



# NABA LONDON STUDENT DISABILITY POLICY 2026-2027



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## 1. Introduction

1.1. NABA London (later referred to as the Academy) aims to promote an inclusive environment as well as fair and equal treatment of those who might have specific learning difficulties.

1.2. The Academy defines disability as set out in the Equality Act (2010) and its 2023 amendments: “A person who has physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.”

1.3. Examples may include (but are not limited to):

- Physical and sensory impairments.
- Special learning difficulties.
- Autistic spectrum conditions.
- Mental health conditions.
- Severe disfigurements.
- Anyone with a long-term health condition, e.g. HIV infection, cancer or multiple sclerosis.
- Progressive conditions that affect normal daily activities, including long-term physical health issues.

1.4. It is important to recognize that the nature and impact of a disability may vary over time, sometimes even on a day-to-day basis. For instance, a student with a condition affected by a high level of stress may experience periods of relative stability followed by more challenging days or weeks. Such conditions are referred to as “fluctuating conditions”.

## 2. Roles and Responsibilities

2.1. The Academy recognises that the effective support of students with disabilities is a shared responsibility:

- Students are responsible for disclosing relevant information in a timely manner and for engaging proactively with agreed support arrangements.
- The Academic Service and Student Life Specialist is responsible for coordinating the disability disclosure process.
- Course Leaders are responsible for preparing and implementing Personal Learning Plans (PLP) (alongside any other relevant academic staff).

## 3. Disability Disclosure Process

3.1. To ensure the Academy is able to put any necessary arrangements in place, students should disclose any disability they may have requiring learning support to enable them to engage fully and



satisfactorily with their academic course and its associated assessments to the Academy as soon as possible (students are encouraged to report such information during the enrolment stage to ensure the Academy is able to fully prepare a support plan prior to the start of their studies).

3.2. The Academy understands that this is not always possible as there might be changes in the effect of a disability, or a student may only have become aware of their disability after they have begun their studies at NABA London. In such cases, the Academy encourages students to contact the Academic Registration and Student Life Specialist or alternatively fill in a form available on the Student Portal to formally declare their disability as soon as possible. The completed form should be sent using [student.services@naba.ac.uk](mailto:student.services@naba.ac.uk) email address. Following the receipt of the form, the Academic Service and Student Life team will get in touch with the student to arrange a meeting to discuss their needs.

3.3. As part of the disclosure process, students should present appropriate documentary evidence of their condition such as:

- A written statement or a report from a registered medical practitioner.
- A diagnostic report provided by a chartered, educational psychologist, or an individual qualified in assessing students with specific learning difficulties.

3.4. Depending on the prognosis of a student's condition, evidence provided may not be dated later than 24 months. It should also include the following:

- Name of the impairment or health condition.
- When such condition was identified and diagnosed.
- How long such condition is likely to last.
- Main effects of such condition (in relation to studying).
- Side effects of any medication and / or treatment.
- Any recommendations in terms of learning and assessment arrangements.

3.5. All evidence must be signed, dated and written in English (or translated using a certified translator). Students are encouraged to provide electronic copies where possible.

#### **4. Confidentiality / Personal Information**

4.1. The confidential nature of information provided by students will be respected by the Academy in accordance with data protection requirements. Normally, such wishes will be respected unless to do so would be against the best interest of the Academy community or the interest of safety or security to any person.

4.2. Due to legal requirements, the Academy is only able to share information about students with their



consent. In case family members have concerns or are worried about one of NABA London students, they are encouraged to get in touch with the Academic Service and Student Life Specialist via [student.services@naba.ac.uk](mailto:student.services@naba.ac.uk). The Specialist might not be able to provide details but will most certainly respond to any concerns raised.

4.3. Should any adjustments be made to the student's learning plan, these must be formally communicated to the relevant academic staff by the Academic Service and Student Life Specialist.

## **5. Personal Learning Plan (PLP)**

5.1. If a student's request is formally approved, a Personal Learning Plan (PLP) should be prepared in conjunction with the student, having regarded for their course learning and assessment requirements as set out in their Module Handbook.

5.2. The PLP should indicate suitable modifications to assessment arrangements to minimize the impact of the student's disability on assessment performance. It should also indicate any specific provision appropriate for assignments undertaken on a continuous assessment basis as well as for formal written extensions.

