



Fairfield School of Business

Student Support and Disability Policy

Version 2.2

Approved by the Board of Governors

Last Amendment: August 2020

The purpose of this policy is to ensure that all learners receive the necessary advice, guidance and support in order to optimise their achievement on courses that are completely appropriate to their needs.

Due regard is given for the following legislation and/or external quality assurance frameworks:

- i. *Equality Act 2010*
- ii. *The Disability Discrimination Act (DDA 1995 – Revised 2010)*

This policy is aligned to the expectations and core practices of the *Revised Quality Code for Higher Education*; particular regard is given to the Code's accompanying guidance themes of Enabling Student Achievement; the QAA's Quality Code is the definitive reference point for all UK higher education institutions and sets out how academic standards are established and maintained and how the quality of learning opportunities are assured and enhanced.



Document Information

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*The document owner is responsible for maintaining and updating the content of this document and ensuring that it reflects current practice at the School.

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1. Introduction

- 1.1. Fairfield School of Business (FSB) recognises that many of students may not have undertaken any formal study for some time or be trying to combine study with the demands of a family life or work commitments. The Student Support Centre is here to help any student trying to cope with issues that have an impact upon their learning.
- 1.2. The service is committed to:
 - Being Learner Focused
 - Complying with the principles and legislation of Equality & Diversity
 - Ensuring students are not disadvantaged by disability
 - Impartiality, Transparency & Accessibility
 - Widening Participation
 - Supporting independent learning.
- 1.3. This Policy has been written to reflect the requirements of the QAA UK Quality Code - Core Practices and demonstrates FSB's commitment to the support of its students.
 - i. *'The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience'.*
 - ii. *'The provider supports all students to achieve successful academic and professional outcomes'.*

2. General Support & Wellbeing

- 2.1. The Student Support Team offer professional and impartial advice to any student who is experiencing a difficulty that is having an impact on their learning. The problem does not have to be linked directly to study; whatever the issue the Student Support Team will:
 - Provide a confidential, impartial service and will not make any judgments based on behaviour, lifestyle or personal circumstances.
 - Ensure students are aware of the limits of the service and are appropriately supported within these limits.
 - Work with individuals to determine the options available which will allow the student to make informed choices and decisions.



- Work with appropriate external agencies (including charities) to ensure the student has the best level of support available.
- FSB recognises all religious faiths and provides a multi-faith prayer room, off the main reception area.

3. On-Course and Student Support

- 3.1. Student Support emboldens all students in their journey with FSB by offering advice and guidance in any area in which they may be having problems or where they need support.
- 3.2. The Student Support Team will do its utmost to ensure that all students receive the support necessary to achieve successful academic and professional outcomes.
- 3.3. The Student Support Team will:
 - Give information on attendance, results, student status, semester dates, etc.
 - Offer impartial and confidential advice on completing the forms available in Student Support
 - Assist with enquiries about course changes or other academic issues such as assignments, exams, appeals and complaints
 - Offer one-to-one support on personal issues
 - Help students experiencing any bullying or any other abuse
 - Guide and advice pregnant students about the maternity plan and the support available for pregnant students. Please also see the [Pregnant Students and Students with Very Young Children Policy](#).
 - Refer students to Academic Support Centre when needed
 - Contact relevant staff on behalf of the student with student consent

4. Support for Disabled Students and Students with a Long-term Physical or Mental Health Need

- 4.1. The School aims to create an environment where a disability or health need (including a mental health need) is not a barrier to learning and all individuals have the opportunity to achieve their full potential.
- 4.2. FSB is mindful of UK Equality legislation, including the Equality Act 2010, and will discharge its duties accordingly. The Equality Act 2010 defines a disabled person as someone who has a physical or mental condition that has a substantial or long-term adverse effect on his or her ability



to carry out normal day to day activities and this includes individuals with HIV, multiple sclerosis, some cancers and dyslexia.

At the Admissions Stage:

- 4.3. FSB welcomes enquiries and applications from everyone with an interest in the School's courses. Students applying for a place are asked to declare any disability, long term physical health or mental health need or additional learning support need; this information is given in confidence and only used for the purpose it is gathered.
- 4.4. Student Support will interview the prospective student to discuss their individual support requirements.
- 4.5. FSB may ask for a report from a suitably qualified professional to confirm details of the appropriate level of support required.
- 4.6. All applications will be considered by the Admissions Panel.
- 4.7. The student will be advised if FSB is unable to offer an adequate level of appropriate support. Students are reminded that whilst the School aims to accommodate the needs of disabled students and those with a long-term physical or mental health need, it may not be able to do so if it has not been informed of access requirements in advance. Such instances are expected to be rare and every effort will be made to meet student's requirements.
- 4.8. FSB will make sure all reasonable adjustments are made, in readiness for the start of the course, to accommodate and promote a successful learning outcome.

More information on Reasonable adjustments can be found in the [Reasonable Adjustments Policy](#).

- 4.9. Student Support will encourage the learner to apply for the Disabled Students Allowance (DSA) where eligible and assist in this process.

Whilst on the Course:

- 4.10. Student Support will keep a confidential register of all students who have declared a health need relating to their long term physical or mental health, disability or additional learning need.
- 4.11. This information is shared in confidence with lecturers and other essential staff on a strictly 'need to know' basis.



- 4.12. Student Support will use the register to inform the Assessment Board when making decisions on progressions, exclusions etc.
- 4.13. Support for students who do not declare a disability during the Admissions process cannot be guaranteed although every effort will be made to provide support.
- 4.14. When considering Mitigating Circumstance, the Student Support staff will ensure that the panel is fully briefed on any disability issues that might affect a student's performance.

Dyslexia and Literacy Support

- 4.15. Students who declare dyslexia will be asked to provide a report, written by a suitably qualified practitioner, to confirm the dyslexia.
- 4.16. Students who do not have an existing report must commission their own report and must also meet the costs of the assessment.
- 4.17. Professional dyslexia support (usually via an external agency) is only available to students via the Disabled Student Allowance (DSA).

5. Confidentiality

- 5.1. Information entrusted to staff will be treated in accordance with the School's Data Protection Policy.
- 5.2. Students will be informed with whom and why information is shared.
- 5.3. Staff will respect decision made by students about the disclosure or sharing of confidential information and undertake to communicate effectively with clients to help them understand the implications of any decision not to disclose or share information.
- 5.4. There are some limits to confidentiality (e.g. child protection, public health or deterioration in mental wellbeing); if exceptional circumstances arise that give cause to believe a student may cause harm to him/herself or to others it may be necessary to share this information with external professionals. The student will be informed if such circumstances arise.



6. Complaints

How to make a complaint in the School is detailed in the Student Complaints Policy. The Policy is available from the student portal or the Student Support Centre; a Student Support Officer will be able to help you complete this process.

7. Policy Review and Monitoring

- 7.1. Students are invited to comment formally on the School's student support, wellbeing and disability policies and processes – both through the use of feedback questionnaires and Student Support Officers. Officers regularly meet and review student cases at the Student Support Panels to ensure the appropriate support is in place.
- 7.2. This policy will be reviewed and updated annually by the Head of Student Support, changes to it will be reported to the School's Board of Governors.



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