

Version	2.0		
Document title	Student Disability Policy		
Document approved by	Academic Board		
Approval date	November 2022		
Date for review	June 2025		
Amendments since approval	Detail of revision	Date of revision	Revision approved by
	Creation of new policy	November 2022	Academic Board
	Review of Policy	June 2025	Academic Board

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1. INTRODUCTION

- 1.1. At Istituto Marangoni we are committed to actively promoting equality of opportunity, ensuring that all students can reach their learning potential and achieve success on an appropriate course of study. Disabled applicants and students may be entitled to receive support to enable them to participate as fully as possible and to enable them to complete their programme of study successfully.

2. PURPOSE

- 2.1. The purpose of this policy is to embed a culture of inclusion for students with disabilities.

- 2.2. The School works with the Equality Act's (2010) definition of a disabled person:

‘A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

- 2.3. The definition also includes cancer, HIV/AIDS and Multiple Sclerosis effectively from the point of diagnosis.

- 2.4. The objectives of this policy are:

- i. To commit to having an inclusive environment, which facilitates disclosure of disability and gives all applicants and students the opportunity to demonstrate and realise their full potential;
- ii. To provide fair and equal treatment of all applicants and students;
- iii. To comply with the legislative requirements under the Equality Act (2010), in particular, the need to avoid discrimination and to provide reasonable adjustments for disabled students.

3. KEY PRINCIPLES

- 3.1. In order to put any necessary reasonable adjustments in place, students should disclose their disability to the Admissions Team as soon as possible, ideally at application stage, to enable them to engage fully and satisfactorily with their academic programme and its associated assessments. However, it is recognised that this is not always possible; there may be changes in the effect of a disability or a student may only have become aware of the disability after receiving an offer or after they have begun their studies. In this case, the student can inform the Student and Academic Services Team.

- 3.2. Appropriate evidence is required in order for the Student and Academic Services Team and/or SEN Tutor and Support Coach if the student is requesting any reasonable adjustments. Students requesting reasonable adjustments are required to provide appropriate and relevant evidence of their disability or specific learning difficulty. This evidence will be reviewed by the Student and Academic Services Team and the SEN Tutor to determine eligibility and inform the support provisions available.

- 3.3. Student should ensure that they engage with the various elements of their support and follow their responsibilities identified in their Personal Learning Plan (PLP). Students are expected to actively engage with the support provisions available to them and to fulfil the responsibilities outlined in their Personal Learning Plan (PLP). This includes attending scheduled sessions, utilising agreed strategies, and maintaining regular communication with relevant support

4. REASONABLE ADJUSTMENTS

- 4.1. A 'reasonable adjustment' is an alteration to a policy, procedure or practice that will remove/reduce a specific disadvantage or barrier that arises as a result of a student's disability and will enable the student to participate more fully in their course.
- 4.2. To protect academic standards, adjustments can only be put in place after suitable evidence has been received. It is the responsibility of the student to obtain appropriate evidence and submit this to the Student Academic and Services Team. There are time restrictions for some adjustments, such as examination recommendations, and where evidence is received outside of these time restrictions it may not be possible for adjustments to be put in place immediately
- 4.3. On receipt of a completed disclosure form and appropriate evidence, the Student and Academic Services Team with the SEN Tutor and Support Coach and Programme Leader will produce a Personal Learning Plan (PLP). This document records reasonable adjustments which are intended to reduce the impact of the disability on a disabled student's access to teaching, learning and assessment.
- 4.4. Upon receipt of a completed disclosure form and appropriate supporting evidence, the Student and Academic Services Team, in collaboration with the SEN Tutor and Programme Leader, will develop a Personal Learning Plan (PLP). This document outlines the reasonable adjustments agreed to reduce or remove barriers to teaching, learning, and assessment, thereby promoting equitable access for the student.
- 1.1. Wherever possible, disabled students should undertake the same assessments as others undertaking the course. The usual way of making a reasonable adjustment is to take into account the effect of a student's disability will be to vary the assessment conditions rather than content or method. For example, a scribe may be provided, the time allowed for the examination may be extended or the examination paper may be presented in an alternative form. Where the nature of the disability makes it impossible for a certain form of assessment to be used, the Student Services Team, Programme Leader, Assessment Officer and/or SEN Tutor will discuss alternative forms of assessment, if required as reasonable adjust, with relevant staff including Link Tutors and External Examiner as required.
- 4.5. Requests for reasonable adjustments for examinations and assessment, or alternative methods of assessment, can only be considered if the student has a Personal Learning Plan in place. No other arrangements for additional reasonable adjustment in assessments for disabled students will be accepted, unless exceptional circumstances apply, for which an Extenuating Circumstances application will be required.
- 4.6. Where it is felt that a proposed adjustment may not be reasonable, advice should be sought from the Student and Academic Services Team in the first instance.
- 4.7. Where additional physical or sensory access needs are identified, the Student Academic and Services Team will work with the Student, Programme Leader, Director of Education, Facilities Manager, and IT Manager (depending on the needs identified) to assess and implement appropriate support as part of the Personal Learning Plan process. Ongoing dialogue with the student will be encouraged to ensure adjustments remain appropriate throughout their studies.

