



UK COLLEGE
OF BUSINESS AND COMPUTING

Supporting students with Special Educational Needs and Disabilities

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Introduction

UKCBC is committed to the continuous improvement of its performance by raising standards of teaching, learning, and student outcomes across its provision for the benefit of its students and the communities they come from. The College's Quality framework has been developed to facilitate transparent operations throughout the college and it has been established on the following principles

- Quality improvement is the responsibility of all staff within the College
- Self-assessment processes are used to improve quality throughout the college, using both internal targets and external measures as metrics
- Appropriate mechanisms are continually developed to capture the views, and address concerns of, the student body
- Sharing of good practice is encouraged and promoted both within and external to the organization to influence college-wide practice
- Ensuring the curriculum portfolio consistently evolves to support areas of growth and remains responsive to the employment needs of the students and the communities they come from.

Links to QAA Quality Code

This document is designed to reinforce the ethos of the college in supporting students with special requirements. The college does this by employing diligence in the identification and creation of due processes through deliberate collaboration with the staff and students. To achieve the same the college takes references from the QAA Quality Code expectations for standards and expectations for quality core practices:

*Admissions, Recruitment and Widening Access – **Guiding Principles 1-6***

*Learning and Teaching – **Guiding Principles 1-9***

*Assessments – **Guiding Principles 1-10***

*Monitoring and Evaluation – **Guiding Principles 1-7***

Links to other policies

The remainder of this policy will relate to the procedures and processes that have been put in place to support students with special requirements. UKCBC recommends that this policy is understood in the context of the wider maintenance of quality and standards, and stakeholder engagement and particularly in relation to the following policies:

- Student Recruitment and Admissions Policy

- Fitness-For-Study Policy
- Student Engagement Retention and Progression Policy
- Teaching Learning and Assessment Strategy
- Assessment, Marking and Feedback Policy
- Extenuating Circumstances

This Policy should be read in conjunction with the Quality Manual which sets out all the activities and systems which contribute to the management, review and improvement of quality within the College and that support the achievement of the College's strategic objectives and mission.

Scope of Supporting students with special needs

One of the driving principles of the college is to recruit students from diverse backgrounds. This policy underpins this by the creation and maintenance of facilities and processes that support special needs of students. It also supports the periodic evaluation of such processes to ensure that they remain effective and viable to changing needs.

The College supports all prospective, applicant and current students. All applications are considered in the first instance based on academic merit without reference to disability. The college then endeavours to make such practicable and reasonable adjustments to each applicant student with a disability or requiring any kind of special support. In doing so UKCBC will align, where feasible, its policies and procedures to Bath Spa University approach, making reasonable adjustments to support all individuals to meet their needs.

The College continues to take every possible initiative to continuously improve its student support systems with specific reference to meet the special needs of any vulnerable student with visible and invisible difficulties. Information about students' needs will be managed consistently with established industry practices.

To ensure this objective, the college proposes to include a standard - essential item on the agenda of all student body meetings and other committee meetings to identify such areas requiring additional infrastructure and adjustments. The desire to further develop an inclusive approach and to meet individual student needs will also be reflected into teaching and assessment activities. This will manifest, for example, in reasonable adjustments to assessment (e.g. extra time for assessment or adaptation of examination condition) and teaching (e.g. provision of slides in advance and with appropriate font/colour choices) to support those students disclosing to UKCBC specific conditions and needs.

Information about students' needs will be treated with utmost confidentiality and only disclosed to members of staff when necessary to improve learning and support environment or activities. Students will be informed about the management of the information relating to their disabilities or special needs and their consent will be sought before sharing any information. Exceptions to this specific issue are in relation to demonstrable serious risk to life and health of the student and others, and with reference to general laws and regulations.

The college is committed to its statutory obligations and will ensure not to disadvantage prospective and applicant students due to lack of specific capacity but will endeavour to continuously enhance its facilities and support infrastructure to meet such special needs to its best abilities.

Responsibilities

As stated above all groups of stakeholders of UKCBC have a role in supporting students with special needs and disability.

