

Inclusive Learning Plans (ILPs) Policy Statement and Procedural Guidelines Student Support and Wellbeing

The University of Kent is committed to providing an inclusive learning environment, in which all students have the opportunity to demonstrate their full potential.

Inclusive teaching practices are encouraged and, at the University of Kent, we are committed to the delivery of the [Kent Inclusive Practices](#) as a minimum standard. Such practices help to reduce the workload on academic staff as inclusive working practices incorporate a large number of reasonable adjustments. This allows more time to respond to the individual needs of those students who may require further and more specific adjustments. Links to further information and resources relating to inclusive teaching practices are at the end of this document.

Where a student requires reasonable adjustments to be made, an Inclusive Learning Plan (ILP) will be created, which will ensure that the University meets its legal obligations, as required by the Equality Act 2010.

ILPs set out the reasonable adjustments that are **required** to:

- a. Enable students to access programmes of study and course materials.
- b. Ensure that appropriate assessment methods are implemented for coursework and assignments, thereby minimising the impact of an impairment/disability.
- c. Ensure specific arrangements are made for student examinations (to include extra time, use of computer, or other specific requirements)

Most reasonable adjustments in an ILP are very straightforward to deliver and should be a matter of routine. In the exceptional situations where there may be particular reason why an adjustment as stated in the ILP cannot be delivered, it is important that this is not simply disregarded but that a discussion is had between the relevant parties as soon as possible, with a view to ensuring that alternative adjustments are identified that would achieve the same aim of removing any barriers that a student might otherwise experience on the course.

Procedural Guidelines

1. Inclusive Learning Plans are developed and written by Specialist Advisers in Student Support and Wellbeing (SSW) after a student has registered with the Service and has given their informed consent for their support information to be shared. ILPs are created in dialogue with the student concerned and take account of subject-specific considerations that are identified by the Schools.
2. ILPs are based on evidence provided by one or more of the following:
 - Letters or reports from medical practitioners, psychologists, psychiatrists and other clinical evidence
 - Diagnostic assessment reports from Educational Psychologists / Specialist Teacher Assessors
 - Reports from Disabled Students' Allowance (DSA) Assessment Centres.
 - Education Health Care Plan

As evidence is unlikely to cover the range of support a student might need e.g., academic, social, emotional, health and residential support needs, consideration is given to the student's personal experience, such as support that has worked for them in the past and any strategies they have developed to mitigate the difficulties they might experience.

3. The Disability Contact in each Division is the Student Support Officer, who will be able to download any changes to the ILPs in Kent Vision.
4. Disability Contacts will:
 - a. Ensure that students with ILPs are aware of how these will be put into practice. This could initially be done by email or by directing the student to a relevant web-page. For students with more complex requirements, the Disability Contact might also find it helpful to invite the student to meet with them, but this should not be required for all students, as most reasonable adjustments are very straight-forward to implement.
 - b. Liaise with relevant staff within their Division to ensure that they are aware of the content of the ILP. The relevant staff include-
 - Student Support / Officers
 - Academic Advisers
 - Senior Tutor
 - Lead Examiner

Every member of academic staff can securely access Kent Vision for ILP information, as part of their teaching preparation. Students should not be expected to separately inform individual staff of their requirements as this is the purpose of the ILP.

- c. Inform SSW **within 10 days** (*via* Kent Vision) if there is any reason why a particular reasonable adjustment needs further consideration in the context of a particular course/programme. Where possible, an alternative means of making an adjustment should be suggested that will enable the student to meet the learning outcome (i.e. the identified barrier to a student's full participation needs to be removed, even if this cannot be done using a routine approach).
5. If a member of staff in the School has raised a query in relation to the ILP, the appropriate SSW Adviser will engage in further dialogue with the student and the relevant staff member to seek an agreement of how the student's needs will be met. The ILP will be updated to reflect those agreements and all parties will be informed of any changes.
6. ILPs are not static documents . A student may find that their support need develops over their degree, whether that is due to new diagnosis, a fluctuating or deteriorating condition, or a change in module/course that affects the impact their disability has on them. Therefore, SSW will contact all students on an annual basis to remind them to contact SSW if their ILP requires updating. In addition, ILPs can be reviewed at any time as follows:
 - Students can contact SSW at any time, to request a review and update of the ILP, or to discuss any aspect of the ILP that appears not to be working effectively;

- Professional Service and/or academic staff in Divisions can contact SSW at any time (either directly or through their Disability Contact), to request a review of any element of the ILP that might not be compatible with the academic requirements of a particular module or activity. In these situations, staff are expected to suggest an alternative reasonable adjustment which would mitigate against the identified difficulty. On the rare occasions where no reasonable adjustment can be made without compromising the academic standards and/or professional requirements of the course, the Education and Student Experience Manager and Head of Disability, SpLD and Neurodiversity should be alerted to this, to ensure that all possible alternatives have been explored, both internally and taking advice from appropriate external experts. Every effort should be made to resolve any queries **within 10 days**. It should be noted, however, that, unless a particular module/programme specification document identified a course not to be accessible to all students, regardless of disability, the expectation is that a suitable adjustment can be identified and implemented to ensure that a student does not experience less favourable treatment on disability-related grounds.
7. In rare circumstances where agreement concerning the content of the ILP cannot be reached between the student, the Student Support Adviser and the Disability Contact or academic staff member, the case should be referred to the Head of Student Support and Wellbeing for an initial review. If resolution is not achieved, the Head of SSW will convene a panel, which will be chaired by an Associate Dean and include the Head of School and the Head of Student Support and Wellbeing. Any of these members may nominate a deputy, if they themselves are unavailable.

