

 <b>S P Jain London School of Management</b>	<b>Student Disability Policy</b>
Document Type	Policy
Administering Entity	Chief Operating Officer, Dean, Registrar, Director of Student Experience, Student Support Staff
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## 1. Purpose

- a. This policy articulates SP Jain London School of Management's commitment to provide a supportive environment for students with disabilities and ensuring that the School complies with its legal responsibilities. It is based on the principle that all students should be able to access the support they need to ensure an equal opportunity to demonstrate their full academic potential at higher education level through appropriate academic achievement.
- b. The School is committed to:
  - i. Ensuring that students with disabilities feel supported and that any barriers to their learning have been identified, understood and reasonable adjustments are in place to reduce their impact;
  - ii. Ensuring that our environment is inclusive and that we engage in a constant improvement cycle, promoting inclusive practices.

## 2. Scope

- a. This policy applies to all students currently enrolled at SPJUK and applicants to the School.

## 3. Legal framework and definitions

- a. The Equality Act 2010, brings together, consolidates and replaces previous equality legislation, with respect to the nine protected characteristics, including disability. The Act sets out the types of discrimination, which in the context of disability include direct and indirect discrimination, discrimination arising from disability, harassment, victimisation and failing to make a reasonable adjustment.
- b. Discrimination can include:
  - i. direct discrimination – treating a disabled student less favourably than other students;
  - ii. discrimination arising from disability – treating a disabled student unfavourably because of something arising in consequence of their disability, unless the treatment is a proportionate means of achieving a legitimate aim;
  - iii. indirect discrimination – applying to a disabled student a ‘provision, criterion or practice’ which puts that student at a particular disadvantage when compared with students who

do not have the disability, and the provider cannot show it to be a proportionate means of achieving a legitimate aim.

- c. The Act defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Disability covers a wide range of physical and mental impairments that may co-occur and may or may not be visible. This includes but is not limited to; physical or sensory impairments; mental health conditions; specific learning difficulties including dyslexia; autism spectrum disorders; medical conditions; severe disfigurement; progressive conditions; HIV infection; cancer; multiple sclerosis. Long term means it has lasted for at least 12 months, it is likely to last at least 12 months, or it is likely to last for the rest of the life of the person.

#### **4. Disclosure and support**

- a. The School urges students to disclose a disability at any point during the application process or as soon as possible after they have enrolled. We encourage students to disclose as early as possible so that any additional needs can be assessed, and reasonable adjustments arranged and appropriate support put in place at the earliest opportunity. Although there is no legal obligation on students to make a disclosure, we are committed to providing an open, welcoming, and supportive atmosphere in which differently-abled students feel comfortable disclosing information about the assistance they need.
- b. Students should make their disclosure and request for any reasonable adjustments to the Student Services Team. The process for making a disclosure relating to a disability is outlined in the School's admission information and the Student Handbook.
- c. However, students may disclose in confidence to any member of staff. Where this member of staff is not a member of Student Services, they should ask the student's permission to refer them to Student Services for support.
- d. Sometimes a student may not wish for information about their disabilities to be disclosed to the School. Where this is the case, or where permission to inform Student Services is not given, the student should be aware that this may limit the advice and support the School can provide.

#### **5. Reasonable adjustments**

- a. The duty to make reasonable adjustments is a key feature of the [Equality Act \(2010\)](#) legislation and applies where a disabled person is placed at a substantial disadvantage in comparison with people who are not disabled. We will make reasonable adjustments for a student when we know, or can reasonably be expected to have known, that they are differently abled.
- b. Where a provision, criterion or practice is putting a student with a disability at a substantial disadvantage compared to other students, we will take such steps as is reasonable to avoid that disadvantage. This may include:
  - i. Changes to procedures or practices: For example, if a student is partially sighted or blind enabling recording of lectures, so the student does not have to take notes while trying to listen to the lecture.

- ii. Changes to how learners are assessed: For example, making individual adjustments, based on need, using word processing to answer their work via computer assistive technology or providing additional time.
  - iii. Providing extra support and aids: For example, showing students how to use the voice assisted technology available in word or other accessible features.
- c. In addition to the adjustments the School can make within existing resources, the School will support eligible students to apply for a Disabled Student Allowance (DSA) which is usually only available to home undergraduate students who meet the appropriate criteria.
  - d. The School will make reasonable adjustments to the implementation or assessment of a competence standard to enable a student with a disability to demonstrate that they have attained the standard required.
  - e. Reasonable adjustments will be outlined in an Individual Learning Support Plan (ILSP) The ILSP will be drawn up by Student Support Staff and circulated to the Programme Director for appropriate dissemination.

## **6. Related policies and procedures**

- a. Whenever we are applying one of our policies and/or procedures to or for a student with a disability, we will consider adjusting it to remove any disadvantage to the student.
- b. Our Mitigating Circumstances Policy describes how a student may apply for an extension to the deadline for completing an assessment task, or a deferral of an assessment task, due to unexpected and exceptional life events. Students with a disability should not need to use the Mitigating Circumstances procedure to make sure they are assessed on a level playing field with their peers; that is the function of reasonable adjustments. However, students with a disability may use the Mitigating Circumstances procedure if:
  - i. they experience an acute episode or worsening of their condition which means that the reasonable adjustments in place are no longer sufficient; or,
  - ii. there was a shortcoming or failure in the support arrangements, or arrangements were not implemented in time.
- c. Where a student with a disability applies for an extension using the Mitigating Circumstances Policy, we will exercise discretion and flexibility in the application of that procedure, for example by not insisting on the provision of medical evidence relating to a condition of which we are already aware.
- d. Our Students Complaints Policy and Procedure describes how we deal with complaints from students about something the School (or a member of staff) has done or not done. Students who wish to complain about the way we have (or have not) dealt with an issue related to disability should refer to this document. Applicants should make a complaint under the procedure outlined in the Admissions Policy.
- e. Our Fitness to Study Policy and Procedure explains what we do where there are concerns that a student is not well enough to study, including where the student is not aware they are not well enough to study.

- f. Student with disabilities may breach the Student Code of Conduct for reasons entirely unrelated to their disability. In such cases the School will take disciplinary action in the same way as it would for any other student. However, we will consider whether reasonable adjustments need be made to our normal disciplinary procedures, and how best to support the student through the process.
  
- g. Where a student displays behaviour as a consequence of their impairment which causes disruption or offence to other students or staff, care will be taken to explain to the student why the behaviour is causing disruption or offence. The School will provide mediation or conciliation between the student and those affected by the behaviour if this appropriate. However, where the behaviour continues to be unacceptable, action will be taken under either the Fitness to Study or the Disciplinary procedure as appropriate.