

# Student Disability and Inclusion Policy

Policy Category:	Student Support
Subject:	Disability Support and Inclusion
Approving Authority:	Academic Board
Responsible Officer:	Associate Director of Disability Support and Inclusion
Responsible Office:	Students and Education Directorate
Related University Policies:	<a href="#">Data Protection Policy</a> <a href="#">Fitness to Practise Policy</a> <a href="#">Safeguarding Policy</a> <a href="#">Assistance Dogs on Campus</a> <a href="#">Academic Regulations</a>
Supersedes:	<a href="#">Disability Policy for Staff, Students and Visitors</a> . Superseded for students only.
Effective Date:	June 2024
Next Review:	June 2027

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## 1. Purpose & Scope

1.1 The Student Disability and Inclusion policy reinforces the University's commitment to ensuring equality and fair treatment for our diverse staff and student body and to reviewing our policies and practices considering developments in the Higher Education sector, the legislative framework, and the University strategy.

1.2 This document outlines the University's duties and the options available to disabled students, including those with mental health disabilities, in seeking support or adjustments to their studying environment. A complementary policy will be developed by Human Resources to address the staff experience.

1.3 The University is committed to addressing the barriers to inclusion (structural, cultural, organisational, and attitudinal) which adversely impact upon disabled people, affecting the ability to meet their needs, rights, and requirements.

1.4 This policy aligns with the objectives of the University's Strategic Vision 2029 championing wellbeing for students and a thriving staff community.

## 2. Student Experience

2.1 The University is committed to a positive student experience by creating an inclusive environment for learning. The University complies with its anticipatory duty under the Equality Act 2010 and considers the needs of disabled students at all stages of the student life cycle. It aims to reduce the need for individual adjustments by creating an inclusive environment for students to learn and succeed.

2.2 The University promotes inclusive practice and seeks to remove barriers for those with a disability or learning difference by making anticipatory adjustments to its provisions. This can be achieved by building flexibility into the processes of curriculum design and the management and scheduling of assessments, as far as is consistent with the maintenance of standards and fairness, and accessibility on Campus. The goal is to increase accessibility, inclusion, and success for all in all aspects of student life.

2.3 The University takes appropriate steps to make reasonable adjustments for disabled students that meet their individual needs, are relevant, appropriate, anticipatory, inclusive, and in accordance with the University's policies and procedures and equality legislation.

2.4 Reasonable adjustments are evidence based and are determined through an assessment of the individual's disability related requirements, taking into consideration additional factors such as the environment and academic standards to prevent substantial disadvantage.

2.5 The University's Disability Support and Inclusion Service works to assist students with specific requirements. In this capacity, Disability Support and Inclusion Service staff:

2.5.1 aim to agree with the student the reasonable adjustments that are required.

2.5.2 once arrangements are agreed, support faculties/departments to put in place the adjustments, where needed and external suppliers where appropriate, e.g., for support workers.

2.5.3 provide information on eligibility for and access to Disabled Students' Allowance funding.

2.5.4 in conjunction with Disability Faculty Liaisons and Student Experience Managers in faculties monitor the effectiveness of arrangements agreed with the student, and work with students on resolving any concerns or complaints relating to the provision of any adjustments.

2.5.5 respond to changing student conditions and support needs on an ongoing basis.

2.5.6 provide guidance for staff on supporting students with disabilities or learning needs.

2.6 The Disability Support and Inclusion team offers a tailored service and works with other pastoral support staff within the University, e.g., Personal/Senior Tutors and support services to enhance support and ensure students' needs are catered for.

2.7 For temporary conditions such as broken limbs, adjustments are considered locally by the student's department in liaison with relevant parties such as Exams and Faculties for advice on support and/or Mitigating Circumstances applications.

### 3 Overarching principles.

This policy is designed to follow the student journey from application to graduation. The overarching principles that apply throughout the student journey are included here.