5. DEADLINES

5.1. Coursework

5.1.1. The expectation is that, as far as possible, all students will meet set deadlines as these are usually indicated at the start of the academic year; however, there may be instances when extensions will be required for reasons due to disability or if students are awaiting their Disabled Students Allowance (DSA) support package. If the student has a recommendation in their Personal Learning Plan which allows them to negotiate an extension, discussion should take place with the Student and Academic Services Team.

5.1.2. Assessment recommendations for additional time only apply to individual assessments and do not apply to group work.

5.2. Examinations

5.2.1. It is important that students seek support for examination adjustments (including oral practical examinations) through a Personal Learning Plan by the assessment's deadline identified by the Student and Academic Services Team. This is usually 8 weeks prior to the main exam period. If insufficient notice is given, the extent to which adjustments can be made in main assessment periods may be restricted, for example by the availability of suitable rooms and/or other physical and human resources. If it is not possible to implement an adjustment due to late disclosure, an Extenuating Circumstances will be required.

6. ACADEMIC STANDARDS

6.1. Except where a disabled student's circumstances make it impossible to do so, anonymous marking of formal assessments shall be complied with.

6.2. Disabled students should be assessed in such a way that they are neither systematically penalised nor systematically advantaged. In order to make judgements as to the nature and extent of the variation in assessment methods.

6.3. Disabled students shall be assessed on equal terms with other students and must meet the learning outcomes of the course and where applicable, professional competency standards. Students must demonstrate achievement and fulfilment of the programme's required progression and award learning outcomes through approved methods.

6.4. When adjustments to assessment conditions have been made or alternative forms of assessment used based on recommendations in the Personal Learning Plan, no further adjustment should be made at the marking stage. Marks or grades for assessments shall not be raised or otherwise modified because of a condition/impairment. Students will have sources of support available to them through Istituto Marangoni itself and/or through support funded by their Disabled Students' Allowances, if eligible, in order to develop effective study skills and strategies.

6.5. Should, for whatever reason, a student's disability not be known in time for appropriate learning related support to be put in place and/or for appropriate assessment adjustments to have been made, an Extenuating Circumstances application may be submitted.

6.6. If a disability diagnosis or disclosure of disability is received after an Assessment Board has ratified Unit, Level or Award marks, normally no retrospective adjustments can be made. Students can seek information, advice or guidance from the Student and Academic Services Team.

7. PRACTICAL ARRANGEMENTS IN EXAMINATIONS

- 7.1. Whilst every effort will be made to make recommended reasonable adjustments to the assessment conditions of a disabled student, the extent to which this can be done in main assessment periods may be restricted by the availability of suitable rooms and/or other physical and human resources. It may therefore be necessary in some cases to reschedule assessments for such students.

8. CONFIDENTIALITY

- 8.1. Students can seek confidential advice and support from a member of the Student and Academic Services Team or the SEN Tutor and Support Coach at any point.
- 8.2. Applicants and students have the right to request their disability is kept confidential. Where absolute or limited confidentiality has been requested, The School may not be able to make adjustments that would otherwise be reasonable, particularly in relation to disabilities that are hidden and complex or where the related needs are specific to the individual.
- 8.3. Where confidentiality has not been requested, the School will manage the process of information sharing and will treat all personal data in accordance with the GDPR; access to disability-related information will be provided on a need-to-know basis and only, in order for reasonable adjustments to be implemented.