

1. Principles

- 1.1. We are committed to fostering an inclusive environment where you can access the support you need for your studies, including any disability needs you have. We have adopted, where possible, universally inclusive design of our courses and academic content, minimising the potential for additional support being required through a Student Support Agreement ('SSA'). This Policy explains our approach to supporting disability.
- 1.2. Our approach to disability support starts from relevant UK legislation but considers good sector practice. We aim to remove barriers or disadvantages to your learning and ability to perform your best without compromising the standards of your award. We want you to achieve your potential and be ready for the next stage of your life upon completion of your award. The more accurate information we have from you about your needs, the more able we are to support you.
- 1.3. Our approach to disability is:
 - a. Clear and accessible. This means this Policy is widely available and written in such a way that you should not need additional support in understanding what a disability is, what support can be given, your responsibilities, and our responsibilities. If you have any questions regarding this Policy or disability support, you should speak to one of the Student Wellbeing & Disability Advisors: wellbeingdisability@regents.ac.uk.
 - b. Confidential, impartial, and fair. This means that we will not normally share the information you have given us with anyone unless it is with your permission or required by UK law. Your request for disability support will be considered on an individual basis, with due considerations of what is fair and possible in your circumstances. This may include seeking the views of academic staff on your course.
 - c. Timely, flexible, and proportionate. This means that we will use all reasonable opportunities to inform you of the disability support we can provide. We will respond quickly to understand your support needs and put an SSA in place. If we cannot put a form of support in place for you, we will tell you as soon as possible and give you the reason(s) why.
 - d. Embedded and informative. This means we will use the experience of accessing student wellbeing and disability services to inform enhancements and improvements to our Student Wellbeing & Disability processes. We do this through our formal committees.
- 1.4. The applicability of this Policy under the University's Collaborative Provision arrangements is detailed in Schedule A.
- 1.5. Any designated role (e.g. Head of School or Director of Programme) will be taken to include 'or nominee'.
- 1.6. You are required to read and understand this Policy, including being familiar with any updates made during your studies.

2. Definitions

- 2.1. We define disability as set out in the Equality Act 2020 and its 2023 amendments: *A person who has physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*
- 2.2. A disability may change over time, including on a daily basis. For example, if you have a condition that is impacted by excessive stress, you may find you have good

days or weeks and bad days or weeks. We call these 'fluctuating conditions'.

2.3. Whether you are an applicant or a current student, you may disclose a disability and ask us to consider putting support in place. This means only a student with an active application or a currently enrolled student can disclose a disability.

Specifically:

- a. '*Disclosure*' can include you formally telling us about your disability (for example, by contacting a Student Wellbeing & Disability Advisor wellbeingdisability@regents.ac.uk). We may put in place temporary adjustments on an urgent basis before you have told us you are disabled, and before an SSA can be put in place. We do this where we feel that you may be struggling or failing to engage with any aspect of our provision because of a disability. Our aim is to follow up the temporary adjustments with a formally agreed SSA as soon as possible.
- b. '*Applicant*' means anyone that has submitted an application to study with us (whether personally or through a guardian or legal representative), and we have either not finished our consideration of your application or have issued an offer (conditional or unconditional) for study, but you are not yet currently enrolled.
- c. '*Currently enrolled*' means having completed your enrolment. Anyone that has not completed enrolment is not considered to be a current student.
- d. A currently enrolled student does not have to be currently studying at Regent's University London: anyone currently enrolled but on an Interruption of Studies or undertaking a period of Study Abroad may disclose a disability.
- e. Although a currently enrolled student can include anyone that has recently completed a course of study but is waiting for confirmation of their final award, disclosure of a disability at this point will not normally involve putting in place support for teaching, learning, or assessment. This means that if you disclose a disability after you have submitted all assessments for your course, we cannot go back and adjust your marks to take into account a lack of teaching, learning and/or assessment support.

2.4. A '*PEEP*' is a Personal Emergency Evacuation Plan that we put in place if you have a disability that would make it difficult for you to evacuate a building in an emergency. Your PEEP is created with you in conjunction with the Student Wellbeing & Disability Team and our Health & Safety Manager.

2.5. An '*SSA*' is a summary of reasonable adjustments we have agreed with you. It explains the reasonable adjustments we have agreed to make to support you in connection with a disability. To better understand your needs, we may ask you for evidence of your disability, including the particular impact your condition has on your daily life. We know that conditions can change, and so we can review an SSA with you at any time.

2.6. '*Reasonable adjustments*' are the support we will provide to reduce or remove barriers or disadvantages for you in teaching, learning and/or assessment activity. We may make two different types of adjustment: Anticipatory and Individual:

- a. An '*anticipatory adjustment*' is where we have taken reasonable steps to remove or avoid a barrier as a result of continually reviewing our provision. For example, an anticipatory adjustment could include using Plain English language to explain key information such as Regulations and Policies or installing lifts in buildings where this is permitted.
- b. An '*individual adjustment*' is one made for you in your circumstances. For example, being given more time to submit assessments, or having a longer

period for library loans. Individual adjustments are not retrospective. This means we can make reasonable adjustments for the current or future, but not for anything that has already happened.

