



Student Disability Policy

GLOBAL EDUCATION PLATFORM
(GEP)

Global Education Platform - Student Disability Policy

1. Aim

The primary aim of this policy is to foster an inclusive culture for students with disabilities, ensuring that participation is widened and fair for all. Global Education Platform fully adheres to the definition of disability under the Equality Act (2018):

"A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

2. Objectives

The key objectives of this policy are:

- **Inclusion and Disclosure:** To create an environment where students feel comfortable disclosing a disability and are given equal opportunities to achieve their potential.
- **Fair Treatment:** To ensure that all applicants and students are treated equally and fairly, regardless of any disability.
- **Compliance with Legislation:** To meet the legal requirements of the Equality Act (2018), avoiding discrimination and providing reasonable adjustments.
- **Awarding Body Requirements:** To ensure compliance with the requirements of awarding bodies associated with the qualifications.
- **Alignment with QAA Standards:** To comply with the Quality Assurance Agency's Code of Practice for students with disabilities.
- **Comparable Learning Experience:** To guarantee that the learning experience of disabled students is equivalent to that of their non-disabled peers.

3. Policy Statement

Global Education Platform commits to:

- Individual Assessment: Each student's disability is assessed individually, ensuring the necessary accommodations are tailored to their specific needs.
- Confidentiality: All information regarding a student's disability or learning difficulty will be kept confidential in line with data protection laws.
- Involvement in Adjustments: For non-standard adjustments, course and module leaders will be included in discussions to maintain academic standards while ensuring necessary resources are allocated.

4. Procedure

- Disclosure: Students are encouraged to disclose their disability as early as possible, such as during the application or enrolment process, to facilitate timely support.
- Supporting Evidence: To request reasonable adjustments, students may need to provide written evidence (e.g., an educational psychologist's report or medical documentation).
- Communication of Adjustments: Once adjustments are agreed upon, the student's consent will be obtained to communicate these changes to relevant staff members to ensure proper implementation.
- Review of Adjustments: Adjustments will be reviewed periodically to assess their effectiveness and make any necessary changes in line with the student's evolving needs.

5. Measurement of Policy Success

- Student Feedback: The effectiveness of this policy will be assessed based on feedback from disabled students, particularly regarding the adjustments made and their impact on the student's academic experience.
- Monitoring of Compliance: Regular audits will be conducted to ensure compliance with legislation and awarding body requirements.
- Academic Outcomes: The academic performance and progression of students with disabilities will be monitored to ensure that reasonable adjustments are positively influencing learning outcomes.

6. Roles and Responsibilities

- Staff Training: All staff will receive training on disability awareness, the Equality Act (2018), and how to implement reasonable adjustments.
- Student Services Team: Responsible for coordinating the assessment of students' needs, liaising with course leaders, and ensuring the delivery of appropriate support.
- Course Leaders: Involved in discussions about non-standard adjustments to ensure that academic standards are maintained while meeting the needs of students with disabilities.

7. Complementary Nature of Policy

This policy is complementary to the policies provided by the awarding bodies of the students' selected qualifications. All staff and students are expected to embrace and adhere to this policy to foster an inclusive educational environment.


8. Policy Review

This policy will be reviewed annually, or earlier if required, to ensure that it remains in line with legal requirements, awarding body standards, and best practices in supporting students with disabilities.

Conclusion

Global Education Platform is dedicated to promoting an inclusive environment where students with disabilities are given equal opportunities to succeed. This policy ensures that all necessary support and adjustments are made to facilitate their academic journey while maintaining confidentiality and academic rigor.



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