

LAINE

THEATRE ARTS

Policies

Disability and Reasonable Adjustments Policy

DISABILITY AND REASONABLE ADJUSTMENTS POLICY

PURPOSE

Laine Theatre Arts is committed to creating an inclusive learning environment in which all students can participate fully in higher education, regardless of disability, learning difference, neurodiversity, health condition, or additional support need.

This policy applies to all full-time courses at the College: the BA (Hons) Musical Theatre (3-year course), Level 6 Diploma in Professional Musical Theatre, BA (Hons) Musical Theatre (One-Year Top-Up), Cert HE Musical Theatre, and Foundation Course in Musical Theatre.

The purpose of this policy is to ensure that disabled students and students with learning support needs can access learning, assessment, training, and wider student life through appropriate support, reasonable adjustments, and inclusive practice.

This policy should be read alongside the Student Support and Intervention Framework, Fitness to Study Policy, Extenuating Circumstances Policy, Attendance and Absence Policy, Intermission Policy, Student Code of Conduct, Non-Academic Misconduct Policy, Safeguarding Policy, and the Student Complaints Policy.

SCOPE

This policy applies to:

- All Higher Education students.
- Applicants and prospective students.

- All staff involved in teaching, assessment, student support and administration.

The policy covers:

- Physical disabilities.
- Sensory impairments.
- Long-term medical conditions.
- Mental health conditions.
- Specific learning differences including dyslexia, dyspraxia and dyscalculia.
- Autism Spectrum Condition.
- ADHD.
- Temporary conditions where appropriate.
- Additional learning support needs.
- Any disability protected under the Equality Act 2010.

LEGISLATIVE AND REGULATORY FRAMEWORK

This policy is informed by:

- Equality Act 2010.
- Office for Students (OfS) Regulatory Framework.
- Office of the Independent Adjudicator (OIA) Good Practice Framework.
- Data Protection Act 2018.
- UK GDPR.

The College recognises its anticipatory duty to make reasonable adjustments under the Equality Act 2010.

The College will proactively identify and reduce barriers that may affect disabled students and will seek to embed inclusive practice across all aspects of learning, assessment, student support and wider student life.

The College will seek to anticipate potential disadvantages experienced by disabled students rather than relying solely upon individual requests for support.

DEFINITIONS

DISABILITY

A disability is defined under the Equality Act 2010 as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

ADDITIONAL LEARNING SUPPORT NEED

An additional learning support need is any disability, learning difference, neurodevelopmental condition, health condition or other circumstance which may require support, reasonable adjustments or targeted intervention to enable a student to participate effectively in higher education.

REASONABLE ADJUSTMENTS

Reasonable adjustments are changes made by the College to remove or reduce barriers experienced by disabled students.

PRINCIPLES

The College will apply this policy in line with the following principles:

- Early intervention through the Student Support and Intervention Framework.
- Student-centred decision making.
- Proportionate support and intervention.
- Support before sanction.
- Equality, Diversity and Inclusion.
- Transparency and fairness.
- Safety and wellbeing.
- Inclusive practice and accessibility.

IDENTIFICATION AND DISCLOSURE

Students are encouraged to disclose disabilities, learning differences, health conditions or support needs:

- During application.
- At enrolment.
- At any stage of study.

Evidence may include:

- Medical evidence.
- Diagnostic assessments.
- Educational psychologist reports.
- Disabled Students' Allowance (DSA) documentation.
- Professional reports from relevant specialists.

The College recognises that some students may experience disabilities, impairments, neurodevelopmental differences or health conditions which have not yet been formally diagnosed.

The absence of a formal diagnosis will not automatically prevent consideration of support needs, interim support arrangements or reasonable adjustments where there is sufficient evidence that a student may otherwise experience a substantial disadvantage.

Disclosure enables the College to assess support needs and implement appropriate support and adjustments.

Concerns regarding disability, health, neurodiversity, wellbeing or learning support needs may arise through:

- Support at Entry.
- Cause for Concern referrals.

- Self-disclosure.
- Ongoing monitoring processes.

Such concerns will normally be triaged by the Student Support Lead in accordance with the Student Support and Intervention Framework.

SUPPORT AT ENTRY

In accordance with the Student Support and Intervention Framework, support needs may be identified before enrolment.

