

Disability Policy (Students) – Provision of support

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| Responsibility for Policy: | University Registrar and Chief Operating Officer |
| Relevant to: | All LJMU Staff and Students |
| Approved by: | Academic Board, 11 March 2020 |
| Responsibility for Document Review: | Director, Student Advice and Wellbeing Services. |
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RELEVANT DOCUMENTS

- Equality Act 2010
- Special Educational Needs and Disability Act 2001
- Disability Discrimination Act 1995
- Public Sector Bodies (Website and Mobile Applications) Accessibility regulations 2018

RELATED POLICIES & DOCUMENTS

- LJMU Equality and Diversity policy
- SCP2 Evacuation Procedures
- SCP37 Personal Emergency Evacuation Plans
- Student Complaints Procedure
- Fitness to Study policy
- Fitness to Practice Policy
- Academic Framework
- Code of Practice for Placements

Policy for the provision of reasonable adjustments and support for Disabled students

1 Introduction

Liverpool John Moores University (LJMU) is committed to providing an inclusive and accessible environment which enables all students to reach their potential. A wide range of provision is available to support students including specialist support, support through academic faculties, departments and schools, and appropriate policies and procedures.

This policy sets out how LJMU meets its obligations under the Equality Act 2010. It identifies the University's approach to supporting disabled students and formalises areas of responsibility. The policy is supported by the procedures within this document either appended or referenced.

2 Duty to Make Reasonable Adjustments

- 2.1 As provided for by the Equality Act 2010, LJMU has a duty to make reasonable adjustments for disabled students and this duty has been further highlighted by the changes made to the Disabled Students Allowance (DSA).
- 2.2 The duty to make reasonable adjustments requires institutions to ensure that they have anticipated and taken reasonable steps to address barriers which put disabled students at a substantial disadvantage in relation to a relevant matter when compared to non-disabled students. In particular there is a requirement on institutions, under new DSA regulations, to ensure that the provision of non-medical help is available where appropriate.
- 2.3 This provisions applies to delivery of LJMU business within the UK.
- 2.4 The intention is that the learning environment should be as inclusive as possible, so that individual interventions are the exception, not the rule.

2.5 Institutional responsibility

LJMU wishes to maintain an environment in which disabled students are able to fully participate in the student experience and will therefore take all reasonable steps to ensure that disabled students

- Have access to appropriate learning and teaching support, for mandatory elements of academic programmes (Mandatory refers to elements of the course that are required in order to successfully achieve the target award and will include both core and optional modules).
- Are able to access the estate and buildings utilised in the provision of teaching and learning and associated services.
- Have access to specialist staff who are able to advise on the range and extent of provision available throughout the institution.
- Have documented support plans in place, including where appropriate for a period of placement.
- Can access IT facilities and services.

- Are able to access learning materials in a timely manner, whether in hardcopy, electronic or other formats.
- Are able to access additional support, which may or may not be represented in a formal needs assessment, in the form of non-medical help*.
- Have access to quiet or less formal environments to enable students to have time away should they require it.

(*Non-medical help is defined as the provision of support assistants, such as scribe, reader, lab assistant etc, and Enhanced Support Assistants, such as examination support workers, notetakers, study assistant. These were previously identified as Band 1 and Band 2 NMH Support).

3 Scope

- 3.1 This policy addresses all aspects of support for disabled applicants and students at LJMU.
- 3.2 This policy applies to all students studying with LJMU, within the UK, regardless of mode of study. However, students on short, professional CPD courses will be advised and assessed based on the duration and intensity of their study.
- 3.3 The principles of this policy apply to all cohorts. Students who disclosed or declared a disability to the University prior to September 2015 may have their needs met using a slightly different process, due to changing external student finance arrangements.

4 Responsibilities

This section outlines the roles and responsibilities of key areas across the institution. It does not contain operational detail of these responsibilities. Further information about relevant procedures should be available from the relevant areas, and/or from the Disability team, within Student Advice and Wellbeing services.

