



UKMC Disability Disclosure and Learning Support Policy

Policy Management and Responsibilities

Date	Author	Summary of Changes	Version	Authorised
2024	Dr Razia	Policy iteration	1	Academic Board
25/06/2025	Dr Razia	New institutional policy for undergraduate student disability disclosure and learning support	1.1	Academic Board September 2025
14/12/2025	Dr Razia	Reformatting and minor adjustments to committee names.	1.2	Academic Board December 2025
Policy Owner	The policy is overseen by the Head of Wellbeing. The Student Experience Committee supports the policy development and implementation. Day-to-day implementation and communication responsibilities are delegated to Wellbeing Team, Registration, and Academic Services.			
Assessment	Relevant Details			
Equality Analysis	Completed in June 2025, aligned with UKMC, Equity, Diversity, and Inclusion Policy			
Information Governance	Reviewed for compliance with UKMC data protection and confidentiality practices			
Student-Facing Procedures	Student feedback from Academic Voice forums (August 2025) integrated			
Consultation	Relevant Contributions			
Students via Course Reps (CRs)	Engagement via consultations student experience committees and course evaluation meetings by course directors (April 2025)			
Relevant External Stakeholders	Input aligned with CCCU and UoW Student Support policies and OFS guidance			
Authorisation and Version Control				
Authorised by	Student Learning, Teaching & Enhancement Committee (SELTEC). Minor updates may also be authorised by the Registrar on SELTEC's behalf.			
Authorisation Date	24 June 2025			
Effective From	1 July 2025			
Next Review Date	July 2027 (Biennial review, with reminder from Quality Department)			
Document Access and Communication				
Dissemination Plan	The policy will be distributed via communication bulletins, academic team briefings, Course Directors, course coordination committee meetings, and relevant regular faculty meetings events.			

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1. Policy Statement

1.1. UK Management College (UKMC) is committed to creating a learning and working environment where all students and staff feel supported and included. We understand that having the right support in place is important for people to do well and feel part of the UKMC community. This policy sets out how UKMC supports all learners with disabilities or learning difficulties. We aim to make sure everyone has fair access to opportunities by making reasonable adjustments.

1.2. This policy operates in alignment with the UKMC Inclusive Curriculum Framework (ICF), which governs inclusive academic practice across teaching, learning and assessment. In particular, it supports ICF Principle B (Equity and Access) by ensuring reasonable adjustments and consistent learning support, and ICF Principle D (Inclusive Pedagogies) by recognising that inclusive teaching anticipates learner diversity beyond individual disclosure.

2. Purpose

2.1. The Disability Discrimination Act of 1995, the Special Educational Needs and Disability Act of 2001, and the Disability Discrimination Act of 2005 are all part of the Equality Act (2010) (The Act), which UKMC is legally required to abide with. The Act protects people with disabilities and other protected characteristics from victimisation, harassment, and discrimination.

2.2. The purpose of this policy is to explain how UKMC supports students with disabilities, Specific learning difficulties (SpLDs), or long-term health issues. It aims to make sure that all students have fair access to learning and can take part fully in their studies.

2.3. If a person has a physical or mental handicap that significantly and permanently impairs their capacity to do daily tasks, that person is considered disabled. This includes those with unique learning disabilities, mental illness, physical or sensory impairments, and a variety of chronic or varying diseases. These could include, for instance:

- Visual Impaired
- Deaf/Hearing Impairment
- Cerebral Palsy
- Dyscalculia, Dyspraxia, Dyslexia
- Chronic Fatigue Syndrome
- ASD or ADHD
- Depression and anxiety
- Bipolar
- Epilepsy

2.4. Provides information about Disabled Students' Allowances (DSAs) for additional specialist support in relation to disability advising you on facilities and services that are available to use, including online support and productivity software liaising with academic tutors to ensure you get the support you need arranging practical support, such as special arrangements for exams and assessment, accommodation, developing a Learning Support Plan (LSP) that includes reasonable adjustments.

