



Learner Disability Policy

<i>Quality Assurance Manual (QAM) Chapter 7</i>	
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<i>Additional Information</i>	N/A
<i>References/ Supporting Documentation</i>	UDOC000 UniHaven Quality Assurance Manual Rev 2 Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016) Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016) UPOL007 UniHaven Student Recruitment and Admissions Policy UPOL013 UniHaven Teaching and Learning Policy Rev 1 UPOL015 UniHaven Assessment and Awards Policy Rev 2 UPOL020 UniHaven Data Protection Policy Rev 1 UPOL023 UniHaven Data Retention Policy Rev 1 UPOL024 UniHaven Data Security Policy Rev 1 Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018*) Equal Status Acts, 2000 to 2004 Cara Inclusion Charter https://caracentre.ie/sport-inclusion-disability-charter/



1. Policy Overview

The purpose of this policy is to outline the College's approach to how it assesses the needs of students who present with learning challenges and disabilities and the extent to which it reasonably accommodates such students as relevant and appropriate for a College of its size and resources.

2. Policy Statement

This policy is underpinned by the Equal Status Acts, 2000 to 2004 which require education and training establishments to provide reasonable accommodation to meet the needs of a service user (i.e., the student) who has a disability without such students incurring any additional costs for availing of such accommodations and associated services. It also complies with QQI requirements concerning the provision of reasonable supports to students with disabilities.

The College is the first private education company to sign up for Cara – Sports Inclusion Ireland charter, a charitable organisation dedicated to increasing sport and physical activity opportunities for people with disabilities across Ireland. By signing up to the charter with Cara - Sports Inclusion Ireland, the College is committed to being open to and understanding of students with disabilities, training our staff to have an inclusive attitude to students with disabilities, to facilitate the needs of those students that present with disabilities as much as possible within its resource constraints, to develop and deliver inclusive activities, and to take reasonable action to make the College more accessible to students with disabilities.

Students with disabilities can broadly be described as those with physical disabilities, with specific learning difficulties, and with medical conditions that may have an impact upon their studies. Applications are welcomed from students who present with such learning challenges and reasonable accommodations will be made, where possible and within the College's resource constraints, to help students to overcome these challenges.



3. Roles and Responsibilities

The Programme Manager is responsible for the successful implementation of this policy in conjunction with Teachers and the Student Support Officer, ensuring all agreed supports for students with disabilities are made available and are fit for purpose. Ultimately, the beneficiaries of this policy will be students who will be supported every step of the way through their studies. The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed schedules, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

4. Policy

Disclosure - Pre-Enrolment

Should a student have a learning challenge that they believe could hinder full participation in the College programme, they are invited to contact the Academic Director during the admissions process to discuss the issues involved in complete confidence. Students must use UFORM015 Evidence of Disability Form Rev 1 to declare the relevant disability with supporting information to allow the College to first understand what impact such challenges may have on their ability to successfully complete the programme and to allow the College to make sure that the College programme is suitable for the student's learning needs. Such admissions queries are evaluated by the Academic Director who will determine if the programme is suitable for the student or not and by reference to the relevant HEI partner that the student wishes to progress to where relevant leading to a decision whether to admit the student or not. If the Academic Director decides that the student's learning needs can be reasonably accommodated, the student will be admitted (assuming the standard entry criteria have been met) but if the Academic Director deems the programme not to be best suited to the student's needs, the student's enrolment application will be declined. As with all student admission decisions, the Academic Director's decision can be appealed via the College Appeals Board...refer to UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2, section 5.



Disclosure- At or After Enrolment

Students presenting with learning challenges are asked to register with the Student Support service upon enrolment to discuss any additional supports and services that may be offered. Information regarding a medical condition or disability is sensitive information. Therefore, the College will take great care when handling student data and we follow the guidelines set out in UPOL020 UniHaven Data Protection Policy Rev 1, UPOL023 UniHaven Data Retention Policy Rev 1 and UPOL024 UniHaven Data Security Policy Rev 1. Information that is provided will not be shown to staff unnecessarily unless the sharing of such information is essential for the staff member to provide the required level of teaching, learning, assessment or student support to the student or at the request of the student. In the instance where the College considers it necessary to verify the documentation provided it will attempt to do so in a way that does not compromise the privacy of the student. If at any time, during their programme of study, a student is concerned that they may have a learning challenge, they are encouraged to talk to the Student Support Officer who will notify the Academic Director to enable the making of an informed determination.

