on this policy and associated *Standard Operating Procedure for Disabled Students*, at least once per year.

All Trust clinical and administrative staff complete regular training on the Data Protection Act and the Freedom of Information Act.

As part of new staff induction, staff with a relevant role will be provided with training on this policy and associated *Standard Operating Procedure for Disabled Students*.

9 Process for monitoring compliance with this Policy and Procedure

Student survey feedback relating to relevant questions – the SDL will be responsible for monitoring and reporting on relevant student survey feedback

Complaints – the SDL will be responsible for acting on any relevant student complaints relating to disabilities, which have been upheld.

10 References

Anon., 2010 c.15. *Equality Act 2010*. [Online]
Available at: <https://www.legislation.gov.uk/ukpga/2010/15/contents>

Anon., 2010. *Definition of Disability Under the Equality Act 2010*. [Online]
Available at: <https://www.gov.uk/definition-of-disability-under-equality-act-2010>

Anon., 2018. *Data Protection Act*. [Online]
Available at: http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted?_ga=2.179033447.215911605.1566977866-84767065.1547457692

Anon., n.d. *Information for Partners*. [Online]
Available at: <https://www.essex.ac.uk/information/university-partnerships/information-for-partners>

Anon., n.d. *Plain English Campaign*. [Online]
Available at: <http://www.plainenglish.co.uk/>

Anon., n.d. *Supporting an Inclusive Learner Experience in Higher Education*. [Online]
Available at: <https://www.jisc.ac.uk/guides/supporting-an-inclusive-learner-experience-in-higher-education>

Thomas, L. & May, H., 01/09/2010. *Inclusive learning and teaching*, London: Advance HE (Formerly Higher Education Academy).

11 Associated documents¹

- [Statement of Reasonable Adjustments \(SoRA\) \(Annexe 1\)](#)
- [Student Personal Recording Agreement \(SPRA\) \(Annexe 2\)](#)
- Standard Operating Procedure for Disabled Students (for internal use only)

¹ For the current version of Trust procedures, please refer to the intranet.

- Marking cover sheet for students with learning difficulties (not published with this policy but kept securely)
- Admissions Procedure
<https://tavistockandportman.nhs.uk/training/prospective-students/how-application-works/>
- Assessment and Marking Procedure
<https://tavistockandportman.nhs.uk/training/current-students/student-regulations/assessment/>
- Disabled Student Allowance Website:
<https://www.gov.uk/disabled-students-allowances-dsas>
- Trust Assessment web pages:
<https://tavistockandportman.nhs.uk/training/current-students/student-regulations/assessment/>
- NHS Data protection policy:
<https://www.england.nhs.uk/wp-content/uploads/2016/12/data-protection-policy-v4.5.pdf>
- Tavistock and Portman Library Website:
<https://library.tavistockandportman.ac.uk/disabled-users/>).

Appendix A : Equality Analysis

Completed by	Rebecca Bouckley / Bev Nicholson
Position	Senior Quality Officer / Head of Course Administration and Data and Reporting
Date	10/10/2019

The following questions determine whether analysis is needed	Yes	No
Is it likely to affect people with particular protected characteristics differently?	Y	
Is it a major policy, significantly affecting how Trust services are delivered?	Y	
Will the policy have a significant effect on how partner organisations operate in terms of equality?	Y	
Does the policy relate to functions that have been identified through engagement as being important to people with particular protected characteristics?	Y	
Does the policy relate to an area with known inequalities?	Y	
Does the policy relate to any equality objectives that have been set by the Trust?	Y	
Other?		

If the answer to *all* of these questions was no, then the assessment is complete.

If the answer to *any* of the questions was yes, then undertake the following analysis:

	Yes	No	Comment
Do policy outcomes and service take-up differ between people with different protected characteristics?		✓	
What are the key findings of any engagement you have undertaken?			Students have been engaged with the writing of this policy and associated Standard Operating Procedure for Disabled Students. –Students have requested clarity and ease of access to information. This has been reflected in this updated policy.
If there is a greater effect on one group, is that consistent with the policy aims?	✓		This is specifically written for Disabled students and therefore will have a greater effect on this group.
If the policy has negative effects on people sharing particular characteristics, what			Our policy encourages Equity of service provision.

steps can be taken to mitigate these effects?			
Will the policy deliver practical benefits for certain groups?	✓		Reasonable adjustments will be applied to disabled students on a case-by-case basis.
Does the policy miss opportunities to advance equality of opportunity and foster good relations?		✓	Not as far as we know. The policy will be reviewed annually to encompass best practice.
Do other policies need to change to enable this policy to be effective?		✓	
Additional comments			

If one or more answers are yes, then the policy may unlawful under the Equality Act 2010 –seek advice from Human Resources.

