

## Education for Health

### Support for Learners with a Disability Policy

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## 1. Policy Statement

### Introduction

Education for Health is committed to equality of opportunity and aims to provide an inclusive environment for their learners which is free from discrimination and enable them to reach their highest potential. This policy sets out Education for Health's obligations under the Disability Act. It outlines EfH' approach to identifying and supporting learners with disabilities.

### 1.1 Legal Context

For this policy the following definition of a disability will apply as set out in the Equality Act (2010):

Definition of disability under the Equality Act (2010)

A person is disabled under the Equality Act (2010) if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to carry out normal daily activities.

The effect of the impairment is long term if it has lasted for 12 months; it is likely to last for at least 12 months; or is likely to last for the rest of the person's life. Physical or mental impairments include hidden conditions such as, dyslexia, epilepsy, and depression. It is deemed unlawful to discriminate against disabled learners in relation to education. With regards to Education, The Equality Act (2010) stipulates that:

It is against the law for a school or other education provider to treat disabled learners unfavourably. This includes:

- direct discrimination, for example refusing admission to a learner or excluding them because of disability
- indirect discrimination, for example only providing application forms in one format that may not be accessible
- discrimination arising from a disability, for example a disabled learner/pupil is prevented from going outside at break time because it takes too long to get there
- harassment, for example a teacher shouts at a disabled learner for not paying attention when the learner's disability stops them from easily concentrating
- victimisation, for example suspending a disabled learner because they've complained about harassment

It is unlawful to discriminate against learners through the following processes:

- admissions
- provision of education
- exclusions
- access to funding, facility of other services

### 1.2 Reasonable adjustments

The Equality Act (2010) states that an education provider has a duty to make 'reasonable adjustments' to make sure disabled learners are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment). The Equality Act places Education for Health under a duty to ensure reasonable adjustments are made to support disabled

learners to reach their highest potential and to ensure that they are not disadvantaged in comparison to other learners.

Education for Health recognises its responsibility to make provision as accessible as possible and aims to do this by using inclusive approaches to their provision and ensure reasonable adjustments are in place for their learners.

Education for Health is committed to equality of opportunity. We aim to provide a learning environment that is free from unfair discrimination and to ensure that all learners, staff, and others associated with Education for Health are treated with dignity, respect, and equity. We welcome applicants with varied experiences and different backgrounds and are committed to ensuring that no learner with potential is deterred from applying. This includes learners who have a longer-term condition that has an adverse effect upon their day-to-day lives (Office for Disability Issues, 2011).

We adopt a flexible, supportive approach and will work with our learners on an individual basis to help identify and address potential obstacles to study and assessment. We will make all reasonable adjustments to provide the support and facilities to address obstacles and enhance the learner's learning experience. This includes support if circumstances change during their studies.

This policy outlines how Education for Health supports its learners with disabilities.

## **2. Disclosure of disability**

Although learners are encouraged to disclose their disability at commencement of their programme of studies so that reasonable adjustments can be made, they can also disclose their disability at any point during their studies. However, in some cases supporting evidence may be required to help in understanding the learner's support needs, for example, where disclosure relates to an unseen disability.

### **2.1 Declaration of circumstances – Including changes in circumstances**

EfH are only able to offer support for circumstances that learners tell us about, and we can only act on the information provided by the learner. So, we encourage learners to fully declare their circumstances so that we can consider how best to offer support.

Any discussions regarding disability will be treated with sensitivity and confidentiality. Any information provided will only be used to help us assist with the learner's studies and will not be made available to any other organisation without prior consent. For Education for Health to consider evidence and put assessment adjustments in place, please note that we will need to record and share some information regarding disability with some members of staff and module support tutors (associates). Further below is a flowchart that outlines our process for providing learners with support.

We recognise that if learners have a disability, there may be times when they feel they need further support. This may be, for example, for an acute episode or a serious worsening of a condition. In this case, learners should follow the instructions below:

If undertaking a short course or programme accredited by The University of Hertfordshire - Learners may wish to apply for Serious Adverse Circumstances. Please contact Learner support so that we can discuss this. Please note that we will normally only accept applications for Serious Adverse Circumstances that relate to a disability or longer-term condition if you have previously informed us about these circumstances. Further information is provided in the Serious Adverse Circumstance process outlined on your course page.