- 4.1 **ELT** are responsible for the University's strategy with regards to disabled students, ensuring compliance with the Equality Act 2010 and regulating the associated resource to fund support for disabled students.
- 4.2 **Equality, Diversity and Inclusivity Committee** are responsible for reviewing compliance with this policy, requesting appropriate changes and making recommendations to ELT for amendments to policy and practice.
- 4.3 **Director of Student Advice and Wellbeing services** is responsible for advising the University about strategy and policy in relation to disabled students and identifying the impact of changes in the external environment on University provision. S/he is also responsible for ensuring that appropriate contracts are in place for the provision of support workers, and holds the Disability budget to ensure additional reasonable adjustments can be made, where other sources of funding are not available.
- 4.4 **The Student Support Manager** is responsible for ensuring that students are aware of the support available to them through the Disability team. Once students have declared a disability, the Student Support Manager is responsible for ensuring that they have an appropriate Individual Student Learning Plan (ISLP), which identifies relevant inclusive approaches to provision and, where appropriate, identifies

anticipatory and individual reasonable adjustments to reduce barriers to the students' participation in their academic programme.

- 4.5 **The Disability team** are responsible for engaging with and receiving consent from students in order that they can create, store and/or communicate the ISLP (and associated documents) to all relevant parties and are responsible for providing advice to students and staff on disability related matters. The Disability team will store the master copy of an individual student's ISLP, and a copy will be sent to the student and the relevant Disability Coordinator. The Disability team also covers Specialist Study Skills tutors who work directly with students.
- 4.6 **Directors of School/Heads of Department** are responsible for ensuring that an ISLP is effectively communicated within the school or department and for the health and safety of disabled students including ensuring that disabled students who require one, have a Personal Emergency Evacuation Plan (PEEP). They are also responsible for ensuring that reasonable adjustments are in place for assessments organised within the department/school including in-class tests. Directors/Heads have a responsibility to ensure that all teaching and learning materials and practices within their areas meet the agreed needs of disabled students. Directors/Heads are also responsible for ensuring that their staff are aware of this policy and the availability and remit of Student Advice and Wellbeing services including the Disability team.
- 4.7 **Disability Coordinators (DisCo)** are school and faculty based staff with responsibility for ensuring relevant academic and administrative staff are aware of students support needs and for coordinating school based support. (See appendix 1 for the Disability Coordinator role descriptor)
- 4.8 **Programme Leaders** are responsible for reviewing the curriculum of their programmes and identifying appropriate inclusive approaches.
- 4.9 **Module Leaders** have a responsibility to be aware of which students on the module require reasonable adjustments and ensuring that programme colleagues are aware of the requirements. This information is available from the DisCo and Programme Leaders in each school/department.
- 4.10 **Personal tutors** have a responsibility to be aware of which students within their tutee group require reasonable adjustments and to ensure that students are aware of the support available to them.
- 4.11 **All Programme staff** are responsible for implementing relevant reasonable adjustments as detailed within the student's ISLP. The ISLP will be created as per Section 6 of this policy and in consultation between all relevant parties.
- 4.12 **The Director of Library services** is responsible for ensuring that disabled students are able to access all Library provision, and that they have the appropriate level of support and training.
- 4.13 **The Director of Student Advancement** is responsible for ensuring that the services delivered are appropriate to the needs of disabled students and graduates. S/he is also responsible for ensuring that the Code of Practice for Placements addresses the needs of disabled students.
- 4.14 **The Director of IT Services** is responsible for ensuring appropriate accessible software and hardware is available for disabled students, including training on such equipment. S/he is also responsible for ensuring that all University corporate systems, including the website, are inclusive and accessible.
- 4.15 **The Directors of Estates and Facilities Management** are responsible for ensuring the University campus, including all University buildings, is physically

accessible and that accessibility equipment and ergonomic furniture is managed effectively. S/he is also responsible for ensuring that campus services, such as parking and catering, are accessible and that timetabling issues are addressed effectively, including the availability of quiet spaces.

