

Student Disability Policy

DISABILITIES

1. The College positively welcomes applications from students with disabilities and is committed to ensuring every effort is made to allow all students to fully experience life at NCH. Students with the relevant supporting documentation (e.g. medical notes and/or reports from educational psychologists) are eligible to apply for appropriate support without compromising academic standards.

DEFINITION OF DISABILITY

2. For the purposes of the Equality Act 2010, a person has a disability 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. Disability in this context can include a wide range of issues and conditions. Typically, this would be one or a combination of the following categories:
 - Specific learning difficulty (SpLD) (e.g. dyslexia)
 - Visual impairment - partial sight or blind
 - Hearing loss - partial hearing or profoundly deaf
 - Mobility difficulties or wheelchair use
 - Restricted use of upper limbs (incl. RSI)
 - Mental health illnesses
 - Condition that is not visible (e.g. epilepsy, sickle cell anaemia, HIV)
 - Condition not listed above (e.g. back injury)
 - HIV, cancer or multiple sclerosis
3. The above list should not be seen as exhaustive. If a student feels that they have a condition that is affecting their ability to study effectively, the student should contact the Student Wellbeing Coordinator as soon as possible, to enable reasonable adjustments to be implemented.
4. The College is committed to ensuring reasonable adjustments are made where possible to break down any barriers which might prevent students with disabilities from actively participating in the life of the College.

RESPONSIBILITIES

5. Students are responsible for disclosing their disabilities to the College.

6. Students have the right not to disclose a disability or to request that the existence or nature of their disability be treated as strictly confidential and therefore not shared with relevant staff across the College. Requests for strict confidentiality may mean that a less satisfactory adjustment is provided or that no adjustment can be provided.
7. The College will manage the process of information sharing and will treat all personal data in accordance with the GDPR; access to disability-related information will be provided on a need-to-know basis only, in order for reasonable adjustments to be implemented.
8. Students are responsible for requesting any review of implemented reasonable adjustments, if such adjustments are not proving to be effective in meeting their entitlements.
9. The College cannot be held liable for not implementing reasonable adjustments prior to the disclosure of a disability. It is vital that the College has all relevant information and evidence before staff can assess whether the reasonable adjustments are possible.

DISCLOSURE OF DISABILITY

10. All students with a diagnosed disability are advised to disclose it to the College at the earliest opportunity by completing the [NCH Disclosure Form](#).
11. Students may develop a disability, or begin to suspect that they have a disability, after their studies have begun. In these circumstances, students are advised to meet with the Student Wellbeing Coordinator as soon as possible to discuss their next steps.
12. Students are advised to submit disclosures even if they do not believe that additional support is required.
13. Disclosure forms will be shared with the members of staff selected by the student to ensure they are aware of the reasonable adjustments that may need to be implemented.

APPLYING FOR ADDITIONAL SUPPORT IN EXAMINATIONS

14. Students who feel they need extra support in their examinations (e.g. extra time) must make an application via the [Specific Examination Requirements Disclosure Form](#). Students must submit their application by 1 December to allow appropriate arrangements to be put in place.
15. In circumstances where students are diagnosed with a disability after this date, applications can still be made but adjustments cannot be guaranteed.
16. For advice and guidance on applying for additional support, students should contact the Student Wellbeing Coordinator.

DISABLED STUDENTS' ALLOWANCES

17. The [Disabled Students' Allowance](#) is a non-means tested grant which helps to fund the extra costs a student with a disability, long-term medical condition, sensory impairment, physical difficulty, or specific learning difficulty (e.g. dyslexia) may have when attending their programme of study

DSA is currently only available to those studying for an NCH degree. To apply, students must complete the [DSA online form](#) via Gov.UK.

RECORDING LECTURES

18. Many students with a SpLD have difficulty writing by hand or writing and listening at the same time. As such, recording lectures is considered a reasonable adjustment under the terms of the Disability Discrimination Act in respect of providing equal treatment and equal access to educational opportunities for all students regardless of their disabilities.
19. Any such recording is for private use only, and shall remain the property of the lecturer. The recording must be used for the purposes of the students' own personal study and should not be replayed to others or reproduced without the permission of the lecturer.
20. Students who wish to apply for permission to record lectures on disability-related grounds must inform the Student Wellbeing Coordinator of their particular needs. Upon being granted permission to record lectures, as a reasonable adjustment, such students do not need to ask permission to record from individual faculty. Faculty will be informed of the recording, but not of the specific reasons, unless the student has given permission for this information to be disclosed.
21. Students may request permission to record any lecture or other teaching sessions outside of the reasonable adjustments entitlement. In these cases, the decision as to whether to grant permission is at the discretion of the academic. This must be obtained in writing prior to the start of the lecture. If permission is granted to the student, in writing, to record the teaching session, the student should check at the start of the session that there are no objections from all those present, to a recording being made.
22. Any recording may be stored for the duration of the student's programme of study, and all recordings should be destroyed on completion of their programme. For these purposes, completion of the student's programme will be no later than their expected end date.
23. Breaches of this policy will be regarded as a disciplinary offence and will be subject to the Student Code of Conduct and Disciplinary Procedures.