The Student Support Lead will:

- Review disclosed information.
- Assess support requirements.
- Develop Learning Support Plans where appropriate.
- Coordinate reasonable adjustments.
- Inform relevant staff on a need-to-know basis.
- Arrange review meetings where necessary.

Where required, support planning may involve specialist professionals and external agencies.

Support at Entry aims to ensure that students commence training with appropriate support structures in place and that barriers to participation are identified and addressed at the earliest opportunity.

ACADEMIC SUPPORT PROGRAMME

All students aged under 18 enrolled on Higher Education programmes, together with students who have identified learning support needs, will be entitled to access the College's Academic Support Programme.

The Academic Support Programme consists of:

- Personal tutoring.
- One-to-one academic support sessions.
- Learning support sessions.
- Academic skills development.
- Study support and progression guidance.
- Targeted academic interventions where appropriate.

The programme is delivered by members of the academic team and provides students with dedicated opportunities to:

- Discuss academic progress.
- Develop effective study strategies.
- Receive individual guidance on areas of difficulty.
- Enhance academic confidence and independence.
- Access tailored support to maximise achievement and progression.

The programme aims to support:

- Academic transition.
- Engagement.
- Retention.
- Progression.
- Achievement.
- Student success.

Participation in the Academic Support Programme may form part of a:

- Learning Support Plan.
- Wellbeing Plan
- Other support arrangements where appropriate.

DISABILITY AND LEARNING SUPPORT

Students may access support through:

- Learning Support Plans.
- Reasonable adjustments.
- Disabled Students' Allowance (DSA).
- Specialist study skills support.
- Assistive technology.
- Wellbeing support.
- Academic Support Programme provision where applicable.
- Personal tutoring and one-to-one academic support sessions for eligible students.

The College will ensure disabled students are able to access learning, assessment and wider student life without unnecessary barriers.

The College recognises that Disabled Students' Allowance does not replace the institution's duty to make reasonable adjustments under the Equality Act 2010.

REASONABLE ADJUSTMENTS

Reasonable adjustments will be determined on an individual basis and may include:

TEACHING AND LEARNING

- Accessible learning materials.
- Advance access to resources.
- Alternative formats.
- Recording of sessions where appropriate.
- Flexible participation arrangements.

ASSESSMENT

- Additional time.
- Rest breaks.
- Alternative assessment formats.
- Use of assistive technology.
- Modified assessment environments.

PRACTICAL AND VOCATIONAL TRAINING

- Adapted practical activities.
- Modified participation arrangements.
- Timetable adjustments.
- Specialist equipment.

PHYSICAL ENVIRONMENT

- Accessible facilities.
- Seating arrangements.
- Emergency evacuation planning.

Reasonable adjustments will not alter or lower competence standards, learning outcomes, professional standards or programme requirements.

The College will explore reasonable adjustments and support options before considering escalation to Fitness to Study processes except where immediate risk requires alternative action.

INDIVIDUAL SUPPORT ADJUSTMENTS

In addition to reasonable adjustments made in accordance with the Equality Act 2010 for students with a disability, the College may also consider and implement individual support adjustments in response to a student's specific circumstances. These adjustments are considered on a case-by-case basis and are intended to provide appropriate support where a student's ability to engage with their studies may be temporarily affected.

Such adjustments do not necessarily arise from a disability as defined by the Equality Act 2010 and do not constitute statutory reasonable adjustments. Rather, they are discretionary measures designed to ensure students are supported fairly and proportionately in light of their individual circumstances.

Examples of individual support adjustments may include:

- Temporary adjustments following an injury or accident.
- Alternative arrangements during recovery from a short-term illness or medical treatment.
- Short-term modifications to assessment arrangements.
- Adjustments made in response to exceptional personal circumstances that may impact a student's ability to participate fully in their studies.

Requests for individual support adjustments will normally be considered jointly by the Student Support Lead, Head of Department and Head of Students, who will assess each case on its individual merits. Consideration will be given to the student's circumstances, the requirements of the programme, professional, statutory and regulatory body requirements where applicable, and the need to maintain academic standards, competence standards and learning outcomes.

Laine Theatre Arts reserves the right to determine whether an adjustment is appropriate, proportionate and practicable in the circumstances.

LEARNING SUPPORT PLANS

Learning Support Plans are the primary mechanism through which disability and learning support is delivered.

