

Disability Policy



The Institute
of Contemporary
Music Performance

Version number	Date approved (including committee)	Reason for production/revision	Author	Proposed next review date
V3.3	13/06/22 AcBo	Annual review	Head of Student Services	Biennially and as required

Related policies

- Equality & Diversity Policy and Procedure
- Equality & Diversity Charter
- Student Mental Health Policy and Procedure
- Student Charter
- Support to Study / Fitness to Study Policy and Procedure

External Reference

1. Equality Act 2010, <https://www.legislation.gov.uk/ukpga/2010/15/contents> The policy has been informed by the Equality Act 2010 consolidated, simplified, strengthened and replaced previous legislation, consolidating equality legislation with respect to nine protected characteristics, including disability.
2. [UK Quality Code for Higher Education](#), Advice and Guidance: *Admissions, Recruitment and Widening Access*. ICMP has developed practices and processes to ensure that there is a reliable fair and inclusive admissions system.
3. [UK Quality Code for Higher Education](#), Advice and Guidance: *Enabling Student Achievement*. ICMP promotes equality of opportunity and the rights of all students to benefit from a high-quality academic experience and access the support they need to succeed.

1. Introduction

- 1.1. The Institute of Contemporary Music Performance (ICMP) 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 can reach their learning potential and achieve success on an appropriate course of study. 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. ICMP welcomes applications from anyone regardless of disability. Central to the Student Disability policy is the intention to take account of individual need and to work with disabled students to find appropriate and practical solutions to study related problems or barriers that might arise.

2. Legal Context

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

3. Purpose

- 3.1. ICMP 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. ICMP 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 the planning and provision of disability support to be most effective. Students can disclose their needs confidentially at any stage of the student life cycle.
- 3.3. We understand there is a transition into Higher Education when starting at ICMP and our aim is to support students to study as independently as possible during their time here. We will support students to progress and gain strategies to succeed as independent graduates. It is the aim of ICMP 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. The legal definition of disability under the Equality Act 2010 is a person with a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.
- 4.2. The definition of "Substantial" is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed.
- 4.3. The definition of 'long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection.
- 4.4. A disability can arise from a wide range of impairments which can be:
 - 4.4.1. sensory impairments, such as those affecting sight or hearing;
 - 4.4.2. impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME), chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
 - 4.4.3. progressive, such as motor neurone disease, muscular dystrophy, and forms of dementia;
 - 4.4.4. auto-immune conditions such as systemic lupus erythematosus (SLE);

- 4.4.5. Physical and mobility impairments
 - 4.4.6. organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;
 - 4.4.7. developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
 - 4.4.8. learning disabilities;
 - 4.4.9. mental health conditions with symptoms such as anxiety, low mood, panic attacks, phobias, or unshared perceptions; eating disorders; bipolar affective disorders; obsessive compulsive disorders; personality disorders; post traumatic stress disorder, and some self-harming behaviour;
 - 4.4.10. mental illnesses, such as depression and schizophrenia;
 - 4.4.11. produced by injury to the body, including to the brain.
- 4.5. The definition includes cancer, HIV/AIDS and Multiple Sclerosis effectively from the point of diagnosis.

5. Definition of Reasonable Adjustments

- 5.1. A 'reasonable adjustment' is an alteration to a policy, procedure or practice that will remove/reduce a specific disadvantage or barrier that arises as a result of a student's disability and will enable the student to participate more fully in their course.
- 5.2. To protect academic standards, adjustments can only be put in place after suitable evidence has been received. It is the responsibility of the student to obtain appropriate evidence and submit this to the Disability & Wellbeing Team. There are time restrictions for some adjustments, such as examination recommendations, and where evidence is received outside of these time restrictions it may not be possible for adjustments to be put in place immediately.
- 5.3. The requirement for reasonable adjustments will vary according to the needs of the individual. ICMP relies on the recommendations of professionals to identify the most appropriate adjustments for the person concerned. Recommendations will usually be based upon an individual student's medical or psychological diagnostic evidence. In addition, where a student has received an 'Assessment of Study Needs and Study Strategies Report' as part of their claim for Disabled Students' Allowances, additional recommendations made in this report may also be considered.
- 5.4. ICMP accepts that its duty to consider adjustments is continual and evolving and that an individual's requirements may change during their course of study due to an alteration in their condition. ICMP considers each request for additional adjustments on an individual basis, though additional supporting evidence may be required in support of such requests.

6. Responsibilities arising from the Policy

- 6.1. Students are responsible for disclosing their disability to ICMP
- 6.2. Students are responsible for providing appropriate formal evidence of their disability.
- 6.3. 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 Institute. Requests for strict confidentiality may mean that a less satisfactory adjustment is provided or that no adjustment can be provided.
- 6.4. Students are responsible for requesting any review of implemented reasonable adjustments, if such adjustments are not proving effective in meeting their entitlements.
- 6.5. Where students do not inform ICMP of any disability and the effect of said disability and provide appropriate evidence, the Institute will be exempt from any duty to make reasonable adjustments. This exemption does not apply, however, where ICMP

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.

7. Responsibility for the Disability Policy

- 7.1. The Head of Student Services is responsible for the implementation and operational review of this policy.

8. Admissions

- 8.1. ICMP is committed to ensuring that students are recruited and selected on the basis of their academic merit and ability, as outlined in the Admissions Policy, and will not refuse to admit an applicant on the grounds of disability without fully considering the specific support or facilities required for the applicant to undertake their course of study at ICMP.
- 8.2. In some cases, a panel may convene to collaboratively review reasonable adjustments for disabled students where the student's needs are complex, high costs may be associated with the adjustments, or where there is a need to ensure that academic standards are maintained. The panel will be made up of relevant members of the Senior Team and Disability Advisers. When determining reasonableness, this will vary case-by-case depending on individual circumstances.
- 8.3. In very exceptional cases, ICMP may not admit an otherwise qualified applicant on the grounds that reasonable adjustments cannot be made. There should be an audit trail of the decisions made, which should be clearly communicated to the student and colleagues. If the adjustment is deemed not to be reasonable, the student should be advised of the appeals process.

