



**“Enabling Students to Accomplish their Academic Goal”**

## **Reasonable Adjustment & Special Considerations Policy**

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## Contents:

1. Introduction.....	3
2. Purpose of the Policy.....	4
3. Regulatory and Legal Framework.....	5
4. Scope of the Policy.....	6
5. How this Policy Supports Students Across the Student Journey.....	7
6. Definitions and Core Principles.....	8
6.1 Reasonable Adjustment.....	8
6.2 Special Consideration.....	9
6.3 Individual Learning Plan.....	9
6.4 Competence Standards and Academic Standards.....	9
6.5 Core Principles.....	9
7. Disclosure, Identification and Early Support.....	10
8. Evidence, Confidentiality, Consent and Record Keeping.....	10
9. Individual Learning Plans and Learning Support Arrangements.....	11
10. Reasonable Adjustments in Learning, Teaching, Assessment and Services.....	12
10.1 Learning and Teaching.....	12
10.2 Assessment.....	12
10.3 Digital, Facilities and Services <.....	12
10.4 Temporary Adjustments.....	13
11. Special Considerations and Mitigating Circumstances.....	13
12. Academic Standards, Competence Standards and Awarding Partner Requirements.....	14
13. Mental Health, Wellbeing, Safeguarding and Fitness to Study.....	14
14. Attendance, Engagement, Continuation and Student Protection.....	15
15. Applicants, Admissions, Enrolment and Induction.....	15
16. Complaints, Appeals, Review and OIA.....	16
17. Student Voice, Consultation and Partnership.....	16
18. Governance and Committee Implementation Framework.....	17
19. Roles and Responsibilities.....	18
20. Training, Monitoring, Audit and Evidence.....	19
21. Conclusion.....	20

## **1. Introduction**

Bellmont College is committed to ensuring that all students are able to access, participate in and succeed in higher education fairly, equitably and without unlawful discrimination. The College recognises that students may experience long-term, fluctuating, temporary, sudden or exceptional circumstances that affect their ability to engage fully with learning, teaching, assessment, attendance, support services or wider student life.

This Reasonable Adjustment & Special Considerations Policy and Implementation Framework explains how Belmont College identifies support needs, agrees reasonable adjustments, considers special considerations or mitigating circumstances, protects academic standards, and monitors the effectiveness of support through its governance and committee structure. It is intended to be practical as well as regulatory: students should understand how to ask for support, staff should understand how to respond, and committees should understand how implementation is monitored and improved.

Bellmont College currently works with Liverpool Hope University (LHU) to deliver higher education provision through collaborative partnership arrangements. Under this partnership, Belmont College may provide teaching, local student support, academic guidance, registry support and operational services while the award, academic regulations and some academic oversight arrangements may be governed by LHU, depending on the programme and the applicable partnership arrangements. Students are signposted clearly to the relevant Belmont College and LHU processes where both institutions have responsibilities.

Bellmont College is also seeking approval from the Office for Students (OfS) for its own funding arrangements. The College recognises that future approval or regulatory development may affect processes, funding routes, student information, quality responsibilities, contractual arrangements, student protection arrangements and partnership delivery models. Any such changes are managed transparently, proportionately and with the protection of student interests, continuation of study, equality of opportunity and academic standards at the centre of decision-making.

The policy draws on the existing Belmont College approach to reasonable adjustment and special considerations, the College's student protection and quality assurance arrangements, and relevant LHU public information and policies, including LHU arrangements for learning support, reasonable adjustments, Learning Support Plans, mitigating circumstances, student contracts, complaints, appeals and student protection. Belmont College retains its own identity, governance, committees and operational responsibilities while recognising the academic authority of LHU where LHU regulations apply.

Reasonable adjustments and special considerations are not concessions designed to provide an unfair academic advantage. They are lawful, fair and proportionate mechanisms intended to reduce disadvantage, enable equitable access to learning and assessment, support continuation and completion, and maintain the integrity, validity, reliability and comparability of academic standards.

## **2. Purpose of the Policy**

The purpose of this policy is to establish a clear, institution-wide framework through which Belmont College supports students and applicants who may require reasonable adjustments, special consideration, academic flexibility or additional support. It ensures that decisions are fair, consistent, evidence-informed, timely and aligned with legal, regulatory, academic and partnership expectations.

