Inclusive Learning Policy and Procedure:  
A written statement and examples of practice and procedures within The School of Arts

The School of Arts welcomes, and is totally committed to sustaining a community that is diverse and accessible to all, including those students with a disability. The principle of inclusive learning and teaching is at the heart of our work, supporting each individual to achieve their full potential, ensuring a rich experience from the beginning to the end of the ‘student journey’.

We provide prospective and current students registered with a disability with clear and comprehensive information that sets out the support that is available to them, supported by a robust support structure that feeds the school and all its members, students and staff.

We encourage students to actively seek out the answers to any questions they may have about the support we provide, and be partners with us in this enterprise. At the heart of this support is the School’s student support office, which continually develops, and reviews support structures alongside teaching staff, central support services and most importantly, the student concerned.

The support the University provides follows the ‘student journey’, from enquiry and application through to enrolment, on-programme support (reasonable adjustments in respect of learning and teaching and assessment), through to completion of studies and graduation. The School of Arts is central to the provision of this support, and we will work together with disabled students, and central support services, to seek to ensure that they are supported appropriately throughout their time at University.

The School’s procedures and practices in support of disabled students

1. Information for applicants

The School website contains up-to-date information including this Inclusive Learning Policy.
Applicants with disabilities can access a signed film made by the Student Support Team and students who have experienced our support previously. The website has clear guidance as to the support students can expect and all students would be welcome to see the Student Support Officer prior to starting their studies, wherever possible. All disabled students are encouraged to make contact with Student Support and Wellbeing Services (SSW) as a matter of course.

2. Open Days and Visit Days etc.

Admission tutors and support staff work closely together to ensure all students have equal access to Open days and Interviews. Practical workshops have been designed to be open and accessible to all students whether or not they have a disability.

Information is provided to all applicants on the University’s support services and the School level support available.

3. Transition/Induction

The School's Student Support Office and Student Experience team offers support and advice to any candidate accepting a place at the School of Arts prior to them starting with us. This continues at each stage of the student’s degree ensuring transitions are smooth, and that the student is fully informed of all services within the school and central support services, ensuring support mechanisms are implemented where required. We offer a mentoring system whereby new members are offered support of an older student particularly in early months of beginning at University. Where necessary students will visit all teaching spaces (practical and theory based) in order to ascertain whether adjustments are required to allow access to learning resources.

4. School, Departmental or Module Handbooks

There is clear advice and guidance to students with disabilities in any handbook provided within the School. We reiterate the School's Inclusive Learning Policy statement, clearly reference the University's Student Support and Wellbeing Service (SSW) including information on the agreement of Inclusive Learning Plans (ILP) We reinforce our expectation that disabled students ensure they fully engage with central services to receive all necessary and agreed support.

5. Communication in relation to students, their disabilities and agreed support needs.

Students are fully apprised as to how all necessary and agreed information is to be shared across staff within the School, and can have confidence that ALL relevant staff (including all those who teach them and/or mark their assignments) are aware of their disability and their ILP, as well as the confidentiality issues that surround students with disabilities.

5. Agreement and Implementation of ILPs

All disabled students are referred to Student Support and Wellbeing at the earliest opportunity to ensure that they have an agreed ILP. Once approved, the ILP is circulated to all relevant staff within the School via the Student Support Office. Disabled students are advised and have total confidence that their Academic Advisers, Lecturers and others have their ILP and know how to implement their agreed reasonable adjustments, and both students and staff know who to ask if they have any concerns in this regard.

Each student once issued with an ILP will meet with the Student Support Officer to review the document, which will be adjusted by the University's Student Support and Well Being team to ensure access to learning. Each ILP is reviewed annually to ensure relevance where needed. The school notes that are ILP’s are living documents and that students
disabilities may change over time.

Lecture outlines, and any necessary documents needed to facilitate disabled students’ preparation for a taught session, are made available, where possible, in advance, ideally via a Virtual Learning Environment (e.g. Moodle).

Students whose ILP includes it, are normally able to record lectures and, with the agreement of all other student attendees, are able to record seminars/tutorials for the express purpose of enhancing their learning experience, having agreed this beforehand with the seminar leader.

All required readings are provided electronically for all students to best facilitate those with dyslexia and visual impairment etc. making necessary adjustments to texts.

Where necessary a student will meet with their tutor/s prior to beginning a module to discuss needs and adjustments. This discussion, particularly in relation to practical classes, is an ongoing one where needed.

**7. Submission and Assessment of Assignments**

Where students’ ILPs have an agreed automatic extension as an adjustment for their particular disability and needs assessment, such an extension will be agreed in consultation with the Student Support Office. This is conveyed in a clear and timely fashion and whilst considering the submission dates in relation to all assignments.

Disabled students who have ILPs that do not include an automatic extension agreement are clearly advised in all School Handbooks and information that extensions to submission dates will only be given on the same basis as for all other students.

Where agreed in a student’s ILP, assignments are marked in accordance with any reasonable adjustment for their disability. Tutors in the School of Arts are reminded and advised of all ILPs at the start of each term and as they are created throughout the term.

**8. Arrangements for in-class assessment and examinations**

Most assessment is through coursework in the School of Arts. Where a module does involve an examination adjustments can be made as stated in an ILP. Where other assessments may be affected, given the varied forms of coursework in the School, these will be discussed with the lecturer and student concerned in consultation with the Student Support officer and Student Support and Wellbeing team.

**9. Staff Development**

The School is fully committed to ensuring that all staff are made aware of their role and responsibilities in relation to the law and University policy and procedures. The school identifies itself as ‘disability confident’ and works with staff to ensure that its staff approach disability in a positive manner, are fully supportive of disabled students, and are mindful of their disability needs and agreed reasonable adjustments.

To this end the School is committed to instigating a Staff Development Policy which ensures that all its staff are appropriately aware and have attended any necessary staff development and training events in respect of student disability.

The School’s Management team show clear leadership in relation to support for disabled students through supporting appropriate staff development and training opportunities. These commitments are made widely known to all staff and included in new staff induction (including that provided for sessional and part-time staff) and are accepted as part of the
shared culture of the School.

**10. Raising concerns and making complaints**

All students are advised, through School Handbooks and web pages, of the need to raise their concerns at the earliest possible opportunity, via the established and publicised channels and seek to resolve them informally in the first instance. It is expected that most concerns will be resolved in this way.

Where issues cannot be resolved informally, students are made aware of, and referred to, the University's complaints procedures and advised of appropriate sources of support (for e.g. Kent Union Advice Centre) should they wish to take this route.