



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/Statutory 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>

(if applicable)	Board please provide the relevant minute from the sub-committee minutes.
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Is this material	

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

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

be provided or no adjustment may be made if knowledge of the condition is required for its implementation.

- 6.2 A diagnosis is not necessary for a disabled student to be entitled to reasonable adjustments under the Equality Act. Certain reasonable adjustments may be put in place without medical evidence if a disability is disclosed by a student, such as access to learning materials in advance and extended library loans.
- 6.3 However, supporting evidence is required before reasonable adjustments relating to assessment may be agreed and to access support that incurs additional costs, such as a personal assistant and British Sign Language Interpretation.
- 6.4 Evidence should be sent to the Disability and Dyslexia Service (disability@mdx.ac.uk) or may be provided in person. Evidence must be in English and, where necessary, students should ensure that documents have been translated by an accredited professional translation service.
- 6.4.1 Neurodiversity (including Specific Learning Differences and ADHD):

A screening report indicating the existence of a learning difference or neurodiversity. Students may access screening and a package of reasonable adjustments will be provided based on the screening report. As a full diagnostic assessment is not a requirement for the reasonable adjustments duty to be triggered there will be circumstances where adjustments should be made after an informal screening. However, to access more extensive funded support via Disabled Students Allowance or adjustments relating to assessments, a full Diagnostic Assessment is required. Apprenticeship courses are an exception to this arrangement as the Education Skills Funding Agency provide funded support based on screening and a diagnostic assessment is not required.

A report from an educational psychologist, specialist teacher, occupational therapist or equivalent

- iii. Academic and support service colleagues identify concerns about behaviour and performance

6.5 Disabled students with conditions that fluctuate or are episodic may be given a reasonable adjustment relating to the submission of written assessments within their Learning Support

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 DSA. This is the decision of the Student Loans Company and not Middlesex University. Support for apprentices is arranged in agreement with the apprentice and funding is drawn down from the Education and Skills Funding Agency (ESFA) to cover the costs incurred to the University.

10. Applicability to Academic Partners and Overseas Campuses

This policy applies to students studying on joint collaborative programmes and collaborative research programmes. It does not extend to students on validated or franchised collaborative programmes. Middlesex University overseas campuses operate within a different legislative environment and will provide advice and support to students, ensuring equivalence of experience as far as possible. Local arrangements for advice and support are articulated in campus guides.

Revision history	<i>This policy is due for review in 2025</i>
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