- 4.16 **The Accommodation Manager** is responsible for ensuring appropriate accessible accommodation is available through University partner Accommodation providers to meet the needs of students. This is a shared responsibility with the Director of Student Advice and Wellbeing services, and is identified as a critical factor in the contractual obligations outlined to providers.
- 4.17 **The Head of Operations** in each Faculty is responsible for ensuring that appropriate inclusive approaches and anticipatory and individual reasonable adjustments are available for formal examination and assessment periods, whilst working within the University policy on Assessment and examination provisions (Appendix 2). The Head of Operations would also be responsible for resolving issues related to timetables and an individual's access needs.
- 4.18 **The Head of Academic Quality services** is responsible for ensuring that accessibility and inclusive practice are considered as part of the module approval process, including appropriate consultation during course validation.
- 4.19 **The Dean of the Learning and Teaching Academy** is responsible for updating appropriate information, including Regulations in Practise, and other publications on inclusive practices in higher education. There is also a responsibility here to ensure that the institutional Virtual Learning Environment meets appropriate inclusivity requirements.
- 4.20 **The Director of Corporate Communications and Stakeholder Engagement** is responsible for ensuring that all communications produced by the University are accessible.
- 4.21 **The Director of Student Recruitment and Admissions** is responsible for ensuring that University events such as open days are accessible to all participants (including visitors), and that appropriate pre-entry disclosure of disability is forwarded to the Disability team. Pre-entry disclosure processes will be applied to all levels and categories of students to ensure consistency.
- 4.22 **The Director of International Relations** is responsible for ensuring that students who wish to participate in Study Abroad opportunities are able to declare a disability, if not already known to the University. S/he is responsible for working with the relevant teams within Student Advice and Wellbeing services, the student and relevant academic department to identify what adjustments are appropriate and reasonable within the context of a specific study abroad opportunity.
- 4.23 **The Academic Registrar** is responsible for ensuring effective facilitation of disclosure of disability during the registration and enrolment processes.
- 4.24 **The Director of Human Resources**, through the Equality and Diversity Manager, is responsible for ensuring relevant training and development opportunities related to issues of equality and diversity are available to staff.
- 4.25 **The Counselling Manager and Mental Wellbeing Advisors** are responsible for ensuring appropriate provision of support to students with mental health difficulties.
- 4.26 **The Occupational Health team** is responsible for assessing, at enrolment, whether those students attending regulated, vocational programmes are suitable to commence training and are likely to be fit to practice on completion of their studies, in accordance with guidance from relevant regulatory bodies. In addition, the

Occupational Health team will advise programme leaders where students on regulated, vocational programmes have declared a disability, impairment or health condition if they may need any adjustments to the training programme or programme of study on medical grounds. The programme leader will liaise through the DisCo with the Disability team if there is a need to clarify whether adjustments recommended are considered to be reasonable in the circumstances of the individual.

- 4.27 **Heads of all other departments** are responsible for ensuring that their provisions are as accessible as possible, e.g. provision of alternative formats.
- 4.28 **The Manager of Health, Safety and Environment Services** is responsible for ensuring procedures for Personal Emergency Evacuation Plans are available on the University intranet and for maintaining up-to-date evacuation procedures covering all University buildings. S/he is responsible for training evacuation chair operators in the safe use of equipment to assist persons with mobility impairments in an evacuation situation and for publishing up to date lists of such people, and first aiders, on a building by building basis on the intranet.
- 4.29 **All students and applicants** have a responsibility to inform the University, in a timely manner, of their disability or medical condition in order that support can be provided.

5 Objectives

- 5.1 The University observes the social model of disability which views disability as being created by barriers within society rather than by the disability itself. Barriers can be in the physical environment such as inaccessible buildings or services; attitudinal resulting in stereotypes; prejudices and assumptions about the capabilities of disabled people; or organisational such as having inflexible policies and procedures. The University aims to address all of these barriers to ensure that disabled people can participate in all aspects of University life.
- 5.2 The University recognises its responsibilities to make provision as accessible as possible and will aim to do this using inclusive approaches to provision and services or anticipatory reasonable adjustments wherever possible. The University aims to identify the most common barriers experienced by disabled students and, wherever possible, to identify appropriate anticipatory adjustments to overcome these barriers. Where this is not possible and/or additional needs are identified the University will seek to implement appropriate individual reasonable adjustments. Reasonable adjustments (individual and anticipatory) can be made to provisions or practices but not to competence standards. Competence standards are academic, medical or other standards which are required for the programme. Competence standards must be directly related to the learning outcomes of the programme. There is therefore no requirement to alter the academic standards of a programme for a disabled student. However, it may be necessary to adjust the way in which a competence standard is assessed.
- 5.3 The University has specialist, targeted provision to support this approach. The Disability team is the key specialist service provided by the University. Specialists within this team understand the barriers which can impact on students' ability to engage with their academic studies and identify inclusive approaches, anticipatory and individual reasonable adjustments to enable individuals to participate fully in