9. Disclosure

- 9.1. Applicants are strongly encouraged to disclose their disability to ICMP as early as possible in the application process, and to provide as much information as possible regarding the nature of the condition and how it affects the applicant.
- 9.2. ICMP 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 ICMP is able to support the student in their studies.
- 9.3. We consider each students' situation on a case by case basis dependent on their circumstances.
- 9.4. We require relevant and appropriate evidence of disability, which must be supplied in English. Translations must be carried out by an independent translation service.
- 9.5. Should the student fail to provide the relevant information when requested ICMP may not be able to assess what adjustments are required or put those adjustments in place, and entry may be deferred.

10. Confidentiality

- 10.1. Students can seek confidential advice and support from an ICMP Disability or Mental Health Adviser at any point.
- 10.2. Applicants and students have the right to request their disability is kept confidential. Where absolute or limited confidentiality has been requested, ICMP 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.
- 10.3. Where confidentiality has not been requested, ICMP 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.

- 10.4. If a student chooses to disclose a disability informally to a tutor or any other member of staff (Admissions Officer, Personal Tutor, Programme Leader), then by law, ICMP 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 a Disability or Mental Health Adviser.
- 10.5. Where a student is on an exchange to another institution or on another placement as part of their degree programme, relevant information may be shared with the consent of the student to ensure the provision of reasonable adjustments will be requested at the host institution/organization and to address any disadvantage experienced by students engaged on exchanges and placements.

11. Assessment of Need

- 11.1. Any student requiring an assessment of their support needs is referred to a Disability Adviser. In many cases, the Disability Adviser's advice will include a referral for the student / applicant to apply for DSA (Disabled Students Allowance), in which case an independent DSA assessor would prepare a Study Needs Assessment Report as part of the DSA process. An ICMP Disability or Mental Health Adviser will also make recommendations relating to any support needs that can be met institutionally. These can include:
 - arranging for non-medical help (i.e. specialist tutors, mentors, note takers, transcription support)
 - recommendations regarding examination arrangements and / or alternative assessments
 - advice about physical access to courses
 - advice to staff regarding disability awareness
 - advice about the Disabled Students Allowance
 - Advice on producing material in alternative formats.
- 11.2. All disabled students have the opportunity to have their support needs clearly stated and a Support Agreement drawn up between them and ICMP.
- 11.3. Assistance and Information on the Disabled Students' Allowance (DSA) application process will be provided.

12. Support to study/ Return to Study or Fitness to Study policy

- 12.1. The Support to Study / Fitness to Study policy outlines the steps that ICMP will follow when concerns are raised about the fitness to study of one of its students. It is intended to inform as a supportive procedure which can be used by staff when a student's health, wellbeing and/or behaviour is having a detrimental impact on their ability to progress academically and function on their course at ICMP. In addition, the procedure should be used for any student whose ability to cope with student life, to study or progress on their course is compromised as the result of their health, wellbeing or disability. Any student who has had an absence of more than 8 weeks due to serious health issues (including mental health) or injury may be requested to attend a 'Support to Study / Return to Study or Fitness to Study' meeting depending on the level of risk and case history.
- 12.2. The student will be requested to provide evidence in advance of this meeting if it was a requirement of the Support to Study and Fitness to Study process, which confirms that they are well enough to return to the satisfaction of the panel members.
- 12.3. The precise nature of the evidence required from the student will be dependent on the individual circumstances, but in all cases, it is expected that this will involve a report from a recognised independent health professional with sufficient knowledge about the health and wellbeing of the student during the period of interruption and the potential impact that returning to study might have.

- 12.4. The report should include specific detail about the appropriateness of the student's health in the context of the proposed Return to Study; examples of relevant questions will depend on the academic discipline, but may include:
- Consideration of risks associated with course of study/accommodation etc.
 - Consideration of the number of hours and timeframe required for the student to complete all assessments.
 - Consideration of the demands of work based courses;
 - Consideration of the demands of small group work on the student;
 - How equipped the student is to deliver presentations, either to large or small groups;
 - Evidence of a diagnosis of a medical condition that will assist in accessing support upon a return to study.

13. Assessment and Examinations

- 13.1. ICMP has a policy of providing examination arrangements and reasonable adjustments to assessments where necessary, for disabled students. Any adjustments required will be included in the student's Support Agreement.
- 13.2. 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.

14. Measures for Monitoring the Support Needs of Disabled Students.

- 14.1. The Admissions Committee is responsible for matters relating to equality of opportunity in student recruitment and admissions, for developing policies which meet legislative requirements and best practice, for monitoring the impact of these policies on different minority groups, and for reviewing relevant student recruitment and admissions data.
- 14.2. The Head of Student Services & Dean of Academic Studies are responsible for matters relating to equality of opportunity in learning, teaching and assessment, for developing policies which meet legislative requirements 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.
- 14.3. Students are given the opportunity to review their individual Support Agreement annually. Feedback from these meetings as well as NSS data and feedback from Student Senate contributes to the development of support at ICMP.

15. Continuing Professional Development

- 15.1. ICMP is committed to ensuring that all teaching and support staff are appropriately trained and that teaching practice/strategies are inclusive. ICMP 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.)
- 15.2. Information and training is reviewed and provided throughout the academic year in response to the needs of the students.