Inclusive Learning Plans (ILPs)
Policy Statement and Procedural Guidelines

Policy Statement

i) ILP requirements help to ensure the University meets its legal obligations as required by the Equality Act 2010.

ii) ILPs set out the requirements placed on the University to ensure reasonable adjustments are put in place to:

   a. Enable students to access programmes of study and course materials.
   b. Ensure appropriate assessment methods are adopted for affected students
   c. Ensure specific arrangements are made for student examinations.

iii) Inclusive Learning Plans (ILPs) are developed and written by specialist advisers in Student Support and Wellbeing (SSW).

iv) ILPs are based on independent evidence provided by one or more of the following:

   a. Letters or reports from medical practitioners;
   b. Assessment reports from Educational Psychologists / Specialist Teachers.
   c. Reports from Disabled Students’ Allowance (DSA) Assessment Centres.
   d. Information provided by the student.

v) ILPs will be reviewed and amended, if circumstances change and/or additional information is provided.

vi) Academic staff in Schools will contact the relevant SSW Adviser if there are any queries about the requirements set out in the ILP.

vii) All registered students will be notified when their provisional ILPs are available to be viewed on the Student Data System.

viii) All registered students will be contacted by e-mail to agree their ILP, following consultation with the Academic School.
**Procedural Guidelines**

1. Student Data System (SDS) – Disability Pages to be amended to include the following tick box:
   ‘ILP agreed by student.’

2. Provisional ILPs to be created by Student Support and Wellbeing (SSW) Advisers. ILPs will be created after a student registers with SSW.
   This action will be supported by a weekly e-mail to Academic Schools’ generic e-mail addresses.

3. All Academic Schools will identify one member of staff to be the central point of contact for ILPs.

4. Students should be given the opportunity to meet with the School contact to discuss how the ILP requirements will work in practice. These meetings will help to ensure that students are aware of the Schools’ engagement with the procedure and the positive steps being taken to provide the support required.

5. Named contacts within the Academic Schools should:
   
   i) Liaise with relevant staff, where appropriate. e.g.:-
      - Student Support Advisers / Officers
      - Academic Advisers
      - Disability Contacts
      - Senior Tutor
   
   ii) Confirm that ILP requirements can be implemented.
       If the Provisional ILP can be implemented without amendments, School contacts will notify SSW using the following e-mail address
       inclusivelearningplans@kent.ac.uk

       If the provisional ILP requires further discussion the School contact should discuss the matter with the student and liaise with the appropriate SSW Adviser.

6. When the completed ILP is agreed with the student this will be recorded on SDS – see paragraph 1 above.
7. ILP Reviews.

Students and School staff can contact SSW at any time, to request a review and update of the ILP.

SSW staff can update ILPs when additional information is presented by academic staff or students.

SSW will contact all students on an annual basis to ask if they wish to review their ILP.

SSW will liaise with the relevant Academic School if an ILP is amended.

Changes to an ILP must be ‘signed off’ by the Academic School, SSW and the student.

8. Every member of academic staff should be expected to securely access SDS for ILP information, as part of their teaching preparation. This information will be treated in confidence and should be included in the School’s statement on ILPs. It is possible to run off an ILP report by module on SDS.

9 SSW staff will provide information and advice to academic staff on how to implement the requirements listed in an ILP.

   e.g. dyslexia marking criteria

10 Inclusive teaching practices should be encouraged in Academic Schools - such practices help to reduce the workload on academic staff, and allow more time to respond to the individual needs of students.

This procedure will be reviewed and refined during 2013-2014.

Any staff comments on ILPs should be sent to the following e-mail address.
inclusivelearningplans@kent.ac.uk

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 where possible. 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 consent has been obtained, it is the responsibility of the person passing on the information to ensure it is done on a need to know basis.

If the student chooses not to provide his/her consent this decision must be respected. In this situation, the implications of non-disclosure in terms of additional support should be made clear.

There are occasions when the student’s consent is withheld, when 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 procedures 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.

Graham Gorvett
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