university life. On some occasions, this provision will also be informed by an external third party with appropriate specialist knowledge.

5.4 Disability Coordinators (DisCos) in faculties and schools provide targeted academic support for disabled students. DisCos have discipline specific knowledge which enables them to apply the reasonable adjustments in a proportionate and appropriate manner, in consultation with Programme and Module leaders. DisCos are also a local point of contact for staff and disabled students and will coordinate support within the faculty or school.

5.5 All students have access to a Personal Tutor who will signpost to relevant specialist services within the University.

6 Disclosing a disability to the University

6.1 Students are able to disclose a disability at any point during their time at the University.

6.2 All applicants to the University will be given the opportunity to disclose their disability to the University, prior to commencement of a programme.

6.3 All students on regulated, vocational programmes will be required to complete a health declaration prior to commencing their programme. This will include a requirement to notify any disability which may impact on their ability to complete the programme. This will result in an assessment by the Occupational Health team.

6.4 Students and applicants will need to provide relevant consent for process to be followed and must engage fully in this process.

6.5 The Disability team will contact all students who disclose a disability through recruitment processes, prior to their arrival in order that the support process can be in place for the beginning of the programme.

6.6 Students will be given a further opportunity to disclose a disability during the registration and enrolment process.

6.7 All students on regulated, vocational programmes who disclose a significant disability to the Disability team, Programme Leaders or others will be referred to the Occupational Health team for assessment of the potential impact on study and practice. This may result in confirmation that the Occupational Health team have already addressed the issue or may result in a new assessment.

6.8 If, during their period of study, a student becomes aware of a previously undiagnosed disability, they should contact the Disability team as soon as possible.

6.9 If at any time, any member of staff becomes aware of serious concerns regarding a student on a regulated, vocational programme which might impact on their ability to meet competence standards, the student must be referred for an occupational health assessment through the Program leader utilising the Fitness to Study/Practice policies.

6.10 Students who wish to discuss access to reasonable adjustments are advised to contact the Disability team as early as possible.

6.11 Students who wish to access reasonable adjustments will be required to provide evidence of their disability. Further guidance on evidence can be obtained from the Disability team. Students with specific learning difficulties and/or dyslexia should refer to the Specific Learning Difficulties and Dyslexia guidance contained within Appendix 3.