The college has a staff member who is responsible for the coordination of supporting students with special needs. This duty is currently discharged by **Ms. Santhy Krishnan, Administration Manager, Wentworth House.**

There are other roles played by other stakeholders.

Governors provide overall strategic oversight and ensure compliance to legal and statutory expectation in the HE context.

UKCBC **Senior Management Team (SMT)** consider all possible and reasonable adjustments to facilitate the learning and development of students with special needs.

Student Services (administration) and Academic Staff ensure that students with special needs are fully supported by ensuing right and suitable guidelines.

During Recruitment & Admissions

Students are thoroughly briefed and encouraged to inform college about their requirements. The relevant staff who deals with student queries are briefed of such needs. During the admission stage the following procedures are followed to identify and support special needs of students:

- Through interviews
- Through application / enrolment forms
- Through self-reference at any stage during the application process

We ensure our website and forms are accessible to all and does not exclude or discriminate students with special needs or disability. In cases where the college considers that a student requires more specific nature of support, he/she will be referred to appropriate member of staff that would guide them further.

Any special needs support is recorded at this stage by the Administration Manager and the required support is coordinated and planned. This can involve many departments within the college and the Administration Manager serves as a liaison. The college absolutely values the privacy needs of students. Hence the data about special needs are protected and dealt with as per the consent of the concerned student.

Any Reasonable Adjustments required to be made for the student with regards to Learning & Teaching is determined, recorded and managed. This is done in form of recorded meetings and

interviews. This plan is annually reviewed in form of a meeting between the student and the Administration Manager or nominated representatives.

- A Student Support Plan (Special Learner Support, Special Academic Support, and Academic Guidance Plan) is prepared by Administration and Academic staff as coordinated by the Administration Manager
- All administration-related support is identified & managed under 'Special Learner Support'
- All academic-related support is identified & managed under 'Special Academic Support'
- A register of students with special needs and disability is maintained and periodically updated
- Where needed we liaise with external agencies and experts to acquire additional support or advice

During Learning & Teaching

Post admissions stage the following procedures are followed to support special needs of students

- Accessibility support to buildings / campus is duly provided to the student as required and agreed
- For students with dyslexia reasonable adjustments may include additional tutorial time, learner resources and / or additional time for assignment submissions. This is agreed at the beginning of the term with the respective Programme Leader / Director of Studies
- Personal mentors are arranged for students with special needs
- Wide variety of learning and teaching strategies are used to support students with special needs
- Additional resources as required by students with special needs in any special formats will be provided where required
- The progress of students with special needs are periodically monitored and evaluated
- It will be ensured that the social life of such students at the college are not deprived

During Assessments inclusive of certification

The college ensures that students with special needs and disability are not disadvantaged in anyway when it comes to assessments by adhering to the following procedures.

- If the special need is proven to be linked to learning difficulties, additional time is granted for assignment submissions as agreed at the respective academic board
- All awarding body guidelines will apply and be used in all such cases
- Assignment briefs are supplied to students with special needs in their preferred format e.g. hard copy with special fonts
- We provide support during upload of assignments for such students if required
- Any additional assignment support and pastoral care are arranged to students with special needs where required

- If there are any special support provided by awarding bodies all such support is duly extended to students with special needs from time to time
- All certification claims are attended to in the preferred mode of correspondence

Evaluation of Supporting students with special needs and disability

Reviews and evaluations at UKCBC include a consideration of development to the physical and human resources within its scope. Therefore, where a development need has been identified, this can be recorded and will inform the professional development and training of an individual or group of stakeholders. This supports the College's clearly defined procedures for selection, recruitment and appraisal of staff and as an equal opportunities' employer.

In addition, the college operates two significant review tools that can capture and address the success of practices that influence support for students with special needs and disabilities:

- This policy and strategies employed to support special needs will be evaluated at least once a year.
- The feedback of students with special need requests are collected through multiple mediums such as questionnaires, forums, committees and are greatly valued for improvement