Implementation of the ILPs

Successful implementation of ILPs requires a constructive 3-way relationship between Student Support and Wellbeing (SSW), the relevant Division and the student. Students and staff are encouraged to contact SSW at any time if they have any concerns or queries about the content or implementation of an ILP.

It is recognised that similar adjustments might be delivered in different ways, depending on the nature of the academic subject and the teaching style of individual members of staff, amongst other things. Hence, although SSW advisers are responsible for advising on what adjustments are required, the Divisions (or relevant service departments) are responsible for determining how exactly this will be implemented. Further guidance on reasonable adjustments can be accessed via a link at the end of this document.

SSW Advisers are available to advise academic staff on how to implement the requirements listed in an ILP at any time.

Confidentiality

In all cases, where it would be in the student's best interests to disclose sensitive information (so that support may be provided), the student's informed consent should be obtained. It will be necessary to inform the student why there may be a need to disclose sensitive information, who will have access to the information, and the possible consequences of giving or withholding consent (e.g. to facilitate the development of an Inclusive Learning Plan with support strategies and reasonable adjustments).

If the student chooses not to provide his/her consent this decision must be respected. In this situation, the implications of non-disclosure should be made clear (i.e. that support may be restricted to what is agreed). However, this should not automatically mean that reasonable adjustments cannot be implemented, provided that appropriate evidence is held on file in SSW.

There are occasions when the student's consent is withheld, and yet confidentiality may be broken, these include:

- When the student's mental health has deteriorated to the extent of threatening his/her personal safety.
- When the student's behaviour is adversely affecting the rights and safety of others.
- Where a member of staff would be liable to civil or criminal proceedings if the information was not disclosed (e.g. if a crime had been committed).

Staff should consult with the Data Protection Officer if it is believed that there is a need to break the commitment to confidentiality. Further information is available in SSW's Privacy Statement.

Resources

[Top Tips for Creating Accessible Resources Including:](#)¹

Kent Inclusive Practices

Productivity Tools

[Reasonable Adjustment Guidance and ILP Guidance for Students](#)²

[Equality Act 2010 \(Disability\); Guidance for School / Centre Staff](#) ³

[Adapted Examination Arrangements](#)⁴

[SSW Privacy Statement](#)⁵

Student Services

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¹ <https://www.kent.ac.uk/studentssupport/accessibility/index.html>

² <https://www.kent.ac.uk/studentsservices/policies.html>

³ <http://www.kent.ac.uk/teaching/documents/quality-assurance/guidance/pdf/equality-act-guidance-june15.pdf>

⁴ <https://www.kent.ac.uk/studentsservices/studentsservices-local/ilp-adapted-exam-arrangements-dec2015.pdf>

⁵ <https://www.kent.ac.uk/studentssupport/privacy/privacy.html>

ILP FRAMEWORK

Student registers with Student Support and Wellbeing

SSW Adviser develops an **Inclusive Learning Plan (ILP)** based on independent evidence from relevant specialists and information about the impact of the student's impairment/disability on their studies, together with their developed strengths and strategies.

Division 'Disability Contact' accesses new and updated ILPs via Kent Vision.

Division 'Disability Contact' ensures that disabled students in the Division are aware of how the ILP will be put in place (e.g. via website, module information guide, email or meeting). Disability Contact also liaises with academic staff to ensure that they are aware of the content of the ILP. Any initial query should be raised **within 10 days** of receipt of the report.

Any query/requested change to the ILP from the Division will be flagged through Kent Vision or by email KentSSW@kent.ac.uk or MedwaySSW@kent.ac.uk.

Changes can be requested at any time by:

- the school – e.g. if the support/adjustments documented are not compatible with a particular module/activity, it is important for SSW to be informed as soon as possible and, where possible, the School should suggest an alternative adjustment.
- the student – e.g. if their circumstances change or they find that some of the support is not working well for them, students are advised to inform SSW as soon as possible.

SSW Admin team forwards the query to the relevant SSW Adviser and request that the Adviser informs them when any changes have been agreed.

SSW Adviser engages in discussion with the Division/student to agree any changes. Every effort should be made to resolve any queries within **10 days**. Any delays should be flagged to the Head of Disability, SpLD and Neurodiversity.

SSW Admin Team contacts all students on an annual basis to remind them how to request changes to ILP.

SSW Adviser informs student that their ILP has been updated.

Colour code:

SSW Adviser	
Division	
ILP Admin	

If agreement cannot be reached between SSW, the Division and the student, the ILP will be reviewed by the Head of SSW and, if necessary, may be referred to an ILP Review Panel, chaired by the Director of Student Services or Director of Education and Student Experience..