7 Guidance on the identification and implementation of Reasonable Adjustments

- 7.1 The University has a range of established, inclusive practices in place across the institution to ensure that students can access programmes. Information on these inclusive practices can be obtained from the Disability team or DisCos within individual schools and faculties, and will be highlighted to students who disclose a disability to the university by the Disability team. Inclusive, anticipatory approaches will be accessible to all students in order that students who do not wish to disclose to the University, can also access appropriate provision.
- 7.2 Whilst inclusive approaches and anticipatory adjustments will meet many disabled students' needs, some students will still require additional individual adjustments.
- 7.3 The Disability team is responsible for identifying individual reasonable adjustments (to programmes of study) for individual students, in consultation with Programme leaders where appropriate, and within the wider University provision. Programme teams will be responsible for ensuring that anticipatory adjustments to programmes of study are in place. If a student has an independent Assessment of Needs report for Disabled Students Allowance (DSA) purposes or an Educational Psychologist's report, the recommendations from these reports will be considered when identifying reasonable adjustments. The Disability team will firstly consider whether anticipatory adjustments will meet the specific needs of the individual student and then whether individual reasonable adjustments are required.
- 7.4 The Disability team, in consultation with academic colleagues, will consider a number of factors when deciding whether an individual adjustment is reasonable. Factors may include, but not be limited to, the perceived effectiveness of the adjustment, the time or resource required to implement the adjustment, the student's previous experience of the adjustment and whether the need could be met through an existing inclusive approach or anticipatory adjustment. The University is not obliged to offer the student their preferred adjustment particularly if an inclusive approach or alternative adjustment is available which would provide appropriate support for the student. (For information regarding the complaints process to be used when a student disagrees with a proposed reasonable adjustment see section 7)
- 7.5 Where appropriate, the Disability team will liaise with the DisCo to discuss whether an individual adjustment may conflict with the competence standards for the programme, and how this might be addressed within the ISLP.
- 7.6 For students who are able to access external funding for a reasonable adjustment, for example through DSA, the University requires the student to access such funding. The Disability team will provide guidance and advice on this process where necessary. Where external financial sources are not available and the Disability team identify the adjustment to be reasonable, the University will seek to fund this adjustment, where possible.
- 7.7 Annually, the Director of Student Advice and Wellbeing services will set, in conjunction with the Student Support Manager and the Disability team, an upper financial limit for individual reasonable adjustments. In the majority of cases, this will ensure that reasonable adjustments can be put in place without onwands

referral, and therefore ease the speed of the process. Where the upper limit is breached, the Disability team will refer the case to the Director of Student Advice and Wellbeing services for review and agreement, if appropriate. If the Director of Student Advice and Wellbeing does not think that the proposed adjustment is reasonable, s/he will discuss alternative options with the Disability team who may then discuss these with the student before any adjustments are agreed.

- 7.8 With the student's consent, the Disability team will produce an Individual Student Learning Plan (ISLP) for each student which identifies the inclusive approaches and reasonable adjustments required. The Disability team will then forward this document to the DisCo in the relevant academic school or faculty.
- 7.9 Without consent, the Disability team will be unable to progress support for an individual student.
- 7.10 A copy of the ISLP will be sent to the relevant DisCo for appropriate circulation within the school/faculty. Programme leaders will be responsible for ensuring that all relevant academic colleagues are aware of the reasonable adjustment required for students within their cohorts.
- 7.11 The Disability team are responsible, when requested to by a student, for making referrals to external agencies for support workers and should be considered the named contact for this element of provision.
- 7.12 If a student does not think that the recommended reasonable adjustments have been implemented, s/he should raise this with the relevant DisCo in the first instance. If the situation is not resolved through this approach, then the student should contact the Disability team who will endeavour to work with the appropriate academic area and find an appropriate solution. If the student remains dissatisfied, then s/he should make a complaint using the student complaints procedure.
- 7.13 The impact and/or nature of a student's disability may change over the course of their period of study. This may result in the anticipatory support or reasonable adjustments no longer being appropriate. In such cases, the student should contact the Disability team at the earliest opportunity to discuss the changes. The Disability team will identify whether there are additional or alternate inclusive approaches or reasonable adjustments needed. The process will then proceed as from 6.4 above.
- 7.14 Occupational health are responsible for ensuring that students on regulated, vocational programmes are suitable to commence study and likely to be fit to practice on completion of their studies. This requires them to meet the relevant competence standards for the profession with reasonable adjustments if required. Adjustments which may be reasonable in the context of study may not be reasonable in the context of professional practice. Wherever possible, the fitness to practice of applicants who have declared a disability will be assessed prior to the applicant entering the University. The Occupational Health team, in liaison with the Programme leader may make recommendations for reasonable adjustments.
- 7.15 **Assistance Animals** – The University's Health and Safety policies require that only assistance animals be allowed onto campus. For this purpose, therefore, only assistance animals registered with an appropriate professional standards body will be allowed into University buildings. If a request is made through the Disability team, this information will be passed to the relevant DisCo and to the Health and Safety team as early as possible to allow for adjustments, such as spending pens, to be made. The owner of the assistance animal will be asked for their permission

to communicate this fact to other students in order that any other issues can be circumvented in a timely manner (e.g. allergies).

The student owner of the animal will remain responsible for the animal at all times.

