



Academic Year: 2022/2023
Learning and Teaching Committee
Paper number: LTC22-xx

Disability Support Policy

Outcome requested	The committee is asked to consider and approve the updated Disability Support Policy
Executive Summary	<p>The Disability Support Policy specifies the University's approach and commitment to supporting disabled students. The Policy has been informed by changes in approaches across the sector and by legal advice following a recent judgement against another university on the grounds of disability discrimination. The policy reiterates the legal framework that mandates the agreement and implementation of reasonable adjustments.</p> <p>The following changes should be noted:</p> <ul style="list-style-type: none"> A lower threshold for accessing learning and teaching reasonable adjustments while not compromising the requirement for robust evidence relating to assessment and funded support A shift in approach towards proactive engagement of disabled students in support as opposed to the previous ethical orthodoxy of initiation belonging to the student due to the personal nature of the information An approach that provides access to support while formal diagnoses are being sought for students with emerging conditions
Regulatory reference points and links to university strategy	<p><i>University strategy</i> Supports the delivery of the Integrating Theme: Equity and improvements in health and wellbeing Aligns to Community Principles of: leading in equality diversity and inclusion, collaborative, and acting with care and integrity</p> <p><i>Regulatory and statutory</i> Meets requirements under the Equality Act (2010, Chapter 17)</p>
Supporting/Consideration for the paper	To be submitted to: EDI committee Assurance Committee

(if applicable)	Board please provide the relevant minute from the sub-committee minutes.
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Author(s)	Janette Nhangaba, Head of Student Support and Wellbeing
Senior Management sponsor	
Is this material confidential?	No
Post-Committee Communication	

Disability Support Policy

1. University commitment

- 1.1. Middlesex University (Hendon) is committed to the promotion of diversity and equality of opportunity throughout its policies, procedures and delivery of learning, teaching and support that govern and determine the quality of student experiences. This policy outlines the University's commitment and approach to creating a positive environment and supportive experience for disabled students that is rooted in fairness, equality, equity and respect. The University recognises the effectiveness of inclusive practices in creating an environment in which all students can thrive, and which paves a way for personal and professional success.
- 1.2. We recognise that, while there are shared characteristics and experiences relating to different disabilities, health conditions and learning differences, each student is a unique individual and should be supported to shape their experience and support according to their specific requirements. We will support a personalised approach as far as we are able to within the provision and function of the University.
- 1.3. The University supports an anticipatory approach that requires pro-active consideration of access to learning, teaching, services and facilities to ensure adjustments are made in advance of individuals with disabilities attempting to study or use the services and facilities. The University is committed to addressing the barriers to inclusion (structural, cultural, organisational and attitudinal) and takes as its starting point the premise that accessible and appropriate provision is not additional but a core element of the overall service, which the University makes available. All Faculties and Services will use inclusive practices and reasonable adjustments to change procedures or environments to remove any disabling effects or barriers to participation. This Policy applies to all disabled students regardless of nationality, fee status or place of residence.

2. Definition of disability

- 2.1. At Middlesex University, we recognise that the predominance of a broad definition of disability within the Higher Education sector to encompass disabilities, health conditions, mental health conditions and learning differences.

Disability is a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities, where long-term is considered

adjustments ameliorate an environment and experience where inclusive design and approaches are unable to fully support equality and equity.

3. Principles

- 3.1. The University will ensure that in all policies, procedures, functions and activities consideration is given to the means of enabling disabled students full participation in all aspects of the academic and social life of the institution.

The University

requires the University to take positive steps to ensure that disabled students can fully participate in the education and other benefits, facilities and services provided for students. All members of staff have a responsibility to inform the Disability and Dyslexia Service when a student discloses that they have a disability, in respect of the requirement to ensure accessibility and inclusion within the University experience.

- 4.2 The Disability and Dyslexia Service will contact all students who have disclosed that they have a disability and invite them to access support and agree a range of reasonable adjustments. Reasonable adjustments may only be agreed by the Disability and Dyslexia Service.
- 4.3 The University will manage the process of information sharing and will treat all personal data in accordance with GDPR 2018; access to disability-related information will be provided on a need-to-know basis only, in order for reasonable adjustments to be implemented. Where a student is on an exchange to another institution or on a placement as part of their degree programme, relevant information may be shared with the consent of the student to ensure reasonable adjustments will be provided at the host institution/ organisation and to ensure no disadvantage is experienced by students engaged on exchanges and placements.
- 4.4 Medical evidence and information provided by the student as part of the process of identifying the appropriate mode and level of support remains confidential and is stored within the secure Disability and Dyslexia Service database. Confidentiality extends to both verbal and written information.

and in alignment with real-life tasks. Consequently, reducing the need for reasonable adjustments by building equality of access and equity into the delivery of the University experience. However, it is recognised that reasonable adjustments for assessments will still be needed in relation to the impact of conditions on the personal experience of disabled students.

The Disability Service generates anonymous marking numbers for students with appropriate disabilities. This number is included in a marking memo attached to the assessment cover sheet with an indication of disability type and reference to guidance on relevant reasonable adjustments that must be considered within the marking process. The student related to the anonymous marking number is only identifiable by the Disability Team. This process ensures that disabled students are included within the University's Anonymous Marking approach. However, students may opt out according to their preference.

9. Funded Support

9.1 Disabled Students Allowances (DSAs) are a Government grant available to eligible disabled students on higher education courses in the UK, to help with extra course costs they may incur by attending their course, as a direct result of their disability. The allowances can help to pay for a non-medical personal helper, items of specialist equipment, assistive software, travel and other course-related costs. The allowance is neither means-tested nor repayable. DSAs are not available to all students, but are subject to eligibility criteria, which are stated on the Gov.uk website, together with the amounts payable at: <https://www.gov.uk/disabledstudents-allowances-dsas/overview>. A disabled applicant may be offered a place at Middlesex University, but that offer is not a guarantee of eligibility to receive DSAs.

9.2 Following changes to the Disabled Students Allowance, DSA funding is no longer available for bands one and two of Non-Medical Helper Support. Responsibility for meeting these needs for students with disabilities has transferred to Middlesex University. All students who are affected by these changes and who register with the Middlesex University Disability

exceed these limits, the University will provide funds only if available and will advise on external sources of finance and support

9.4 Students on Apprenticeship and some other bursary-funded programmes are not eligible for