Disability Inclusion and Reasonable Adjustments Policy

Version 5.0

Approved by the Board of Governors

Last Amendment: August 2026

The following sets out how the School will make reasonable adjustments to ensure that students with disabilities or long-term health needs and wellbeing needs have access to both facilities and a learning environment that is, wherever reasonably possible, comparable to that of their non-disabled peers.

This policy has been aligned with the following legislation and/or external quality assurance frameworks:

i. Equality Act 2010;
ii. EHRC Guidance;
iii. OfS Regulatory Framework;
iv. QAA Quality Code;
v. OIA Good Practice Framework.

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1. PURPOSE

1.1. LSST is committed to creating an inclusive learning environment in which all students can participate fully in academic life and achieve their educational potential.

1.2. The School recognises its responsibilities under the Equality Act 2010 to eliminate discrimination, promote equality of opportunity and make reasonable adjustments for disabled students. These responsibilities include the anticipatory duty to consider and remove barriers that may disadvantage disabled students before an individual student identifies a need or requests support.

1.3. This policy sets out how LSST will:

- Meet its legal obligations under the Equality Act 2010.
- Promote an inclusive learning and assessment environment.
- Ensure disabled students are not placed at a substantial disadvantage.
- Provide reasonable adjustments where required.
- Maintain academic standards whilst enabling equitable access to learning and assessment.
- Support staff in recognising and responding appropriately to disability-related needs.

1.4. This policy applies to all applicants, students, apprentices and learners studying on programmes delivered by or through LSST.

2. LEGISLATIVE AND REGULATORY FRAMEWORK

2.1. This policy is informed by:

- Equality Act 2010.
- Equality and Human Rights Commission (EHRC) Technical Guidance and Higher Education Guidance.
- EHRC Advice Note arising from University of Bristol v Abrahart (2024).
- Office for Students (OfS) Regulatory Framework.
- QAA Quality Code for Higher Education.
- Relevant awarding body and professional, statutory and regulatory body (PSRB) requirements.

3. DEFINITIONS

3.1. Disability

3.1.1. Under the Equality Act 2010, a person is disabled if they have:

> "a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

3.1.2. A disability may be:

- Visible or non-visible.
- Physical, sensory, cognitive or mental-health related.
- Permanent, long-term, fluctuating or progressive.

3.1.3. LSST recognises that some disabilities and health conditions may be fluctuating, episodic or variable in their impact. Students may experience periods during which their condition has little effect on their studies, as well as periods where the impact is more significant. Reasonable adjustments and support arrangements may therefore require regular review to ensure they remain appropriate and effective throughout a student's period of study.

3.1.4. Examples include:

- Dyslexia, dyspraxia, ADHD and other specific learning differences.
- Autistic spectrum conditions.
- Mental health conditions.
- Hearing or visual impairments.
- Long-term health conditions.
- Mobility impairments.
- Chronic illnesses.
- Neurological conditions.

3.1.5. A formal diagnosis is not always required before support can be considered.

3.2. Reasonable Adjustments

3.2.1. Reasonable adjustments are measures taken by LSST to remove or reduce disadvantages experienced by disabled students.

3.2.2. Adjustments may relate to:

- Learning and teaching.

- Assessment.
- Student support services.
- Physical environments.
- Digital accessibility.
- Policies, procedures and practices.

3.2.3. The purpose of a reasonable adjustment is to ensure equitable access and participation. Adjustments do not lower academic standards or alter learning outcomes.

4. ANTICIPATORY DUTY

4.1. LSST recognises that the duty to make reasonable adjustments is an anticipatory duty.

4.2. This means that LSST must consider, in advance, the barriers that disabled students may encounter and take reasonable steps to prevent or minimise those barriers. The duty applies whether or not a specific disabled student has requested support.

4.3. LSST will therefore:

- Regularly review policies, procedures and practices.
- Identify barriers to participation and progression.
- Consider accessibility in all aspects of curriculum design.
- Promote inclusive teaching and assessment.
- Ensure digital and physical environments are accessible wherever reasonably possible.
- Train staff to identify and respond appropriately to indicators of disability-related disadvantage.
- Embed equality and inclusion considerations within academic decision-making.

4.4. Reasonable adjustments are part of a broader institutional commitment to inclusive education and should not be viewed solely as individual exceptions to standard practice.

5. INCLUSIVE LEARNING, TEACHING, AND ASSESSMENT

5.1. LSST is committed to designing learning opportunities that are accessible to the widest possible range of students.

5.2. Where appropriate, inclusive practice may include:

- Accessible learning materials.
- Captioned recorded content.
- Advance provision of teaching materials.
- Accessible digital platforms.
- Clear assessment guidance.
- Flexibility in engagement methods.
- Accessible communication methods.
- Consideration of alternative assessment formats where appropriate

5.3. The School recognises that inclusive course design reduces the need for individual adjustments and supports success for all students.