8 Complaints

In the first instance, concerns regarding the appropriate and/or timely nature of provision of support, should be directed to the Director of Student Advice and Wellbeing services, for informal resolution.

If a student, having first referred the matter to the Director of Student Advice and Wellbeing services, believes that they have not received the appropriate reasonable adjustments to ensure that they can study effectively, the matter should be referred to the Student Governance team to be addressed through the University's Student Complaints procedure. This can be accessed using the following link

<https://www.ljmu.ac.uk/about-us/public-information/student-regulations/appeals-and-complaints>

9 Related Policies

The University has a number of policies designed to support all students, some of which may have particular relevance to disabled students. Links are provided to these policies below. Please note, policies are updated on a regular basis and the latest version of the document should be accessed in each case.

- Special Examination Provision – appendix 2 of this policy
- Academic Framework policy, Extenuating Circumstances
- Fitness to Study policy
- Fitness to Practise policy
- SCP2 Evacuation Procedures
- SCP37 Personal Emergency Evacuation Plans
- Student Complaints procedure
- Equality and Diversity Policy

Appendix 1

Disability Coordinator - Role Descriptor

In order that students across LJMU can have access to an equitable service, the Disability Coordinator role needs to be applied consistently across the institution. The role descriptor is intended to give that consistency.

It is expected that Faculties, Departments and Schools will allocate an appropriate level of resource, to ensure the demands of this role can be met. The average should be 50 hours per academic year, but this will vary depending on the number of disclosed disabled students within the school and the complexity of such cases. A Faculty, Department or School should allow for multiple individuals to undertake the DisCo role if appropriate to local circumstances.

The Disability Coordinator will:

- Act as a point of contact for students with a disability support need.
- Act as a liaison point between the school/department and the Disability team.
- Ensure that the disclosure of disability is actively encouraged and communicated effectively within the school/department, including from academic colleagues to the Disability team, and in reverse where appropriate.
- Liaise with relevant colleagues within the University regarding any issues relating to the support of disabled students.
- Raise awareness within the school/department of issues facing students with disabilities and the academic implications this may have.
- Work with standard procedures across the institution to ensure that all issues of disclosure, distribution of ISLPs and related issues are dealt with in a consistent and systematic manner, including communication with relevant academic colleagues.
- Assist the Director/Head of School/Department to ensure that a robust ISLP records system is in operation throughout the school.
- Coordinate and support School/department based training, development and awareness raising activities for disability support, liaising with relevant Professional services staff (Disability Support/Equal Opportunities).
- Contribute to and update Disability Support information on the Faculty community sites.
- Regularly attend meetings of the University DisCo Steering Group, and cascade relevant information within the school or faculty.
- Provide support and advice on disability matters to school colleagues, ensuring that concerns are referred effectively.

Appendix 2

Additional Examination Provision

In certain situations, it is appropriate for the University to support students through formal examinations with reasonable adjustments. This policy document outlines the provision, the criteria and the reasonable adjustments that may be put into place.

Provision available

All provision will be facilitated through the ISLP

- Extra time – this will be available for all students able to demonstrate need, within the main sitting of the exam (unless combined with additional reasonable adjustments)
- A Reader – this will be provided using IT facilities within each faculty and will be pre-recorded by a member of staff familiar with the terminology used.
- Amanuensis – this facility will be offered in a separate space(*) from the main sitting
- Rest Breaks – this facility will be offered in a separate space (*) from the main sitting

(*) In all cases where a separate location may be needed, it would also be appropriate for academic colleagues to consider alternative assessment. It may be that the learning outcomes can be addressed via an alternative method of assessment and this should be discussed as early as possible in the academic year.

Eligibility for Additional examination provision (AEP)

Students must have disclosed a disability, medical condition or specific learning difficulty to the University as soon as possible after diagnosis or enrolment at the institution (whichever occurs first) and in advance of the assessment period, as per the process below.

- Eligibility for AEP will be documented in the form of a formal Individual Student Learning Plan or a Needs Assessment document. No other evidence will be accepted.
- In the event of a temporary or newly disclosed disability, a doctor's letter will be acceptable and provision will be put into place for the impending assessment period, but will not continue for the duration of the course.