3. Scope

3.1. This policy applies to all students enrolled at UKMC. It covers students who have a disability, specific learning difficulty, long-term health condition, or mental health condition that may affect their ability to engage with their studies.

4. Definitions

4.1. Disability can affect how someone learns, communicates, or manages day-to-day life. It might be visible or hidden, short-term or long-term. Under the Equality Act 2010, a disability is defined as a physical or mental condition that has a significant and lasting impact on a person's ability to carry out normal daily activities.

4.2. There are many different types of disabilities and learning support needs. These can include:

- Specific Learning Difficulties (SpLDs): Such as Dyslexia, Dyspraxia, Dyscalculia, or ADHD. These may affect reading, writing, memory, coordination, or working with numbers.
- Physical Disabilities: Conditions that limit movement or mobility, such as Cerebral Palsy or Muscular Dystrophy.
- Sensory Impairments: Sensory impairments refer to conditions such as hearing loss or visual impairments that affect one or more of the senses.
- Long-Term Health Conditions: Ongoing medical conditions like Epilepsy, Diabetes, Crohn's Disease, or chronic fatigue syndrome, which can affect energy, focus, or general wellbeing.
- Mental Health Conditions: Conditions such as Anxiety, Depression, Bipolar Disorder, or PTSD, which can affect emotions, thinking, and daily functioning.

4.3. Not every student may identify as having a disability, but if a condition affects your ability to study or take part in UKMC life, support may be available. In this policy, the word "disability" is used to include a wide range of needs that might require reasonable adjustments or extra help.

5. Legislation

5.1. This policy is based on the Equality Act 2010. According to the Act, a person is considered to have a disability if they have a physical or mental condition that has a substantial and long-term effect on their ability to carry out everyday activities.

5.2. The law requires education providers, including UKMC, to make reasonable adjustments so that students with disabilities are not placed at a disadvantage. It also makes it unlawful to treat disabled students unfairly or to harass or victimise them because of their condition.

5.3. UKMC is committed to meeting its legal responsibilities and ensuring that all students have fair and equal access to learning support.

6. Disclosure Procedures

6.1. In UKMC, Students are encouraged to disclose any disability, Specific learning difficulties (SpLDs), or long-term health condition to the Wellbeing Department as early as possible. This enables the UKMC to assess individual needs and arrange appropriate support.

6.2. The Wellbeing Department will review all disclosures and may request supporting medical evidence to ensure appropriate and reasonable adjustments can be made. Where necessary and with the student's consent, the Wellbeing Department will work in collaboration with the Academic Office and the Safeguarding Team to implement suitable support measures.

6.3. All disclosures will be handled in a sensitive and confidential manner, in line with UKMC data protection and data security policy.

7. Reasonable Adjustments

7.1. Reasonable adjustments are provided to ensure that students with disabilities, Specific learning difficulties (SpLDs), or long-term health conditions are not placed at a substantial disadvantage during their studies. UKMC also recognises that inclusive curriculum design and teaching practices should anticipate learner diversity and reduce barriers even where a disability has not been formally disclosed.

7.2. Adjustments are considered based on relevant evidence and are subject to the following conditions:

- The adjustment is likely to reduce or remove a substantial disadvantage while maintaining academic standards.
- The adjustment is practical and affordable within the UKMC's available resources.
- The adjustment does not compromise the health and safety of the student or others.
- The adjustment does not unfairly disadvantage other students.

7.3. Examples of reasonable adjustments may include access to online learning materials, deadline extensions, or changes to assessment formats. Support services may also include wellbeing drop-ins, referral to mental health services, and disability-related guidance. and PEEP (Personal Emergency Evacuation Plan) to ensure students can evacuate safely in an emergency.