The policy supports students whose studies may be affected by disability, specific learning difference, long-term health condition, mental health difficulty, temporary injury, pregnancy or maternity, caring responsibility, bereavement, acute personal crisis, safeguarding concern, serious disruption, or other exceptional circumstances that may affect access, engagement, attendance, assessment or continuation of study.

The policy also supports institutional compliance by embedding reasonable adjustment and special consideration arrangements into governance, quality assurance, student support, assessment administration, safeguarding, equality monitoring, risk management and annual policy review. It helps Belmont College demonstrate that support is not informal or ad hoc, but is planned, implemented, recorded and reviewed through accountable processes.

In operational terms, this policy is intended to help students understand what support may be available, how to disclose a need or submit a request, what evidence may be required, how information will be handled, how decisions are made, how support is implemented, how academic standards are protected, and how concerns may be reviewed or escalated.

The policy supports the following outcomes:

- inclusive access to learning, teaching, assessment, student support and College services;
- fair treatment of applicants and students, including those with disabilities, health conditions or exceptional personal circumstances;
- consistent implementation of reasonable adjustments and Individual Learning Plans;
- fair consideration of special considerations or mitigating circumstances without compromising academic standards;
- clear communication where LHM regulations or Belmont College procedures apply;
- effective monitoring through the Board of Directors, Senior Management Committee, Academic Committee and relevant committees;
- continuous enhancement of accessibility, student support, student outcomes and student protection arrangements.

## **3. Regulatory and Legal Framework**

Belmont College applies the following legal, regulatory and partner reference points when considering reasonable adjustments and special considerations.

Reference point	Application to this policy
Equality Act 2010 and Public Sector Equality Duty principles	Disability discrimination, reasonable adjustments, harassment, victimisation, indirect discrimination and equality of opportunity duties.
Office for Students Conditions B2, B3, C1-C4 and E2	Resources, support, student engagement, student outcomes, consumer protection, complaints, student protection, governance and management.
Competition and Markets Authority higher education consumer expectations	Clear and accurate student information, fair terms, transparent communication and accessible complaints handling.
UK Quality Code for Higher Education 2024	Academic standards, quality, learning opportunities, assessment, student engagement, advice and guidance, complaints, appeals and partnership delivery.
Data Protection Act 2018 and UK GDPR	Lawful, fair, secure and proportionate handling of health, disability, wellbeing and other special category information.
Consumer Rights Act 2015, Consumer Protection from Unfair Trading Regulations 2008 and Consumer Contracts Regulations 2013	Student-facing information, contract terms, cancellation rights and consumer protections.
Higher Education and Research Act 2017	Office for Students regulatory framework.
Office of the Independent Adjudicator Good Practice Framework	Fair complaints and appeals procedures, including support for disabled students.

Reference point	Application to this policy
Health and Safety at Work etc. Act 1974, safeguarding requirements and Prevent duty expectations	Safe learning environment, emergency support, safeguarding escalation and risk management.
Liverpool Hope University regulations, policies and partnership requirements	Requirements for students registered on Liverpool Hope University awards and for areas where Liverpool Hope University academic processes apply.

Bellmont College balances inclusion and support with academic standards. The College does not remove genuine competence standards and considers reasonable adjustments to the way those standards are taught, supported, accessed or assessed.

#### 4. Scope of the Policy

This policy applies to prospective students, applicants, enrolled students, students temporarily interrupted from study, students returning to study, and former students where a complaint, appeal, assessment outcome, support issue or student protection matter remains live. It applies to higher education provision delivered by Belmont College, including collaborative provision with LHM and any future provision delivered under revised OfS funding or regulatory arrangements.

The policy also applies to all staff, Board of Directors members, committee members, contractors, visiting lecturers, professional services staff, student support staff, academic staff, registry staff, admissions staff, invigilators, and third parties acting on behalf of Belmont College. Anyone involved in recruitment, admissions, enrolment, teaching, assessment, student support, safeguarding, wellbeing, registry, complaints, appeals, public information, data handling or governance must comply with this framework.

