



ABBAY ROAD

INSTITUTE

Disability Policy
v1.6

Disability Policy

Owner: Campus and Admissions Manager

Effective from: February 2019

Date of last review: September 2026

Reviewed by: Campus and Admissions Manager

Next review date: September 2027

1. Introduction

1.1. Abbey Road Institute (ARI) welcomes all students who are academically and musically qualified and motivated to benefit from the various programmes offered.

1.2. We are committed to actively promoting equality of opportunity ensuring that all students reach their learning potential and achieve success on an appropriate course of study. This means that disabled applicants and students may be entitled to receive support to enable them to participate as fully as possible in college life and to enable them to complete their programme of study successfully.

1.3. ARI welcomes applications from anyone regardless of disability. Central to the Student Disability Policy is the intention to take account of individual needs and to work with disabled students to find appropriate and practical solutions to problems that might arise.

2. Legal Context

2.1. The Equality Act 2010 drew together, simplified, strengthened and replaced previous legislation, consolidating equality legislation with respect to nine protected characteristics, including disability.

2.2. Related Institute policies & procedures are:

- Equality & Diversity
- Student Handbook

3. Purpose

3.1. ARI recognises its responsibility to make anticipatory and reasonable adjustments to all policies, procedures, and provision of services, including teaching and learning, and actively seeks to widen the participation of disabled people in higher education.

3.2. ARI seeks to actively promote inclusive practices and encourages students to disclose information regarding additional needs as early as possible in the application process in order for support planning and provision to be most effective. Students can disclose their needs confidentially at any stage of the student life cycle.

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3.3. We will support students to progress and gain strategies to succeed as independent graduates. It is the aim of ARI to foster independence, self-awareness and personal responsibility amongst students. We encourage students to take an active part in the process and take appropriate steps to manage their own health and wellbeing in order to fulfil their academic potential

4. Definition of Disability

4.1. The Equality Act (2010) makes it unlawful to discriminate against disabled people and places a positive duty to promote disability equality. Legally, disability is described as a physical or mental impairment which has a substantial and long-term (normally longer than 12 months) adverse effect on the ability to carry out normal day-to-day activities. The range of disabilities includes:

- a mental health issue
- a sensory (visual / hearing / speech) impairment
- a mobility impairment
- a dexterity impairment
- a physical disability
- Asperger's Syndrome or other autistic spectrum disorders
- chronic medical conditions (e.g. diabetes, epilepsy.)
- chronic pain / chronic fatigue
- specific learning difficulties (e.g. dyslexia, dyspraxia)
- any other condition which has a long-term and adverse effect

4.2. The definition includes cancer, HIV/AIDS and Multiple Sclerosis effectively from the point of diagnosis.

5. Responsibilities arising from the Policy

5.1. Students are responsible for disclosing their disability to ARI

5.2. Students have the right not to disclose a disability or to request that the existence or nature of their disability is treated as strictly confidential and therefore not shared with relevant staff across the Institute. Requests for strict confidentiality may mean that a less satisfactory adjustment is provided or that no adjustment can be provided.

5.3. Students are responsible for requesting any review of implemented reasonable adjustments if such adjustments are not proving effective in meeting their entitlements.

5.4. Where students do not inform ARI of any disability and the effect of said disability, the Institute will be exempt from any duty to make reasonable adjustments. This exemption does not apply, however, where ARI ought to have known that the individual in question

was disabled, and the individual's disability was liable to affect them in the manner set out in section 6 of the Equality Act.

6. Responsibility for the Disability Policy

6.1. The Campus Manager is responsible for the implementation and operational review of this policy. The policy is reviewed annually.

7. Disclosure

7.1. Applicants are strongly encouraged to disclose their disability to ARI as early as possible in the application process and as much information as possible should be provided in respect of the nature of the condition and how it affects the applicant.

7.2. ARI will require medical evidence of the disability or evidence from an appropriately trained relevant expert in order to fully consider the request for adjustments and to determine whether ARI is able to support the student in their studies.

7.3. Should the student fail to provide the relevant information when requested ARI may not be able to assess what adjustments are required or put those adjustments in place, and entry may be deferred.

8. Confidentiality

8.1. Students can seek confidential advice and support from the Campus Manager at any point.

8.2. Applicants and students have the right to request their disability is kept confidential. Where absolute or limited confidentiality has been requested, ARI may not be able to make adjustments that would otherwise be reasonable, particularly in relation to disabilities that are hidden and complex or where the related needs are specific to the individual.

8.3. Where confidentiality has not been requested, ARI 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 and only, in order for reasonable adjustments to be implemented.

8.4. If a student chooses to disclose a disability informally to a lecturer or any other member of staff, then by law, ARI is deemed to know about that student's disability. Levels of confidentiality should be negotiated with the student and they should be encouraged to explore reasonable adjustments, but at the very least the disclosure should be documented with the Campus Manager.

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8.5. Where a student is on an exchange to another institution or partner, relevant information may be shared with the consent of the student to ensure reasonable adjustment will be provided at the host institution/organisation and to ensure no disadvantage is experienced by students engaged on exchanges and placements.

9. Assessment and Examinations

9.1. ARI has a policy of providing reasonable adjustments to assessment and examination arrangements, where necessary, for disabled students.

9.2. Students requiring adjustments to be made prior to taking unseen examinations must make this situation known at least one month prior to the date of the examination.

10. Measures for Monitoring the support needs of disabled students.

10.1. The Selection Panel is responsible for matters relating to equality of opportunity in student recruitment and admissions, for developing policies which meet legislation and best practice, for monitoring the impact of these policies on different minority groups, and for reviewing relevant student recruitment and admissions data.

10.2. The Campus Manager and Programme Director are responsible for matters relating to equality of opportunity in learning, teaching, and assessment, for developing policies which meet legislation and best practice, for monitoring the impact of these policies on different minority groups, and for reviewing relevant data on the retention, achievement, and success of disabled students.

11. Continuing Professional Development

11.1. ARI is committed to ensuring that all teaching and support staff are appropriately trained and that teaching practice/strategies are inclusive. ARI will provide information for staff in a range of media, including printed information leaflets (ADHD, Dyslexia, etc.) and will ensure that training is available on a regular basis (mental health, dyslexia etc.)

11.2. Information and training is reviewed and provided throughout the academic year in response to the needs of the students.