



STEP/CLT International Policy on Supporting Students with Disabilities

Policy

STEP/CLT International aims to:

- Ensure teaching and assessment methods and strategies are as inclusive as is reasonably possible, that disabled students have fair access to learning opportunities and that disabled people are in no way treated less favourably than other participants
- Encourage and facilitate disclosure of disability by students and adapt teaching and assessment appropriately
- Make **reasonable adjustments** to administration, teaching and assessment to meet the needs of students with a disability
- Actively elicit and respond to feedback from students with a disability with the aim of improving their experience of the STEP/CLT programme
- Strive to **anticipate** the needs of students with a disability and work to continuously improve provision for all students to ensure equal opportunity for all
- Ensure that the physical premises where training and examinations are held are supportive of disabled participants

Definition of disability

A person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term impact on their ability to carry out standard day-to-day activities. Included in the definition within the Disability Discrimination Act (2005) are: dyslexia, depression, anxiety, medical conditions, visual and hearing impairments and physical and mobility impairments.

Key terms and legislation

This policy aims to meet the current legislative requirements on education providers as set out in The Special Education Needs and Disability Act (2002) and the updated Disability and Discrimination Act (2005).

The key requirements for STEP/CLT International are:

- not to treat disabled people less favourably than other participants
- to ensure they make reasonable adjustments for people placed at a substantial disadvantage compared to other people.

For STEP/CLT International the requirements are particularly relevant in the promotion of programmes, information exchanges between STEP/CLT International and participants including the website, delivery of workshops and the examination process.

STEP/CLT International has an **anticipatory duty** to make adjustments to services by considering what may be required in the future and taking action in advance.

STEP/CLT International has, and is required to have, an **action plan** that demonstrates what it is doing to cater for the needs of disabled students. This action plan is reviewed annually.

STEP/CLT International will make **adjustments** for the benefit of disabled participants that are **reasonable** and this depends on the individual circumstances of each case, the resources of STEP/CLT International, the importance of the service in question, the maintenance of academic standards, health and safety, and the interests of all students.

STEP/CLT International will carry out regular annual **impact assessments** to evaluate the effect of policy and procedures on disabled students.

The STEP/CLT International general procedures for managing students with disability

- Students with a disability are invited via the website¹ and the course enrolment forms to inform STEP/CLT International that they have a disability. This is reiterated in the Delegate Handbook.
- Any information added in the disability section of the course enrolment form or by other communications is added to the CLT International bookings system. The Office Manager is also informed.
- The Office Manager completes a tracking spreadsheet with the delegate's name, disability and the special arrangement required.
- Delegates should inform CLT International of the special arrangement that is required at least 6 weeks prior to each examination that they are due to sit.
- The Office Manager or venues department (where the special arrangement relates to the venue) will ensure that the necessary alternations/arrangements are put in place.
- Where a delegate requests special arrangements for an examination STEP/CLT International will ask for medical evidence of the condition – see the section on examination procedures.

The STEP/CLT International process for examination arrangements: applications

In the administration of its examinations, STEP/CLT International will seek to ensure that no delegate is treated less favourably because of his or her disability and that every effort is made to accommodate his or her specific needs. Applications from delegates with a disability should ideally be made at the time the student enrolls on the course.

The request should be accompanied by an appropriate medical certificate or psychological/needs assessment that is no more than two years old and should refer to the nature and degree of the condition and recommendations as to its management during the examinations and the course, if appropriate. If there is any doubt about the validity or accuracy of the assessment provided, the condition should be assessed as soon as possible by an appropriately qualified practitioner approved by STEP/CLT International and an assessment provided. A delegate with an assessment that is more than two years old will normally be required to obtain a review assessment.

In the case of accidental injuries or acute illness, or if a delegate's disability is diagnosed after enrolling on the course, applications should be made as soon as possible after the event. Each request should be accompanied by a medical certificate indicating the nature of the injury or illness and recommendations as to how this should be managed during the examinations and the course, if appropriate.

STEP/CLT International will seek to ensure that a delegate who is ill or otherwise disabled is able to take his/her examination, should they so wish.

¹ The STEP Diploma for England and Wales course website meets Level A of the W3C accessibility standards and goes a significant way to meeting Level AA.

Each application will be considered on an individual basis.

The STEP/CLT International process for examinations arrangements: allowances

Appropriate allowances will be granted for delegates who meet the definition of disability above. The most frequent allowance granted is that of additional time. Allowances are normally based on recommendations made in writing by an appropriately qualified doctor or other professional.

In cases when it is considered that a delegate would benefit from extra time, this would normally be at the rate of up to a maximum of 15 minutes per hour of the examination.

A delegate shall not normally be allowed rest periods as such, but should be granted a specified period of additional time which they may manage as they need according to the professional advice they have received. Any delegate granted both extra time and rest periods will be treated as an exceptional case and reported as such.

If a delegate is taken ill during an examination, but is capable of continuing it after treatment, any time lost may be added at the end of the examination. If it is considered to be justified and suitable arrangements can be made, extra time in compensation for the disturbing effects both of the illness and of the ending of the other delegates' examination may be granted.

In certain cases, delegates who are unable to write for any reason may use an amanuensis or technological aid, as is most appropriate both to the delegate and to the examination they are taking.

An amanuensis would ideally know enough about the subject to be familiar with the vocabulary but must not be an expert. They should be entirely disinterested. If a disinterested person cannot be found, there must be an invigilator present also. Normally only the usual examination time will be allowed for dictation, but for certain examinations and/or medical conditions, or where the amanuensis is unfamiliar with the terminology, it may be appropriate to allow additional time. For parts of certain examinations - e.g. Multiple Choice Questions - the use of an amanuensis may not be appropriate. In this case it may be possible to arrange for the delegate to write these parts and dictate only the essay-style answers.

In cases where delegates are permitted to use a personal computer they should not enable the candidate to access information to help them in their examination but serve purely for typing word documents or whatever is appropriate to the examination.

A delegate shall not normally be allowed to type, dictate, or have their answers transcribed because of habitually illegible handwriting.

A record will be maintained of all cases that have been considered and allowances made to delegates with disabilities to facilitate monitoring and ensure consistency.

Process for complaints

Please refer to the STEP/CLT International complaints policy for the escalation process.

If agreement cannot be reached between STEP/CLT International on an issue relating to disability both parties may agree to use the conciliation service offered by the Disability Rights Commission or equivalent.