The policy applies across the full student journey, including:

- pre-application information, advice and recruitment activity;
- admissions, selection, offer-making, enrolment and induction;
- learning, teaching, tutorials, academic skills support and digital learning environments;
- coursework, examinations, presentations, practical activities, group work and other assessments;
- attendance, engagement, continuation, progression, completion and return to study;

- student support, wellbeing, safeguarding, disability support and accessibility arrangements;
- student voice, consultation, complaints, appeals and external review where applicable;
- programme changes, disruption, business continuity and student protection arrangements.

Where LHU regulations, assessment procedures or academic appeal routes apply, Belmont College explains the local and partner responsibilities clearly. Belmont College provides local support and signposting, but does not override LHU academic regulations or academic decision-making where LHU has responsibility for the award.

## 5. How this Policy Supports Students Across the Student Journey

Reasonable adjustment and special consideration responsibilities arise at different points in the student journey. The table below summarises what students can expect and how Belmont College implements and monitors those expectations.

Student stage	What students can expect	Implementation route
Enquiry and recruitment	Applicants should receive accessible, accurate and understandable information about course expectations, attendance, assessment, support, disability disclosure and partnership arrangements.	Marketing checks; admissions information review; Recruitment, Admissions and Registry Committee; Quality Committee.
Application and offer	Applicants should be able to disclose disability, health or support needs without detriment and should receive reasonable support during admissions where needed.	Admissions disclosure process; applicant support referral; accessible communications; <i>(RAP1 Belmont College Recruitment, Selection and Admission Policy)</i> .
Enrolment and induction	Students should receive clear information about how to request adjustments, how to submit special consideration requests, what evidence may be needed, and which Belmont College or LHU process applies.	Induction records; student handbook; registry and student support signposting; <i>(RAP3 Belmont College Information and Schedule of Student Induction)</i> .

Student stage	What students can expect	Implementation route
Learning and teaching	Students should experience inclusive teaching and have approved adjustments implemented consistently, with learning materials and digital systems made accessible where reasonably practicable.	Individual Learning Plans; tutor guidance; Learning and Teaching Committee; Student Staff Committee feedback.
Assessment	Assessment adjustments and special consideration requests should be considered fairly, quickly and proportionately while maintaining learning outcomes and academic standards.	Assessment planning; Student Support; Registry; Academic Committee; Quality Committee; LHU processes where applicable.
Attendance and engagement	Where disability, health, wellbeing or exceptional circumstances affect attendance or engagement, the response should be supportive, risk-informed and focused on continuation where possible.	Attendance monitoring; engagement interventions; safeguarding/wellbeing referrals; Recruitment, Admissions and Registry Committee and Quality Committee trend review.
Complaints, appeals and review	Students should be able to ask for review of decisions or implementation concerns through clear, fair and accessible procedures.	Complaint and appeal routes; Quality Committee trend monitoring; Senior Management Committee oversight; OIA signposting where applicable.
Completion and progression	Support arrangements should contribute to continuation, completion and progression, with outcomes monitored to identify gaps or barriers.	Student outcomes analysis; disability and EDI monitoring; Board and Academic Committee assurance; annual policy review.

## 6. Definitions and Core Principles

### 6.1 Reasonable Adjustment

A reasonable adjustment is an action, support arrangement, adaptation, modification or auxiliary aid designed to reduce or remove disadvantage experienced by a student because of disability, medical condition, mental health condition, specific learning difference or other recognised support need. Reasonable adjustments may apply to learning, teaching, assessment, attendance, facilities, digital systems, communication, support services or access to College processes.

Examples include additional assessment time, rest breaks, assistive technology, accessible learning materials, accessible rooms, adjusted communication methods, flexibility in attendance expectations linked to disability, specialist study support, modified assessment arrangements where academically appropriate, and Individual Learning Plans. Adjustments are considered individually and proportionately.

## **6.2 Special Consideration**

Special consideration is the process through which Belmont College takes account of significant adverse circumstances that have affected, or are likely to affect, a student's ability to complete or perform in an assessment, learning activity or academic requirement. In LHU terminology and regulations, this may be referred to as mitigating circumstances. Where LHU regulations apply, students are signposted to the relevant LHU process and supported locally by Belmont College.