Annexe 1: Statement of Reasonable Adjustments

Statement of Reasonable Adjustment (SoRA)

PART ONE To be completed at the meeting with the Student Disability Officer

Student name:

Student ID number:

Course Title:

Course Code (SITS): **Course Code (legacy)**

Meeting date:

Evidence (select all that apply):

- Diagnostic assessment
- Doctors certificates / Hospital letters
- Other formal evidence: Please specify

DSA status (tick one):

- Not started* In progress* Complete Not applicable

*If the DSA application is in progress or not started, a further meeting may be necessary before this form can be fully completed. Temporary arrangements may be put in place while the DSA application is being processed which can be replaced once DSA has been completed.

Background and description of disability:

Declaration:

I hereby declare that I have a formally diagnosed disability

Agreement:

I agree to the Student Disabilities Officer (SDO) sharing details of my disability with relevant teams (including, where applicable, course team) **on a need-to-know basis**, to support me in my studies.

OR

I DO NOT agree to the Student Disabilities Officer sharing details in relation to my disability, and I am aware that, by choosing not to share this information the support offered will be limited. I am aware that I can change my mind at any point and must contact a Student Disability Lead or SDO in this case by emailing studentdisability@tavi-port.nhs.uk .

AND

I agree to the reasonable adjustments detailed in Part Two of this form.

Date of agreed review meeting: *No longer than one year from the date of this meeting*

SIGNED:

PRINT:

DATE:

Statement of Reasonable Adjustment (SoRA)

PART TWO To be separated from PART ONE and sent for moderation

Brief summary of disability, SpLD or long-term health condition:

What support is already in place?:

(e.g. software/hardware)

Reasonable adjustments requested:

(e.g. Access to rooms, room location, hearing induction loops)

Personal Emergency Evacuation Plan (PEEP) arranged? (tick one)

Yes No Not applicable

Reasonable adjustments:

(e.g. Cover sheets, amendments to assessment methods, extra tutorials/supervision (NB this would need to be specified below and agreed with course teams))

Please embed any forms (e.g. Extenuating Circumstances/Extenuating Lateness forms and cover sheets where needed)

Please note that you must have permission and have completed the student personal recording agreement in advance of carrying out any recording

Inform Personal Tutor/Course Lead to monitor academic progress and provide tailored tutorials/supervisions? (tick one):

Yes No Not Needed

Inform Library for them to arrange specialist library support? (tick one):

Yes No Not Needed

Specific Learning Difficulty (SpLD) form provided? (tick one):

Yes No Not Needed

Completed by Associate Dean or Head of Academic Governance and Quality Assurance and Registry

Do you agree with the reasonable adjustments offered?

Yes No

If No, please state here what other adjustments could be offered:

Five horizontal grey bars for text input.

Key contacts:

Disability email address:

DETdisability@tavi-port.nhs.uk

Academic Quality Office (Extenuating Circumstances):

AcademicQuality@tavi-port.nhs.uk

Tel: 0208 938 2699

Annexe 2: Student Personal Recording Agreement

Agreement on terms of use for personal student recordings during teaching sessions / Seminars / Lectures

The Tutor delivering the session will be asked by the Course Lead if they would be willing to allow the session to be recorded; being mindful of students with disabilities and their study support needs.

The students who are taking part in the session would also need to give permission. This permission will need to be sought for each session.

If agreement is reached the recording should only be made using a digital recording device that is protected by a PIN and encrypted. This information should not be downloaded to any other device and must remain secure at all times and not disclosed to any other party.

Student Agreement:

I agree to the following terms and conditions regarding the audio recordings I make in relation to undertaking my studies at the Trust.

- The recordings are for my personal use only and will not be further distributed to any other party through any medium except for the purpose of creating a single written transcription for sole use by me;
- Any recorded material I use in a written assessment must be acknowledged and correctly referenced within my text and, if I do not understand how to do this correctly, I must seek advice from Trust staff;
- All recordings will be destroyed immediately after the successful completion of the module.

STUDENT SIGNATURE: _____

PRINT NAME: _____

DATE: _____

NB: Once signed, a copy of this agreement will be provided for the Course Lead, the Student Disability Officer and the Course Administrator.

Ref: Trust Student Disabilities Procedure:

<https://tavistockandportman.nhs.uk/documents/460/student-disabilities-procedure.pdf>