6. RESPONSIBILITIES

6.1. LSST Responsibilities

6.1.1. LSST will:

- Take reasonable steps to identify and remove barriers to learning.
- Consider reasonable adjustments proactively where information suggests a student may be disadvantaged because of disability.
- Implement agreed adjustments promptly.
- Maintain confidentiality and data protection obligations.
- Monitor the effectiveness of adjustments.
- Provide opportunities for review where circumstances change.
- Ensure staff understand their responsibilities under this policy.

6.2. Student Responsibilities

6.2.1. Students are encouraged to:

- Disclose disabilities or health conditions as early as possible.
- Engage with Student Wellbeing and Student Support services.

- Provide relevant information about support needs.
- Notify LSST if circumstances change.
- Participate in reviews of adjustment arrangements.

6.2.2. Students will not be disadvantaged because they have not followed a particular disclosure route where LSST already possesses information indicating a disability-related need.

7. IDENTIFYING SUPPORT NEEDS

7.1. Information about a student's disability or support requirements may be obtained through:

- Admissions processes.
- Enrolment declarations.
- Student Wellbeing Services.
- Academic tutors.
- Attendance and engagement monitoring.
- Mitigating circumstances applications.
- Placement support processes.
- Complaints or appeals.
- Discussions with staff.

7.2. LSST recognises that information held by different parts of the institution may contribute to identifying disability-related disadvantage.

7.3. Where information reasonably indicates that a student may require support, the School will consider whether reasonable adjustments should be discussed or implemented.

7.4. The School will not rely solely upon a student's engagement with a specific support service before considering whether action may be required.

8. ASSESSING REQUESTS FOR REASONABLE ADJUSTMENTS

8.1. Each case will be considered individually.

8.2. When considering whether an adjustment is reasonable, LSST may take account of:

- The nature of the disadvantage experienced.
- The effectiveness of the proposed adjustment.
- Practicality.
- Impact on academic standards.
- Health and safety considerations.
- Cost and resources.
- Impact on other students.
- Awarding body or PSRB requirements.

8.3. Evidence may be sought where appropriate and may include:

- Medical evidence.
- Educational psychologist reports.
- DSA documentation.
- Reports from support professionals.
- Previous support plans.
- Information supplied directly by the student.

8.4. Where appropriate, temporary or interim adjustments may be implemented while evidence is being obtained.

9. ACADEMIC STANDARDS AND COMPETENCE STANDARDS

9.1. LSST is committed to maintaining academic standards and the integrity of its awards.

9.2. Reasonable adjustments may alter the way in which students access learning or demonstrate achievement, but they will not reduce the required academic standard.

9.3. LSST recognises the distinction between:

- A competence standard, being the academic, professional or technical standard that students must achieve.
- The method used to assess that competence.

9.4. Where a particular assessment method places a disabled student at a substantial disadvantage, LSST will consider whether the learning outcomes can be assessed

through an alternative approach without compromising academic or professional standards.

9.5. The School will work with awarding bodies and partner institutions where approval is required for alternative assessment arrangements.

10. EXAMPLES OF REASONABLE ADJUSTMENTS

10.1. Adjustments may include, but are not limited to:

10.2. Learning and Teaching

- Accessible formats for learning materials.
- Lecture recordings where appropriate.
- Provision of captioning or transcripts.
- Assistive technology support.
- Accessible timetabling arrangements.
- Alternative communication methods.

10.3. Assessment

- Additional examination time.
- Rest breaks.
- Use of assistive technology.
- Readers, scribes or speech-recognition software.
- Alternative venues.
- Modified examination materials.
- Adjusted presentation arrangements.
- Alternative assessment formats where academically appropriate.

10.4. Student Support

- Specialist mentoring.
- Wellbeing support.

- Study skills support.
- Disability support plans.
- Phased return arrangements following illness.

10.5. The examples above are illustrative rather than exhaustive.

11. REVIEW OF ADJUSTMENTS

11.1. Adjustments may be reviewed:

- When a student's circumstances change.
- When a programme or module changes.
- Following placement requirements.
- Following academic progression decisions.
- At the student's request.
- Where adjustments are no longer effective or appropriate.

11.2. Students are encouraged to notify LSST of any significant changes affecting their support needs.

12. COMPLAINTS AND APPEALS

12.1. Students who believe that a reasonable adjustment has not been properly considered or implemented may raise concerns through:

- Student Support Services.
- The Student Complaints Procedure.
- The Academic Appeals Procedure.
- Relevant partner university procedures where applicable.

12.2. LSST will ensure that complaints relating to disability support are considered promptly and fairly.

13. MONITORING, EVALUATION, AND REVIEW

13.1. LSST will monitor the effectiveness of this policy and its arrangements for supporting disabled students to ensure compliance with legal obligations and to promote equality of opportunity across the student lifecycle.

13.2. Monitoring activities may include analysis of:

- Disability disclosure and support plan data.
- Reasonable adjustment requests, approvals and implementation timescales.
- Student engagement with disability and wellbeing services.
- Continuation and retention rates of disabled students.
- Completion and qualification attainment outcomes of disabled students.
- Progression and achievement gaps between disabled and non-disabled students.
- Student feedback, including survey data.
- Complaints relating to disability support or accessibility.
- Academic appeals and requests for review where disability support or reasonable adjustments are relevant.
- Mitigating circumstances applications associated with disability or long-term health conditions.
- Accessibility and inclusivity of learning, teaching and assessment practices.