Please note, applications received after the 4 week (20 working days) deadline (referred to in Process, below) will **not** be considered for the immediate assessment period, but will be actioned prior to subsequent periods.

Please note, at the end of each assessment period, a review will be carried out by Faculty Examination officers and any students who do not take up the provision allocated to them, will be asked to review this position. This may result in the provision being withdrawn.

Process

The AEP application form will be available at <https://myservices.ljmu.ac.uk/Forms/AdditionalExamProvisions.aspx> . The form should be completed and submitted online.

The completed form will be sent to the appropriate Faculty, where access will be restricted to a small number of staff, working on a need to know basis.

Applications for AEP should be made as early as possible and **no later than 4 weeks (20 working days)** prior to the start of the assessment period.

An application for AEP will remain in place for the entirety of the student's course and therefore there is no requirement for submission every year. However, should AEP be in place but not utilised, this may result in withdrawal of this provision. N.B Flexibility will be needed with extra time as this may not be used at every opportunity but the student may still wish to retain it. Faculty Examinations staff will review usage at the end of each assessment period and contact students accordingly.

- If, at review, a student states that they **no longer** need the provision, this should be reported in writing and appended to the ISLP. The provision can be cancelled, and a copy of the correspondence sent to the Disability team for completeness.
- If, at review, a student states that they **do still require** the provision, provision will be kept in place for a subsequent assessment period. If at the end of the **second period**, provision has not been utilised, the University will withdraw the provision. Faculty staff should send written confirmation of this to the Disability team.

Faculty administration staff will contact students ahead of the assessment period(s) each year to update module choice and ascertain if provision is still needed.

Appendix 3

LJMU Specific Learning Difficulties and Dyslexia Policy

Background

Institutions are expected to ensure that provision and support is available both within the curriculum and generally through learning and teaching methods.

LJMU will ensure that anticipatory adjustments and provision for students with mild dyslexia is incorporated into the learning environment and therefore should not need to be individually addressed. Provision for those students with moderate to severe SpLD and Dyslexia will continue to be addressed individually.

LJMU complies with the Equality Act (2010), the Disability Discrimination Act (1995) and Special Educational Needs & Disability Act (2001) in ensuring that all students are able to access the provision of education and associated services. The inclusion of the anticipatory duty ensures that the institution continues to review policy and procedure regularly and through student partnership.

This policy is part of the wider institutional policy on Disability provision for students

Diagnostic Support

It is anticipated that the majority of students coming into higher education will have received appropriate support and assessment whilst in primary or secondary education. In the event of students not having received such an assessment, or not having the appropriate level of assessment, LJMU will make available a formal assessment.

Provision of support

Eligibility for formal Educational Psychologists assessment

- Undergraduate and post-graduate.
- Studying on a programme with a duration of an academic year or longer
- First language must be English (defined as educated in the UK from the age of 7). Translations of assessment reports will be accepted for the provision of support but due to the inability of the tests to assess dyslexia versus language issues, we are unable to assess those with another first language.
- Student attending a course with a collaborative partner should access support through the provider college.
- Internal Screening exercise results in a possibility of moderate to severe dyslexia

Funding implications

There is a cost associated with each Educational Psychologist's report. Students are expected to meet the eligibility criteria above, and to ensure that they inform LJMU, at least 24 hours in advance, if they are unable to attend the assessment meeting. Students will be responsible for 50% of the charge due for an assessment. LJMU will meet the remaining costs of each assessment up to an annual pre-determined maximum.

Students will be reminded of appointments through a variety of timely media, such as email, SMS text, outlook appointments and so on. Students who fail to attend their assessment appointment will be charged the full fee incurred by the university, through the usual charging mechanisms within the University.

A budget will be established to ensure that this is not a 'first come, first served' budget position, but is based on need.

Irlen Syndrome/Scotopic Sensitivity

Funding will be made available for students to receive this test should it be deemed appropriate, through the Educational Psychologist's assessment. Coloured overlays can be purchased to assist students, rather than the provision of pastel paper.