Teaching, Learning, and Assessment

Reasonable accommodation will be used to facilitate the adaptation of teaching, learning and assessment as necessary to cater for the needs of students with learning challenges or disabilities, and/or other students which are covered by equality legislation, whose personal situation means that their experience of teaching, learning or assessment would otherwise be unfair. Special assessment arrangements/adaptations are not intended to and should not reduce the validity and reliability of the assessment or compromise the standard¹. The adaptation should be used where the assessment technique(s) or instruments disadvantages the student in the assessment. Adaptations of assessment for a student may be implemented by the College without having to request permission from QQI. Adaptations may include the following and/or other reasonable adaptations and are approved in advance by the Programme Manager:

¹ Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018*), section 3.2.8



Extra time to complete each examination paper - the amount of extra time a student may be allowed depends on his/her individual needs.

Scribes and readers - transcribe to text the indicated verbal examination answers and reads and re-reads the entire or any part of the examination paper, as well as any part of the student's text as required. They should have familiarity with the terminology of the subject matter being examined, where/as appropriate.

Dictation to an audio file - the examination answers are recorded for transcription to text.

Enlarged print (to A3 size) - examination papers and other relevant documents are enlarged to a readable size. This is a common procedure for partially sighted learners.

Word processing - Students may request the use of a computer. The use of assistive technology must be cleared by the Academic Director, and it must be appropriate to the assessment mechanism being undertaken.

Separate examination rooms and invigilators - this facility may be utilised by students using assistive technology, or students requiring extra time, special furniture, etc.

Where the rapid onset of illness, incapacitation or other verifiable cause is likely to prevent a student from attempting an assessment, s/he should contact the relevant Teacher and/or Programme Manager at the earliest opportunity to discuss the issue.

The implementation of these adaptations will ensure that all students are assessed on an equitable basis. Students with disabilities can also engage with the College under Extenuating Circumstances should they wish to seek mitigating factors concerning their assessments...see UPOL015 UniHaven Assessment and Awards Policy Rev 2.

Inclusion

The College ensures that facilities are accessible to students to the extent that is possible within the confines of the buildings rented from the property landlords. This includes physical access to and within the buildings.



Student and Programme Communications

For external and promotional communications, we strive to follow Cara – Sport Inclusion Ireland’s guide to inclusive communications – see the link here:

https://caracentre.ie/sdm_downloads/inclusive-communications/.

5. Procedures and Forms

Students present UFORM015 Evidence of Disability Form Rev 1 in the Appendix with an outline of their disability that the Academic Director evaluates against the disability guide.



Appendix

UFORM015 Evidence of Disability Form Rev 1

Instructions for Completion

- A relevant Medical Consultant / Specialist who has the training and experience with the condition / disability must complete this form (please refer to UniHaven Student Guide to Providing Evidence of Disability).
- This form must be stamped.
- All applicants must complete this form, with the exception of those with Specific Learning Difficulties (e.g., Dyslexia), who must provide a recent Educational Psychologist's report.

1 Student Details

Please complete ALL sections below in TYPE or BLOCK capitals:

Name of student:
Date of Birth:
Phone Number:

2 Qualified Health Professional/Specialist

Name, Title of <u>Consultant/Specialist</u> :
Phone (including area code):
Position/Professional Credentials:
Date of Report:

If you are a GP or other health professional (not a Consultant or Specialist), please tick the relevant box below:

I have a diagnosis on file from the appropriate consultant/specialist named above:



N.B. A copy of the document in which the diagnosis is confirmed must be attached to this form.

OR

I can confirm that I have diagnosed this person with a disability e.g., depression/acute anxiety:

The GP or other health professional should now complete sections 3-7 as appropriate.

3 Disability Information (to be completed by qualified health professional)

Disability type (please tick)

ADHD		Neurological Condition		Autism Spectrum Disorder		Significant ongoing illness	
Blind/visual impairment		Physical Disability		Dyspraxia		Specific Learning Difficulty	
Mental Health Condition		Deaf/Hard of Hearing		Specific Learning Difficulty		Speech and Language Communication Disorder	

Please state the specific name of the Disability

Date of Diagnosis/Onset of Disability

4 Please Briefly Describe the Course of the Condition i.e., will remain static, may have periods of relapse/remission, may deteriorate.