Learning Support Plans operate within Pathway B (Ongoing Support) of the Student Support and Intervention Framework.

Plans may include:

- Agreed adjustments.
- Staff responsibilities.
- Academic support arrangements.
- Personal tutoring provision.
- One-to-one academic support sessions.
- Support interventions.
- Review dates.
- Monitoring arrangements.

Where appropriate, Learning Support Plans may operate alongside:

- Wellbeing Plans.
- Injury Management or Rehabilitation Plans.
- Engagement Plans.
- Academic Support Programme provision.
- Other support arrangements developed through the Student Support and Intervention Framework.

RISK ASSESSMENTS

Where a student's circumstances present a potential risk to their health, safety, wellbeing or participation in training, the College may undertake an individual risk assessment.

Risk assessments may:

- Inform Learning Support Plans.
- Inform reasonable adjustments.
- Support return-to-study planning.
- Inform decisions under the Fitness to Study Policy.

Risk assessments will be reviewed regularly and proportionately.

RELATIONSHIP TO THE STUDENT SUPPORT AND INTERVENTION FRAMEWORK

Disability, learning support and reasonable adjustment provision is delivered through the Student Support and Intervention Framework.

This includes:

- Support at Entry.
- Cause for Concern processes.
- Triage by the Student Support Lead.
- Pathway B – Ongoing Support.
- Learning Support Plans.
- Wellbeing Plans where appropriate.
- Review and monitoring processes.

Where concerns significantly impact a student's ability to engage safely and effectively with training, additional procedures may be considered under the Fitness to Study Policy.

RELATIONSHIP TO OTHER POLICIES

This policy operates alongside the Student Support and Intervention Framework and related student policies.

Where a student experiences short-term illness, injury or exceptional circumstances affecting assessment:

- The Extenuating Circumstances Policy will normally apply.

Where a student has longer-term disability, health, wellbeing or learning support needs:

- Support will normally be coordinated through this policy and Pathway B of the Student Support and Intervention Framework.

Where significant concerns arise regarding a student's ability to engage safely and effectively with training:

- The Fitness to Study Policy may apply.

Where concerns relate primarily to behaviour or conduct:

- The Non-Academic Misconduct Policy and Procedures will apply.

Support arrangements, reasonable adjustments and Learning Support Plans may continue alongside any of these processes where appropriate.

ROLES AND RESPONSIBILITIES

STUDENTS

Students are expected to:

- Engage with support processes.
- Provide relevant information where appropriate.
- Attend review meetings.
- Inform the College of changes in circumstances.

STUDENT SUPPORT LEAD

The Student Support Lead will:

- Coordinate disability and learning support provision.
- Assess support requirements.
- Triage concerns under the Student Support and Intervention Framework.
- Develop Learning Support Plans.
- Monitor reasonable adjustments.
- Coordinate ongoing review and monitoring.

ACADEMIC AND PROFESSIONAL STAFF

Staff will:

- Implement agreed adjustments.
- Promote inclusive practice.
- Deliver personal tutoring and academic support sessions where appropriate.
- Contribute to the Academic Support Programme for students under 18 and students with identified learning support needs.
- Maintain confidentiality.
- Raise concerns where support appears ineffective.
- Work collaboratively with the Student Support Lead to monitor academic progress and engagement where support plans are in place.

HEAD OF STUDENTS

The Head of Students will oversee implementation of this policy and ensure alignment with the Student Support and Intervention Framework.

MONITORING AND REVIEW

Support arrangements will be reviewed:

- At least annually.
- Following significant changes in circumstances.
- At student request.
- Where concerns arise regarding effectiveness.

Learning Support Plans, Wellbeing Plans and associated reasonable adjustments may be reviewed through the College's regular case review processes in accordance with the Student Support and Intervention Framework.

Records will be maintained in accordance with data protection and record retention requirements.

COMPLAINTS AND APPEALS

Students may raise concerns regarding disability support, learning support provision or reasonable adjustments through the College Complaints Procedure.

ACCESSIBILITY OF PROCEDURES

The College will ensure that procedures associated with this policy are accessible to disabled students.

Reasonable adjustments may be made to meetings, timescales, documentation, communication methods, administrative processes and review procedures where required to enable equitable participation.

Students who remain dissatisfied following completion of internal procedures may be entitled to seek independent review through the Office of the Independent Adjudicator (OIA).

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