### **3. Roles and Responsibilities**

#### **Education for Health**

Education for Health is legally responsible for ensuring that its duties under the Equality Act are properly discharged. All staff are expected to operate within the parameter of this policy and any additional guidance.

The success of the support provided by EfH relies on the full participation of the learner. Every learner's needs are different. We will therefore support learners on an individual basis, with sensitivity and appropriately based on their individual circumstances.

Our designated Lead for **learners with Disabilities** and Learner support Team provide advice and information and coordinate arrangements for learners. To discuss your circumstances please contact Learner support on 01926 838969 or [learnersupport@educationforhealth.org](mailto:learnersupport@educationforhealth.org).

#### **Learners' Responsibilities**

Please contact us **as early as possible about your circumstances** so that we can organise suitable support and any adjusted arrangements with you in good time. This includes letting us know as soon as possible **if your circumstances change**, such as if you develop a disability after you have begun your studies.

### **4. The Policy**

#### **4.1 Advice**

EfH will offer advice on:

- Choice of module(s) short courses and/or programme of study
- Study and assessment arrangements
- Sources of support with coursework
- Accessing learning needs assessment.

#### **4.2 Arrangements and timescales for module assessment**

We may also be able to organise adjusted arrangements for module assessment. If learners have a disability that affects their ability to perform reading and writing tasks, they will usually be provided with some additional time for assessments including coursework. Depending on individual circumstances, adjusted arrangements may also include notifying markers of information relevant to the submitted work.

For appropriate adjustments to be made, we will ask the learner to provide us with medical or other supportive evidence of their disability. We will use the information in the evidence to determine what arrangements to make, such as how much additional time could be provided. If the learner has a Specific Learning Difficulty (SpLD) such as dyslexia, we will ask them to provide a copy of a diagnostic assessment report from an educational psychologist or other appropriately qualified independent professional. This assessment will need to have been carried out when the individual was 16 years old or after. We can provide advice on how to organise this kind of assessment and have also listed some sources of further information below. Once we have received evidence, we will organise any appropriate adjustments to assessment arrangements and will write to confirm this.

For us to be able to organise adjusted arrangements for assessment, we will normally need to receive evidence **at least four weeks** before the coursework submission date. Please note that we cannot make retrospective arrangements for assessment, i.e., for deadlines that have already passed, unless the learner can show an exceptional, valid reason for not having declared their circumstances and provided evidence for them earlier.

### **4.3 The physical environment**

We are working towards making our buildings more accessible. If learners have impaired mobility, please be aware that not all the buildings used for our training are fully accessible. If this is likely to affect access to the building, please contact us at the earliest possible opportunity to discuss your circumstances. Many aspects of our learning material are presented online for example webinars and live sessions. We are working to ensure that support in this environment is also made available on request where possible.

### **4.4 Financial help**

Learners may be eligible for a Disabled Students Allowance (DSA). This is a public grant available to meet certain additional costs of higher education study arising from disability, a medical condition, or a Specific Learning Difficulty. DSA is a complex area, and we advise you to visit the government website for further information: <https://www.gov.uk/disabled-students-allowances-dsas>. Education for Health are not able to give advice regarding DSA.

### **4.5 How and when to get help and advice**

Learners are asked to get in touch with EfH as soon as possible to discuss their circumstances and learning needs, preferably before registration for a module or programme or as soon as possible after a change in circumstances. This will provide all of us with more time to consider what support would be most helpful and we will also have more time to make any necessary arrangements. Some services take time to arrange, and we want to ensure we have enough notice to have arrangements in place for the start of the module or assessment whenever possible.

## 5. Sources

Disability Rights UK: [www.disabilityrightsuk.org](http://www.disabilityrightsuk.org)

Dyslexia Action: [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

Support for Learners with Dyslexia- [www.dyslexia.uk.net](http://www.dyslexia.uk.net)

British Dyslexia Association: [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

Office for Disability Issues (2011) *Equality Act 2010 Guidance* [online]. Available from: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/570382/Equality\\_Act\\_2010-disability\\_definition.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/570382/Equality_Act_2010-disability_definition.pdf) [Accessed 16 June 2017].

## 6. Policy History

Last updated: November 2017

Link to policies webpage added May 2018

Policy Updated: April 2022

### 6.1 Review Date

April 2023

## Education for Health

### Appendix 1

#### Disability Support Process