## **6. Assessments**

6.1. The Academy is committed to creating an inclusive and supporting learning arrangements for all students, including those with physical, sensory, mental health or any other learning disabilities. Where appropriate, reasonable adjustments will be made to ensure equal access to teaching, learning, assessments and course-related activities. These may include alternative forms, additional support, flexible deadlines or adapted physical arrangements.

6.2. If a student is unable to be assessed by the normal methods (as set out in the Course Specifications), the Course Leader may approve the variation of the methods as appropriate, bearing in mind the course objectives and the need to assess the student on equal terms with other students and having regard for the Academy's and the course assessment and progression principles and regulations. Once assessment conditions have been adjusted or alternative assessment methods have been implemented in accordance with the recommendations outlined in the Personal Learning Plan (PLP), no additional modifications should be made during the marking period.

6.3. Any recommended assessment adjustments will apply solely to individual assignments. The



Academy is unable to modify the structure or requirements of group-based projects.

6.4. It is important to note that while any adjustments aim to remove barriers to learning, they do not alter the academic standards or learning outcomes of the course. All students, including those receiving support, will be assessed using the same marking criteria as their peers to ensure fairness, consistency and the integrity of the qualification. Assessment grades will not be increased or otherwise adjusted based on a student's condition or impairment.

6.5. The normal length of a student's course (as specified in the Course Specifications) may be extended where the student's difficulties make it appropriate to do so without additional financial burden. Prior to approving extensions, consultation with the Academic Service and Student Life Specialist, the Course Leader and, if appropriate, the School Director and Head of Education may be necessary to ensure provisions for disability related support are reviewed. The length of extension shall be determined by having regard for the student's circumstances and needs and for any relevant professional advice received. It is important to note that in cases where the overall course length may be adjusted to support the student's success, it will not be extended beyond the maximum period of registration permitted under Regents' University London regulations. Further information can be found in a relevant Course Specification.

## 7. Practical Arrangements

7.1. Agreed PLPs and modified examination arrangements may have implications for time schedules, invigilation procedures, room arrangements and the provision of examination papers in particular formats. It is important, therefore, that those responsible for examination arrangements are informed in good time of any special requirements.

7.2. The following are examples of common arrangements:

### a. Time-related changes

- **Additional time allowances:** The extent of additional time allowances will depend on the needs of the individual student. Normally, the additional time allowed will range from 15 to 30 minutes per hour but even this may be exceeded in exceptional cases where a professional recommendation has been made to that effect.
- **Rest breaks:** Some students may need rest breaks during the examination. This may be to relieve pain or to attend to personal needs. In general, 10 minutes per hour may be allowed for rest breaks. The scheduling of these may be determined in advance. Alternatively, they may be



taken when required by the student, timed by the invigilator, and added onto the time allowed for the examination.

- **Flexible schedules:** In some cases, disabled students may require flexibility in the scheduling of examinations. For example, some students may find it difficult to manage several examinations in quick succession and need to have examinations scheduled over a period of days.

#### **b. The use of specific personnel**

- **Interpreter:** Students who use sign language may require an interpreter at the start of an examination if instructions are delivered orally.
- **Reader:** Students who are unable to read print or students who access auditory information better than visual information may require a reader. Additional time should be allowed due to the extra demands involved. The invigilator will usually act as a reader for the student and a separate room will need to be made available.
- **Scribe:** Disabled students with restricted ability to write, type or maintain the posture required for writing or students who present information better in oral than written form may require a scribe. The Academic Service and Student Life Specialist will assist in providing details of trained scribes who can provide this support. Additional time, normally not more than up to 50% extra, should be provided for examinations dictated to a scribe and a separate room and invigilator will be necessary for the examination.
- **Personal Care Attendant:** Some students may be accompanied by a personal care attendant. Arrangements should be made for such an attendant to be able to sit near the student and invigilators should be informed of the role of the personal care attendant.