13.3. LSST will use this information to identify trends, evaluate the effectiveness of reasonable adjustments, address barriers to student success, and inform continuous improvement activity. Findings may be reported through relevant governance and quality assurance processes and used to support institutional action planning.

13.4. The School will review this policy annually, or sooner where changes in legislation, regulatory requirements, case law, sector guidance, partnership arrangements, or institutional priorities make revision necessary. The review will take account of developments in higher education practice relating to disability inclusion, accessibility and equality of opportunity.

APPENDIX A: Examples of Reasonable Adjustments

The following examples illustrate the types of reasonable adjustments that may be considered. The list is not exhaustive and does not create an automatic entitlement to any specific adjustment.

LSST will consider adjustments on an individual basis, taking account of the student's circumstances, the effectiveness of the proposed adjustment, academic requirements and any awarding body or professional body regulations.

Learning and Teaching

Examples may include:

- Provision of learning materials in accessible formats.
- Advance access to teaching materials.
- Lecture recording, captioning or transcription.
- Accessible digital platforms and resources.
- Assistive technology.
- Alternative communication methods.
- Flexibility in attendance arrangements where appropriate.
- Provision of notetaking support where required.

Assessment

Examples may include:

- Additional examination time.
- Rest breaks.
- Use of assistive technology.
- Readers, scribes or speech-recognition software.
- Modified examination papers.
- Alternative venues.

- Alternative formats for presentations where presentation itself is not a competence standard.
- Adjustments to assessment scheduling.
- Alternative assessment methods where these assess the same learning outcomes.

Physical Environment

Examples may include:

- Accessible teaching rooms.
- Ergonomic furniture.
- Accessible routes and facilities.
- Relocation of teaching activities where required.

Student Support

Examples may include:

- Disability support plans.
- Wellbeing support.
- Mentoring.
- Study skills support.
- Phased return arrangements following illness.
- Placement support planning.

Reasonable adjustments will be reviewed periodically and may change as a student's circumstances or programme requirements change. Adjustments may be reviewed;

- When a student's circumstances change.
- When a programme or module changes.
- Where the nature or impact of a fluctuating condition has changed.
- Following placement requirements.
- Following academic progression decisions.

- At the student's request.
- Where adjustments are no longer effective or appropriate.

APPENDIX B: Glossary

Term	Definition
Academic	The level of achievement, knowledge, skills and competence that students must demonstrate to successfully complete a module, programme or qualification. Academic standards must be maintained when implementing reasonable adjustments.
Anticipatory Duty	The legal duty under the Equality Act 2010 requiring higher education providers to proactively consider and remove barriers that may disadvantage disabled students, rather than waiting for an individual student to request support.
Assessment Method	The means by which learning outcomes or competence are evaluated, such as examinations, presentations, reports, practical assessments or portfolios. Assessment methods may, where appropriate, be adjusted without altering academic standards.
Competence Standard	An academic, professional or other standard applied for determining whether a person has a particular level of competence or ability. Competence standards are distinct from the methods used to assess them and are generally not subject to adjustment under the Equality Act 2010.
Constructive Knowledge	Information that an institution could reasonably be expected to know from the information available to it, even where a student has not made a formal disclosure.
Disabled Students'	A UK government-funded support scheme that may provide funding for specialist equipment, software, non-medical helpers or study support for eligible students with disabilities.
Disability	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, as defined by the Equality Act 2010.
Equality Act 2010	The primary UK legislation protecting individuals from discrimination and imposing duties on education providers, including the duty to make reasonable adjustments.

Inclusive Practice	The design and delivery of learning, teaching, assessment and support services in ways that minimise barriers and enable participation by the widest possible range of students.
Institutional Knowledge	Information held by any part of the institution that may indicate a student's support needs, including admissions, wellbeing services, academic departments, attendance monitoring or mitigating circumstances processes.
Learning Outcomes	Statements describing the knowledge, understanding, skills or competencies that students are expected to demonstrate on successful completion of learning activities or assessments.
Partner University	A higher education institution that awards or validates qualifications delivered wholly or partly by LSST under franchise, validation or partnership arrangements.
Professional, Statutory and Regulatory Body (PSRB)	An organisation responsible for setting professional or regulatory standards for professions, which may influence programme requirements or assessment arrangements.
Reasonable Adjustment	A change to a provision, criterion, practice, physical feature, assessment process or support arrangement intended to remove or reduce a substantial disadvantage experienced by a disabled student.
Student Support Plan	A documented record of agreed reasonable adjustments and support arrangements established to enable a student to access learning and assessment equitably.
Substantial Disadvantage	A disadvantage that is more than minor or trivial when compared with people who are not disabled, as defined by the Equality Act 2010.
Universal Design for Learning (UDL)	An educational framework that promotes flexible approaches to learning, teaching and assessment to improve accessibility and reduce barriers for all learners.

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