3.1 The University endeavours to offer an environment that encourages positive sharing but also acknowledges that it is the individual's decision whether to share or not. We encourage students to share any disability at the earliest opportunity and ideally on application. Students who choose not to share at application stage or whose disability occurs during their studies are encouraged to share at any time thereafter. Students who identify that they have disability-related support needs are strongly encouraged to discuss these with the Disability Support and Inclusion Service at the earliest opportunity so that they are aware of the support available.

3.2 The University understands that students may share a disability or condition but also indicate that they have no specific requirements; in these circumstances, the student is asked to confirm this in writing. The University also understands that situations do change. If this happens, the student should get in touch with the Disability Support and Inclusion Service as soon as possible for advice and guidance.

3.3 Students can share a disability at any point during their studies. The reasonable adjustment duty applies to the individual student from this point of sharing.

3.4 For long term, static conditions which are less likely to fluctuate over time, e.g., dyslexia, the arrangements made in the King's Inclusion Plan (KIP) are valid for the period of the course (including any resits). If a condition is temporary or may be fluctuating, the Disability Support and Inclusion Service may request up to date medical evidence to ensure the adjustments continue to be appropriate and sufficient. The University will notify students where this is required.

3.5 Whether a condition is short-term or long-term, the King's Inclusion Plan (KIP) may be reviewed at any time either on the student's request and/or when circumstances change. It is the students' responsibility to inform the Disability Support and Inclusion Service if their needs change during the course.

3.6 Sharing information relating to a disability enables the University to inform students about the support options available and to make reasonable adjustments. These are aimed at minimising any disadvantage in accessing their academic course and contributing towards a positive student experience.

## 4. Confidentiality

4.1 All personal information shared by students in their application or registration forms is treated as confidential to the University. Information disclosed on application becomes part of the electronic student record.

4.2 Effective support and sometimes health and safety issues necessitate sharing of arrangements to key staff by way of appropriate reports and evidence. Information is shared on a 'need to know' basis to facilitate support. For example, sharing Personal Emergency Evacuation Plan (PEEP) data with Estates, or Disability data with Support for Study Panels.

4.3 Information provided is treated confidentially and will not be shared with third parties outside of the University, except where required by law, or with the consent of the student.

4.4 All shared disability information is kept confidentially in accordance with the University's Data Protection Policy, in line with GDPR guidance.

4.5 In exceptional circumstances the University has a legal obligation to breach confidentiality, without discussion with the student. Please see the [Trusted Contacts Procedure](#) for more information. Exceptional circumstances can include, but are not limited to, the following:

4.5.1 Where a student shares information or behaves in a manner which indicates that there is a possible risk of significant harm to self.

4.5.2 Where a student shares information or behaves in a manner which indicates that there is a possible risk of harm to others.

4.5.3 Where a student's behaviour or mental health condition is affecting the health, safety or wellbeing of other students, staff, or visitors to the University.

4.5.4 Where a student shares information pertaining to an offence which has been or is about to be committed which involves a serious breach of the law.

4.6 In the case of students who choose not to share their disability or withdraw consent for information to be shared for the purposes of support, there will be restrictions or limitations to the level of support and the nature of reasonable adjustments the University or external placement providers can offer. For that reason, students are positively encouraged to share information about a disability and seek support.

4.7 Where a student shares a disability for the first time to a member of University staff, the staff member is then deemed to have received the information on behalf of the University and has a duty of care to report the student's declaration to the Disability Support and Inclusion Service. This enables the University to ensure support is offered promptly, however students are not obliged to take up support and can decline in writing.

## 5. Admissions and pre-course sharing

5.1 Admissions decisions are based on academic suitability and where applicable, the requirement of professional bodies. Information regarding disability on applications is separated from the admissions decision process.

5.2 We encourage applicants to share their disability on their application and provide an outline of their support needs, in order that we can make them aware of the range of support and guidance that is available and to also plan ahead for any reasonable adjustments. This enables the University to arrange for the necessary support arrangements to be put in place by the start of the course wherever possible.