Special consideration normally applies where circumstances are temporary, unexpected, outside the student's control and have a material impact on academic performance, assessment submission, attendance, engagement or progression. It does not normally result in an automatic grade uplift, nor does it exempt students from achieving required learning outcomes.

## **6.3 Individual Learning Plan**

An Individual Learning Plan (ILP) is a Belmont College support document that records agreed support arrangements and approved reasonable adjustments. It helps staff implement support consistently across modules and services. Where LHU Learning Support Plans or equivalent LHU documentation apply, Belmont College works with the student and LHU processes to ensure that relevant local arrangements are understood and implemented where reasonably practicable.

## **6.4 Competence Standards and Academic Standards**

A competence standard is an academic, professional or practical standard that a student must meet to demonstrate achievement of learning outcomes. Belmont College does not lower genuine competence standards or academic standards. However, the College considers whether adjustments can be made to the method of teaching, support, assessment or demonstration so that the student can meet the same standards without avoidable disadvantage.

## **6.5 Core Principles**

Belmont College applies this policy according to the principles of inclusivity, accessibility, fairness, proportionality, confidentiality, dignity, transparency, timely communication, academic integrity and accountability. Requests are considered on their own facts, but similar cases should be treated consistently. Decisions must be recorded, communicated and capable of being reviewed through the relevant governance route.

## **7. Disclosure, Identification and Early Support**

Bellmont College encourages applicants and students to disclose disability, health conditions, mental health difficulties, specific learning differences or support needs as early as possible. Early disclosure helps the College plan support, remove barriers, arrange adjustments, protect academic engagement and reduce the risk of avoidable disruption.

Disclosure may occur during application, admissions, enrolment, induction, tutorials, assessment planning, attendance monitoring, wellbeing support, safeguarding contact, complaint or appeal processes, or at any point during study. Students may also disclose because their circumstances have changed, a condition has emerged, a temporary injury has occurred, or an existing condition has worsened.

Students will not be treated less favourably because they disclose a disability or support need. Disclosure is encouraged so that support can be explored, but the College recognises that some students may not feel able to disclose immediately. Staff who receive a disclosure must respond sensitively, explain relevant support routes, avoid making promises beyond their authority, and refer the student promptly to Student Support or the designated support lead.

Where staff identify possible support needs through attendance patterns, engagement concerns, assessment difficulties, wellbeing concerns or student feedback, they should approach the matter supportively and proportionately. Staff must not assume that a student has a disability or require disclosure, but they should explain available support routes and encourage the student to seek help.

Where immediate safeguarding, health or safety concerns arise, the matter must be escalated through the relevant safeguarding and wellbeing route in accordance with (*HSP1 Belmont College Safeguarding and PREVENT Policy*) and, where applicable, (*SWP4 Belmont College Mental Health and Wellbeing Policy*).

## **8. Evidence, Confidentiality, Consent and Record Keeping**

Requests for reasonable adjustments or special consideration may require evidence so that decisions are fair, consistent and proportionate. Evidence helps the College understand the nature, duration, impact and recommended support associated with the student's circumstances. However, evidence requirements must not create unnecessary barriers to support, particularly where students are in crisis or where temporary support is needed urgently.

Examples of relevant evidence may include medical letters, diagnostic reports, educational psychologist reports, mental health practitioner letters, hospital documentation, occupational health advice, DSA documentation, professional support recommendations, police reports, bereavement confirmation, evidence of caring emergencies, or other independent documentation. The College may accept different forms of evidence depending on the circumstances and the type of support requested.

Where evidence is not immediately available, Bellmont College may consider temporary or interim support arrangements while evidence is obtained. Staff should avoid unnecessary repeated requests for sensitive information where the College already holds sufficient

evidence. Evidence should be reviewed by appropriate staff only and must not be circulated more widely than necessary.

Information about disability, health, mental health, safeguarding, personal circumstances and special consideration requests is personal data and may be special category data. Belmont College processes such information lawfully, fairly, securely and transparently in accordance with *(BCP5 Belmont College General Data Protection & Regulation (GDPR) Policy)* and *(QGP5 Belmont College Information Governance, Public Information and Transparency Policy)*.

Students are normally asked for consent to share relevant information with staff who need it to implement adjustments. The College shares only the information necessary for implementation. In exceptional cases, information may be shared without consent where there is a serious risk to life, safety, safeguarding or the rights of others, or where the College has a lawful basis to do so.