SCRIBES AND READERS

24. It is possible for students to request a scribe and/or reader for their examinations. A scribe will write the student's dictated answer to the questions on their paper(s). A scribe can also act as a reader in some cases, in which they must read the questions aloud to the student. Please see the separate NCH Scribe and Reader Guidelines for full details, see [ANNEX 1](#).

STUDENT DISABILITY POLICY

Title	Student Disability Policy	Author	Student Wellbeing Coordinator
Location	NCH Academic Handbook	Approved by	Academic Board Team
Version	2.0	Last updated	January 2018
Publication date	February 2018	Review date	January 2019
Related policies	General Data Protection Regulation		
Related Documents	NCH Disclosure Form; Special Examination Requirements Disclosure Form		
External Reference Points	Equality Act (2010); UK Quality Code Chapter B4; GDPR		

ANNEX 1

SCRIBE AND READER GUIDELINES

PURPOSE OF SCRIBE

1. A scribe may be arranged to transcribe the answers on behalf of a student who has difficulty producing handwritten or typed script. The scribe's role is to produce from dictation a handwritten or typed answer. It is most commonly required for students who are unable to write due to a physical difficulty, some visually impaired students, and some students with specific learning difficulties such as dyslexia, dysgraphia or dyspraxia.
2. For a visually impaired or dyslexic student, the same individual may act as a reader and as a scribe.
3. Students eligible to use a scribe/reader will normally be in receipt of a Disabled Students Allowance, funded by Student Finance England (SFE). SFE have the final decision on who can provide these services. They cannot be provided by a friend, relative, NCH student or a member of faculty for summative assessments.
4. For formative assessments there is more flexibility and NCH students can be used. If an NCH student is used, they should normally be in a different cohort and faculty (major and minor subjects) to the student sitting the assessment.

PURPOSE OF A READER

5. A reader may be arranged to read out questions for a student whose condition affects their reading ability. The purpose of using a reader is to remove barriers that are imposed by the student's disability or SpLD. Generally this service will be provided for students who are blind or have a learning difficulty which affects their ability to process information.

SUITABILITY

6. Scribes should have legible handwriting and be able to write at a speed that will allow them to keep pace with a student's dictation. Where a scribe is working electronically they should be able to type at a reasonable speed and to maintain this pace throughout the exam. The use of a spellchecker is not permitted. All attempts should be made to spell the words correctly or at least phonetically in order to allow the script to make sense for the marker.
7. Ideally the student would have the same scribe for each exam in the same assessment period.

PREPARATION PRIOR TO THE EXAM – STUDENT GUIDELINES

8. Preparation for the use of a scribe/reader prior to an exam is the responsibility of the student. It is strongly recommended to have a preparation/practice session with the scribe/reader in advance of the exam period as this is **not grounds for appeal** should anything go wrong with the scribe/reader. A preparation/practice session will be essential if the scribe is expected to produce graphs or diagrams on your behalf and will ensure that you can work together effectively and efficiently.

9. Students are asked to provide the scribe/reader with some practice material to review prior to the exam so that they can familiarise themselves with any subject specific words and terminology.
10. Before the exam it will be necessary to agree the following with the scribe/reader and make a note of the outcome:

Scribe/Reader & Student: Where will you both sit in the exam in relation to each other?
Note:
Scribe/Reader & Student: Establish a pace with which you are both comfortable.
Note:
Scribe: How are notes, on the questions and essay plans, to be made? Will you make these?
Note:
Student: Will you dictate all punctuation and spelling or do you want to give only the main punctuation and leave the rest to the scribe's discretion? The scribe may not be able to spell complex subject-specific words.
Note:
Student: What should the scribe do if they are unsure of a word while you are in mid flow? Should the scribe ask you to repeat it there and then or would you prefer to come back to it at the end of the sentence or paragraph?
Note:
Student: How will the scribe indicate to you when they have finished writing what you have just dictated?
Note:
Student: Do you want the scribe to read out the script for you for checking?
Note:
Student: Find out where the examination is taking place and arrange to meet the scribe in good time before the exam.

STUDENT DISABILITY POLICY

The above questions are meant as a guide only. You may have other questions that will need to be addressed before the exam; your one-hour practice session will enable you to do this.