5.3 Offer holders who share a disability will receive information from the Disability Support and Inclusion Service about how to register for a King's Inclusion Plan (KIP), apply for Disabled Students' Allowance (where eligible) and Additional Accommodation Requirements Plans.

5.4 Where students share a disability within the application process but accept their place close to the course start date, the University will take all possible steps to implement the required adjustments promptly. In complex cases with significant external support requirements, if this is not possible, the University may require students to defer their studies for up to one year to allow the University time to organise and implement the external support required. In all cases, the University will liaise with students individually to achieve the best possible outcomes.

## 6. Late sharing

6.1 In the event that a student declines to share their disability in their application and it later becomes apparent to the University that adjustments may be necessary to meet the student's needs, where practicable adjustments will be put in place promptly. In the case of late sharing or the onset of new conditions after the course start date, the University may require students to defer or interrupt their studies to allow an assessment of their needs to be undertaken and considered. This is only likely in complex cases requiring significant external support and enables the University to ensure the student can access the internal and external support required to maximise their chances of success.

6.2 Should a deferral/interruption be required as outlined in paragraph 6.1; this could result in the student being unable to resume studies for up to one year. The University will work with the student to achieve the best outcome in each individual case.

## 7 Before Joining



### 7.1 Disabled Students' Allowances (DSAs)

7.1.1 UK students who require externally funded support such specialist study skills or assistive technology must apply for Disabled Students' Allowances (DSAs) which are administered by UK student funding bodies. DSAs can contribute towards the additional costs associated with studying that are incurred as a direct result of a disability.

7.1.2 Further information regarding Disabled Students' Allowances can be found at Student Finance England, Student Finance Wales, the Student Awards Agency Scotland, and, for students in receipt of the NHS bursary, at the NHS.

7.1.3 International and EU students are not eligible to apply for DSAs. Reasonable adjustments for EU and International students who are not eligible for DSAs aim to be met through University funding in consultation with the Disability Support and Inclusion Service and other relevant parties. Reasonable adjustments for all students are informed by relevant supporting evidence. The University is committed to meeting its legal obligation to support disabled students and provide an inclusive teaching and learning environment for all.

7.1.4 Where a student has complex support needs and is relying on external funding via DSA, and where a student has applied late for Disabled Students' Allowance funding, the Needs Assessment must be received by the Disability Support and Inclusion Service at least 28 days prior to the start of the course. If the Needs Assessment has not been received at least 28 days prior to the start date it may be necessary for the student to defer their enrolment, resulting in the student being unable to resume studies for up to one year. This is to ensure students have the best chance of success and access to appropriate support. The University will work with the student to achieve the best outcome in each individual case.

7.1.5 Where a Needs Assessment has been received at least 28 days prior to the start of the course, the University will provide interim funding where required for up to four weeks to allow the DSA application to be finalised.

## 7.2 Registering with the Disability Support and Inclusion service.

To access reasonable adjustment in the learning environment and assessments students must register with the Disability Support and Inclusion Service for support via Student Records.

7.2.2 The King's Inclusion Plan (KIP) records a student's condition/status together with the support to be provided by the University on an ongoing basis. Adjustments cannot be put in place until supporting evidence has been provided and the University has considered whether:

- the adjustments are likely to significantly reduce or prevent the substantial disadvantage faced by a disabled student while maintaining relevant standards.
- the adjustments are reasonable.
- the adjustments do not endanger the health and safety of the disabled person or other people.
- the adjustments do not substantially disadvantage other students or other people.

It is the responsibility of all Faculties and Professional Services supporting the student to implement the recommendations from the King's Inclusion Plans (KIP).

## 7.3 Fitness to Practise for student on clinical placements or courses leading to professional registration.

7.3.1 Disability does not preclude application to study for qualifications in medicine, teaching, social work, counselling, dentistry, psychotherapy, nursing, digital healthcare science and any other qualification governed by external Fitness to Practise guidance as set out by the body. However, students who take these courses are required to comply with the Fitness to Practise guidance and policies of the bodies which govern their respective professions.