- 2.7. A '*reasonable adjustment for a fluctuating condition*' is anything we put in place that you can choose whether to use. For example, you may have a condition that requires frequent toilet visits. If your reasonable adjustment allows you to take breaks during teaching and learning sessions, you may take as many breaks as you need during the session. If your condition means that you may need additional time for submitting assessment work, we may agree that you are allowed an additional week on top of the published assessment deadline. However, you may decide that you do not need the additional time and submit according to the published assessment deadline.
- 2.8. We cannot make adjustments if we decide they would be unreasonable. If we decide we cannot put an adjustment in place because it would be unreasonable, we will tell you as quickly as possible and explain the reason(s) for our decision. To determine if an adjustment would be reasonable or unreasonable, we consider the circumstances of every situation, including whether the adjustment:
- a. Would remove or reduce the barrier or disadvantage. This is an evidence-based decision as we do not rely on assumptions.
 - b. Would be practical for us to make.
 - c. Would be affordable.
 - d. Could cause harm to the health and safety of anyone else.
 - e. Would compromise a competence standard as defined by an applicable Professional, Statutory or Regulatory Body ('PSRB').

3. Responsibilities

3.1. We will:

- a. Give you clear information about: this Policy and any changes we make to it; how you can tell us about your support needs; the reasonable adjustments we have agreed with you in an SSA; and how you can tell us about changes you would like to make to your SSA.
- b. Contact you as soon as possible to let you know what we are doing in response to any disclosure you have made. If you are an applicant and have made a disclosure of a disability that impacts your mobility, we will contact you as soon as possible to understand what adjustments we can make. If for any reason we cannot make reasonable adjustments that would sufficiently reduce barriers to your teaching, learning or assessment activity, we may need to withdraw any study offer that has been made.
- c. Consider your request for an SSA on an individual basis and as quickly as possible, telling you what reasonable adjustments have been agreed and (if relevant) anything we cannot agree.
- d. Make decisions based on the fullest range of available information and evidence.
- e. Be responsible for implementing this policy, ensuring agreed adjustments are implemented.
- f. Ensure our staff are appropriately trained to understand legal requirements, the types of support that can be provided for a wide range of disabilities, their role in putting in place temporary and urgent adjustments, and how to make a disability disclosure.
- g. Create a culture of inclusion and respect, through visible campaigns and events highlighting disability awareness.

- 3.2. We expect you to:
- a. Tell us as soon as possible if you think you may need additional support needs (SSA and/or PEEP), including because of a confirmed or unconfirmed disability.
 - b. Provide evidence of your disability, including any impact on your daily life, if we request this.
 - c. Share your SSA with relevant staff so that they can ensure they are providing the reasonable adjustments as agreed.
 - d. Inform the Student Wellbeing & Disability Team if your needs change during the course.

4. Disclosing Disability

- 4.1. Queries and disclosures should be emailed to wellbeingdisability@regents.ac.uk. We will contact you for more detail and, depending on whether you are an applicant or a student, arrange a meeting with you. At any point following your disclosure we may ask you for evidence of the impact of your disability on your daily life.
- 4.2. Outside of the above, you can tell any member of staff that you have a disability. Any member of staff receiving a disclosure in this way must report your disclosure to the Student Wellbeing & Disability Team by emailing wellbeingdisability@regents.ac.uk.
- 4.3. Any delay in disclosing your disability will likely impact the support we can offer you. For example, if your disclosure occurs immediately before an assessment, we may not be able to put individual adjustments in place for you for that assessment. If you disclose a disability during or after an assessment, we will not be able to put individual adjustments in place for that assessment.
- 4.4. If you withdraw your consent for us to hold information about your disability, we may (as a result) be limited in the support we can offer you.

5. Agreeing an SSA

- 5.1. All SSAs are produced by the Student Wellbeing & Disability Team following consideration of your individual circumstances and available evidence. There are two ways of obtaining an SSA: as a result of urgent, temporary adjustments, and following your disclosure.
- a. For urgent, temporary adjustments, the member of staff that put in place those adjustments must inform the Student Wellbeing & Disability Team. A member of the Student Wellbeing & Disability Team will contact you to obtain more detail about your circumstances, and evidence of the impact of your circumstances, so that a formal SSA can be agreed.
 - b. Once you have disclosed a disability, the Student Wellbeing & Disability Team will put together suggested adjustments. The Student Wellbeing & Disability Team will consult your course leader to determine if the suggested adjustments would be reasonable. This contact with your course leader may require sharing of your personal details. The draft SSA will be shared with you for your review and comment. Once signed, the SSA is finalised, and reasonable adjustments can be put in place.
- 5.2. If you think your SSA is no longer meeting your needs, you should email wellbeingdisability@regents.ac.uk so that we can review any new evidence you have.

6. Schedule A

The applicability of this Policy under the University's Collaborative Provision arrangements is detailed below.

Where the Regent's University London Policy applies, collaborative partners may use different terminology, e.g. 'programmes' and 'units' instead of 'courses' and 'modules'.

DOMUS Academy

6.1. This policy is replaced by Domus Academy's Code of Conduct.

Istituto Marangoni (London)

6.2. This policy is replaced by Istituto Marangoni London's Student Disability Policy.

Istituto Marangoni (Paris)

6.3. This policy is replaced by Istituto Marangoni Paris' Student Disability Policy.

Liverpool Media Academy (LMA)

6.4. This policy is not applicable to LMA students. Students should refer to LMA's Health, Wellbeing and Support for Study Policy.

MACROMEDIA

6.5. This policy is replaced by Macromedia's Code of Conduct.