7.4. Requests for reasonable adjustments are managed through the Wellbeing Department, in collaboration with the Academic Office and other relevant departments. All adjustments are recorded and monitored to ensure they remain appropriate and effective throughout a student's studies. All support is delivered with sensitivity, confidentiality, and in line with the UKMC's commitment to inclusivity and compliance with the Equality Act 2010.

7.5. Students with disability can also be considered for the Learning Support Plan (LSP) if it is requested by the student (or in some cases by the SSTs of the student). In that case, the UKMC Support to Study Policy and Procedure will be followed.

8. Roles and Responsibilities

8.1. Roles and responsibilities of all Staff are the following:

- Promote an inclusive and supportive environment for all students.
- Encourage students to disclose any disabilities or support needs early in their studies.
- Ensure that students are treated fairly and without discrimination in all aspects of their learning experience.

8.2. Roles and responsibilities of Student Wellbeing Team are the following:

- Ensure that wellbeing services are accessible and responsive to the needs of all students.
- Attend relevant disability awareness training provided by the UKMC.
- Provide individual wellbeing support for students who disclose a disability, learning difficulty, or long-term health condition.
- Review disclosures and coordinate appropriate support, including helping to gather necessary medical evidence where required.
- Work in collaboration with other departments to arrange reasonable academic adjustments based on individual needs.

8.3. Roles and responsibilities of the Academic and Other Support Departments are the following:

- Work closely with the Wellbeing Department to implement agreed adjustments.
- Ensure that teaching, learning, and assessment practices are designed inclusively, with reasonable adjustments implemented as agreed through Learning Support Plans, while recognising that academic staff are not responsible for assessing disability or determining support needs.
- Maintain regular communication with the Wellbeing Department regarding any student concerns related to disability support.

9. Review and Monitoring

9.1. This policy will be reviewed regularly to ensure it remains relevant and effective in meeting the needs of students. UKMC reserves the right to amend this policy at any time in response to changes in legislation, guidance, or institutional practice.

9.2. For any questions or concerns related to the monitoring or review of this policy, please contact: student.wellbeing@ukmc.ac.uk.

10. Data Protection and Confidentiality

10.1. UKMC is committed to protecting the privacy and confidentiality of all students who disclose a disability, learning difficulty, or long-term health condition. All personal information provided to the Student Wellbeing Team is treated as confidential and handled in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA).

10.2. Information relating to a student's disability issue or learning support plan will only be shared with relevant UKMC staff on a need-to-know basis and with the student's explicit consent. This sharing enables the institution to provide appropriate support and reasonable adjustments.

10.3. The only exception to confidentiality is where there is a serious concern that withholding information may place the student or others at risk of harm. In such cases, information may be disclosed to appropriate services in line with safeguarding responsibilities.

11. UKMC Points of Contact and Support

For guidance or support relating to the disability disclosure and learning support, students should contact the appropriate member of staff as indicated below:

Role	Department	Email
Wellbeing Officers	Wellbeing Department	Student.wellbeing@ukmc.ac.uk

Students are encouraged to maintain regular contact with the Wellbeing Officers during the process.

12. Related UKMC Policies

This section provides a cross-reference to other institutional policies that may interact with or support the implementation of the Disability Disclosure and Learning Support Policy. These policies ensure that interruption processes are aligned with academic regulations, safeguarding, and equality duties. Staff and students are advised to consult these documents when submitting or processing interruption requests, especially where implications extend beyond a temporary break from studies.

13. External Reference Points

In this section, include relevant legal, regulatory, or sector standards the policy aligns with.

UK Public General Acts, Equality Act 2010, Accessed online at:

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

UK Public General Acts, Disability Discrimination Act 1995, Accessed online at:

<https://www.legislation.gov.uk/ukpga/1995/50/contents>

UK Public General Acts, Data Protection Act 2018, Accessed online at:

<https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

UK Public General Acts, Mental Health Act 2007, Accessed online at:

<https://www.legislation.gov.uk/ukpga/2007/12/contents>