7.3.1.1 Students applying to course where a fitness to practise requirement is prescribed by a professional body should refer to the professional body's website for further details of their specific requirements.

7.3.1.2 As professional bodies are third parties to the university, pursuant to section 4.3, students will need to share their support needs with the professional body and or placement provider where required.

## 8 While you are with us.

### 8.1 Specific Learning Differences testing

Where a student has provided evidence indicating a Specific Learning Difference (SpLD) which demonstrates support has been provided in the past, for example with a school form 8, but does not have a diagnostic assessment, a temporary agreement will be issued. Under these circumstances, with the student's consent, the University will make a referral for a diagnosis to its partner Educational Psychologist and implement interim adjustments. The temporary agreement will last for 6 months from the date of referral to allow for the Educational Psychologist's report to be provided.

## 8.2 Personal Emergency Evacuation Plan (PEEP)

8.2.1 When registering for a King's Inclusion (KIP) via Student Records, student should tick the PEEP box if they may need assistance in evacuating the building during an emergency.

8.2.2 It is difficult – if not impossible – for the University to ensure that students who require assistance with evacuation through a PEEP if they chose not to share information regarding any disability related needs.

## 8.3 Assistance dogs

The University allows access to assistance, working and therapy dogs at King's Campuses. Pets and other animals that are not assistance, working and therapy dogs for disabled people are not allowed in the University premises, including King's Residences, and maintained grounds. For more information on [Assistance Dogs on Campus, please see this policy](#). If you are attending a placement as part of your studies please look on the placement company/ NHS trusts' website for their Assistance Dog Policy.

## 8.4 First Aid

Where students have a medical condition that may need emergency first aid or medical attention, they are encouraged to complete the first aid referral form on the Disability Section of the Student Records Portal. This is to ensure the student's safety, ensure that key medical information is communicated and enable the University to provide the best care should an emergency medication situation arise.

## 8.5 Faculty Accessibility statements

8.5.1 Each faculty and/or department has an accessibility statement to help you understand the University's faculties. Please visit the relevant statement prior to the start of your course, these can be found on your course pages or by searching 'accessibility statement' on the King's website.

8.5.2 For digital overarching accessibility statement [please click here](#).

8.5.3 King's is registered with [AccessAble](#) and you can view the physical and sensory accessibility of King's teaching Campuses, buildings and King's residences.

## 9. When adjustments cannot be agreed.

9.1 The Disability Review process for teaching and learning adjustments.

9.1.1 A Disability Review can be requested by a student if the Disability Support and Inclusion Service or faculty considers that a requested teaching and learning adjustment is not reasonable or is not supported by sufficient evidence and the student would like the case to be reviewed.

9.1.2 If a student requests a review, the Associate Director of Disability Support and Inclusion will convene a Disability Review Panel to take place within 21 calendar days of acknowledging receipt of the request. The Panel will be comprised of 3 members of staff at grade 6 level or above from the Disability and Inclusion Service and the student's faculty.



9.1.3 In some circumstances, where medical evidence has been provided for a condition, interim adjustments may be put in place while the student's case is considered by the Disability Review Process.

## 9.2 Personalised Assessment Adjustments Appeal Panel (PAAAP)

9.2.1 A PAAAP can be requested by the student if the Disability Support and Inclusion Service or faculty considers that a requested assessment adjustment is not reasonable or is not supported by sufficient evidence and the student would like the case to be reviewed.

9.2.2 The PAAAP outcome will be provided within 21 calendar days of the PAAAP submission. The Panel is comprised of The Associate Director for Exams and Assessments, the Associate Director for Disability Support and Inclusion and the student's Faculty Assessment Board Chair.

## 10. Review

Minimum of every three years and more frequently when responding to significant legislative changes or internal process changes.

### Version control

Version	Author	Approving body	Effective from	Reviewed
<b>V2.0</b>	Associate Director of Disability Support and Inclusion	Academic Board	26.06.2024	Due: 26.06.2027