SCHOOL OF HISTORY
STATEMENT OF SUPPORT FOR DISABLED STUDENTS

The School of History is committed to supporting all students, including those with a disability. 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.

We expect students to familiarise themselves with this information and to take up all the support opportunities on offer, where applicable, to enable them to make the most of their time at University and to achieve to their full potential. We also encourage students to actively seek out the answers to any questions they may have about the support we provide, and to be partners with us in this enterprise.

The support that 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 History 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 Kent.

School of History policies and procedures for supporting disabled students

1. Information for applicants
   Clear, comprehensive and up-to-date information is provided via different media, and sets out all the information agreed as necessary for students at this stage of the process. This information includes the statement of support for disabled students, and gives clear guidance to applicants as to the support they can expect and what they should do to inform the University of their disability and their anticipated support needs.

2. Open Days and Visit Days etc.
   The Director of Admissions provides clear guidance to all prospective students, including those with a disability, about the range of support on offer. Prospective students are also made aware that they have their own role to play in ensuring that they receive appropriate support, and are given the necessary contact details of staff who can advise them about their disability and anticipated support needs.

3. School Handbooks
   There is clear advice and guidance to students with disabilities in the student handbook provided by the School, which is made available to all students prior to arrival, via Moodle, and is reiterated during the induction process in Week 0. This sets out the School's policy statement, makes reference to the University's Student Support and Wellbeing Service (formerly known as the Disability & Dyslexia Unit) and its role (including in the preparation of Inclusive Learning Plans – ILPs). The handbook reinforces disabled students’ own role in ensuring that they fully engage with central services and receive all necessary agreed support.

4. Communication in relation to students, their disabilities and agreed support needs.
   Students are aware of how and why appropriate and agreed information is shared by staff within the School, and can have confidence that all relevant staff (including those who teach them and/or mark their assignments) are aware of their disability and ILP. Students can also be confident that appropriate levels of confidentiality will be observed by all academic staff, when communicating about and with 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. This is done via the UCAS process, as well as after arrival at Kent, via the Student Support Officer. Once approved by the Director of Learning & Teaching and Student Support Officer, the ILP is circulated to all relevant staff within the School. Disabled students are advised and have total confidence that their Academic Advisers, lecturers and other staff have consulted their ILP and know how to implement the agreed reasonable adjustments. Both students and staff know who to ask if they have any concerns in this regard.

## 6. Lectures and seminars
Lecture outlines, PowerPoint slides and/or any hand-outs, should be made available, either in advance or after taught sessions, and ideally via Moodle. This policy facilitates disabled students' preparation for a taught session, and it is also acknowledged that this is good practice for all students.

Students, whose ILP requires it, are normally able to record lectures.

Essential / core readings are provided electronically for all students, subject to the University's copyright licensing arrangements, to support those with dyslexia and visual impairment.

## 7. Submission and Assessment of Assignments
Disabled students are clearly advised in all School handbooks and on every module page on Moodle, that extensions to submission deadlines will be given on the same basis as for all other students, and in accordance with the appropriate school policy. When a student’s ILP requires automatic extensions to deadlines, these are given.

All staff are aware of a student’s ILP when marking work, and where agreed in a student’s ILP, assignments are marked in accordance with any reasonable adjustment for their disability.

## 8. Arrangements for in-class assessment and examinations
The School ensures that all in-class assessments provide for the reasonable adjustment agreed in a disabled student’s ILP. All staff are made fully aware of this and are clear where responsibility lies. Disabled students are advised (without having to ask) that appropriate arrangements have been put in place, and that no action in this respect is needed on their part.

## 9. Staff Development
The School is committed to ensuring that all staff are made aware of equality legislation, and their role and responsibilities in relation to the law and University policy and procedures. In addition, the School seeks 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 has an agreed Staff Development Policy and seeks to ensure that all its staff are appropriately aware and have attended / undergone any necessary staff development and training events in respect of student disability.

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. This is communicated to students by appropriate means and is clearly stated on School web pages.

## 10. Raising concerns and making complaints
All students are advised, through School handbooks (on Moodle), of the need to raise their concerns at the earliest possible opportunity, via the published channels. Most concerns will be resolved in this way. On the rare occasions when 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, should they wish to take this route.