#### **c. Assistive technology**

- Specific equipment may need to be available to the student in an examination. Such arrangements often include the use of personal computers and word processors, voice activated software and / or screen readers. Where assistive technology is required, arrangements should be made in consultation with the student and the Academic Service and Student Life Specialist.
- The use of a computer in written examinations is not a normal practice and a recommendation for one to be used can only be made where there is sufficient evidence of the nature and extent of the effect of the student's condition. Where a computer is used, it must be disconnected from all networks and any discs to be used by the student must be checked to ensure that they are free from any material that would give the student an unfair advantage in the examination.

#### **d. Oral examination**

- Where appropriate, the assessment of a disabled student may be augmented by an oral examination



("viva voce") conducted by internal examiners approved for this purpose by the Assessment / Academic Board or Chair acting on the Board's behalf.

#### **e. Assistance dogs**

- By law, assistance dogs (guide dogs, hearing dogs, and service or seizure alert dogs) may be brought into Academy buildings under the control of their owner and within specific guidelines.
- Staff and students are required to give a notice of their intention to bring an assistance dog onto the premises. This will enable the Academy to carry out any risk assessments that may be necessary in order to enable the owner, the dog, the rest of the students and staff to remain safe.
- When a student requests to bring an assistance dog on to the Academy, they should contact the Academic Service and Student Life Specialist.
- An assistance dog must:
  - Be trained and registered by the appropriate national association or an equivalent organisation in another country.
  - Have the appropriate ID book, documentation which contains information about the owner and their dog, details of the training organisation who trained the dog and its owner.
  - Have a formal identification in the form of branded jackets or lead slips, if required by the national legislation.
- The Academy must be satisfied that:
  - The animal is a registered assistance dog, and relevant training has been provided.
  - The owner agrees to abide by the assistance dog responsibilities.
- Students and staff members should ensure that when at Academy:
  - Their dog is clearly identifiable using a branded jacket/ lead/harness when on duty.
  - Their dog is covered by full public liability insurance (a copy of which should be provided to the Academic Service and Student Life Specialist).
  - Their dog is always under the owner's control.
- High standards of hygiene, in relation to the assistance dog and associated waste, are maintained. This applies to bedding and food and water dishes to avoid contamination in food areas and an impact upon others wellbeing in the Academy environment. Staff and students should not:
  - Feed, pet, or praise assistance dogs.
  - Deliberately distract or startle an assistance dog.
  - Separate or attempt to separate an assistance dog from the person using the animal's service unless given express permission.
- It is useful to note that seizure alert dogs are trained to behave differently when they detect a



potential seizure, which can make them appear as though they are misbehaving. Staff and students who bring animals to Academy without permission, other than assistance dogs, will be asked to remove the animal from the Academy immediately.

#### **f. Learning Support**

- The Academic Service and Student Life Specialist will ensure to provide further learning support when appropriate. Students with disabilities are also supported by the SEN Tutor who is available in Academy. Meetings with the SEN tutor can be arranged on a voluntary basis on the initiative of the student or recommended by the Academic Service and Student Life Specialist where appropriate. For further information, please ensure to liaise with a relevant the Academic Service and Student Life Specialist.

7.3. Students who are dissatisfied with the proposed support arrangements, the implementation of agreed adjustments or who believe that they have not been supported appropriately in relation to their disability have the right to raise their concerns through the Academy's Student Complaints Procedure. In doing so, students will be required to provide relevant and legitimate evidence to explain why they believe the support provided was not in line with the agreed or appropriate arrangements. Further information can be found in the Student Complaints Procedure.

#### **8. Staff Training and Ongoing Support**

8.1. The Academy is committed to ensuring that staff are appropriately supported and trained to work effectively with students with disabilities. Relevant academic and professional staff receive ongoing guidance and training on disability awareness, inclusive teaching and assessment practices, and the implementation of agreed reasonable adjustments, including Personal Learning Plans. This support is designed to ensure that staff understand their responsibilities, apply adjustments consistently and sensitively, and maintain academic standards while promoting an inclusive learning environment.

8.2. The Academy will ensure to review training needs on a regular basis to ensure staff remain informed of best practice and regulatory expectations.

#### **9. Policy Monitoring and Review**

9.1. This policy is monitored on an ongoing basis as part of the NABA London routine governance and quality assurance processes.

9.2. The policy will be reviewed at a minimum once every two years and the outcome of such review will



be reported to the Academic Board for the formal sign off.