Duration: Ongoing/Permanent

Temporary

Fluctuating



5 How does the disability/medical condition impact on the students' ability to study and participate (example, fatigue, concentration, pain, etc.)?

6 Please describe measures currently being taken to treat the disability (e.g., medication, therapy)

7 What recommendations would you make for reasonable adjustments to enable equal participation in Higher Education (e.g., examination accommodations, adaptive equipment etc.)?



8 Where a Consultant has completed this form, Consultant must complete the details below:

Consultant's Signature: _____ Date: _____

Official Stamp: This form must be completed and signed by the appropriate professional. In addition, it should be stamped or accompanied by a business card or headed paper.

Official Stamp: If a stamp is not available, this form should be accompanied by a business card or headed paper.

9 Where a GP has completed this form, GP must complete the details below:

GP's Signature: _____ Date: _____

GP Registration Number:

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Name of GP: _____

Official Stamp: This form must be completed and signed by the appropriate professional. In addition, it should be stamped or accompanied by a business card or headed paper.

Official Stamp: If a stamp is not available, this form should be accompanied by a business card or headed paper.



UniHaven Student Guide to Providing Evidence of Disability

Type of Disability	Type of Documentation	Appropriate Professional
Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD).	Evidence of Disability Form OR Existing report	Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician
Autistic Spectrum Disorder (including Asperger's Syndrome).	Evidence of Disability Form OR Existing report	Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician
Blind/Vision Impaired	Evidence of Disability Form OR Existing report. N.B. Evidence from high street retailers not acceptable.	Ophthalmologist OR Ophthalmic Surgeon OR Letter from the National Council for the Blind confirming registration with the council. OR If a student has attended a school for the Blind, a letter on headed notepaper signed by the principal which confirms attendance at the school. The evidence of disability must confirm that: The Best Corrected Visual Acuity is equal to or less than 6/24 (Snellen) in one eye OR Near Vision N18 or less in one eye. OR The Peripheral Field of Vision is limited to the extent that it interferes with normal visual acquisition of visual material e.g., Homonymous Hemianopia. OR The Central Field of Vision is limited to the extent that it interferes with normal visual acquisition of visual material e.g., Stargardt's Disease



		OR Cortical visual impairment as part of a brain insult resulting in an inability to process visual information
Deaf/Hard of Hearing:	Evidence of Disability Form OR Existing report N.B. Evidence from high street retailers not acceptable.	An audiogram from a professionally qualified Audiologist and/or ENT Consultant, with signature, clearly indicating moderate to profound bilateral hearing loss (i.e. above 40dB). OR If a student has attended a school for the Deaf, a letter on headed notepaper signed by the principal which confirms attendance at the school.
Developmental Co-ordination Disorder (DCD) - Dyspraxia/ Dysgraphia.	Full psycho-educational assessment AND Evidence of Disability Form OR Existing report	Psychologist AND Occupational Therapist OR Neurologist OR Chartered Physiotherapist
Intellectual disability	Evidence of Disability Form OR Existing report from relevant Specialist	Relevant Specialist
Mental Health Condition	Evidence of Disability Form completed no more than 5 years before point of Needs Assessment. OR Existing report which must be no older than 5 years at point of Needs Assessment.	Consultant Psychiatrist OR Specialist Registrar.
Neurological Condition (incl. Epilepsy and Brain Injury).	Evidence of Disability Form OR Existing report	Neurologist OR Other relevant Consultant
Physical disability	Evidence of Disability Form OR Existing report	Orthopaedic Consultant OR Other relevant consultant appropriate to the disability/condition
Significant ongoing illness	Evidence of Disability Form no more than 5 years before point of Needs Assessment. OR Existing report which must be no older than 5 years at point of Needs Assessment.	Diabetes Type 1: Endocrinologist OR Paediatrician. Cystic Fibrosis (CF): Consultant Respiratory Physician OR Paediatrician.



		Gastroenterology Conditions: Gastroenterologist. Other Conditions: Relevant Consultant/ Specialist in area of condition
Speech and Language Communication Disorder	Evidence of Disability Form OR Existing report	Speech and Language Therapist
Specific Learning Difficulty (incl. Dyslexia & Dyscalculia)	A full Psychological Assessment Report.	Psychologist