Records of requests, evidence, decisions, ILPs, implementation actions, reviews and communications are retained securely and in line with the College's retention arrangements. Committee reporting should normally use anonymised or aggregated data unless an identifiable case must be considered for a legitimate governance, risk or safeguarding purpose.

## **9. Individual Learning Plans and Learning Support Arrangements**

Where appropriate, Belmont College develops an Individual Learning Plan for a student. The purpose of the ILP is to identify agreed reasonable adjustments, clarify how support should be implemented, and provide a consistent reference point for academic and professional services staff. An ILP should be practical, proportionate and focused on reducing disadvantage while enabling the student to meet the required learning outcomes.

An ILP may include teaching adjustments, assessment arrangements, communication preferences, use of assistive technology, accessible learning materials, seating or room arrangements, attendance flexibility linked to disability, wellbeing signposting, support meeting arrangements, emergency information where relevant, and review dates. It may also identify what the student is expected to do, such as engaging with support, providing evidence, notifying staff of changes, and meeting agreed deadlines where possible.

ILPs should be developed in consultation with the student wherever reasonably practicable. They should be reviewed where circumstances change, where adjustments are not working, where new barriers arise, where assessment formats change, or where a student returns from interruption. The review should consider the student's experience, academic requirements, staff feedback, safeguarding or wellbeing issues, and any LHU academic requirements where applicable.

For students registered on LHU awards, LHU arrangements may include Learning Support Plans and additional exam or assessment arrangements. Belmont College helps students understand how local Belmont College support arrangements interact with LHU processes and ensures that local teaching and support staff receive the information they need to implement approved adjustments. Where LHU approval is required for assessment-related

arrangements, Belmont College supports the student and liaises through the agreed partnership route.

Failure to implement an approved ILP or support arrangement should be treated seriously. Staff should take immediate corrective action and report implementation concerns to the Head of Quality and Operations, Student Support lead, Programme Coordinator, Learning and Teaching Committee or Quality Committee as appropriate.

## **10. Reasonable Adjustments in Learning, Teaching, Assessment and Services**

Bellmont College designs learning, teaching, assessment and services inclusively so that barriers are reduced from the outset. Inclusive practice does not remove the need for individual reasonable adjustments, but it reduces the number of avoidable barriers and supports a better experience for all students.

### **10.1 Learning and Teaching**

Reasonable adjustments in learning and teaching may include accessible learning materials, use of clear and consistent module information, advance access to slides or reading lists where possible, captioned or accessible digital content where reasonably practicable, permission to record teaching sessions where appropriate, structured tutorial support, adapted communication methods, additional academic guidance, accessible classroom arrangements and flexible participation arrangements linked to disability or support need.

Programme Coordinators and Module Tutors must implement approved adjustments within their area of responsibility. They should also raise concerns where a proposed adjustment may affect academic standards, assessment validity, health and safety, safeguarding, professional requirements or partnership regulations.

### **10.2 Assessment**

Assessment-related adjustments may include extra time, rest breaks, smaller or separate assessment spaces, use of assistive technology, accessible assessment papers, extensions agreed in advance, adjusted assessment scheduling, alternative assessment formats where academically appropriate, or other arrangements that enable the student to demonstrate achievement of the same learning outcomes.

The College ensures that assessment adjustments are planned early wherever possible. Adjustments must be recorded clearly, communicated to relevant staff, and implemented reliably. Where an adjustment affects an assessment governed by LHU regulations, Belmont College follows the applicable LHU approval or notification process.

### **10.3 Digital, Facilities and Services**

Reasonable adjustments may also relate to College services, facilities, digital systems, communications, meetings, induction, complaints, appeals, safeguarding processes, student voice activity or access to information. Belmont College takes reasonable steps to ensure that student-facing information is accessible, that key documents can be provided in alternative formats where reasonable, and that students can access support processes without unnecessary barriers.

## **10.4 Temporary Adjustments**

Temporary adjustments may be appropriate where a student experiences a short-term injury, surgery recovery, acute mental health difficulty, pregnancy-related need, temporary mobility issue, bereavement or other short-term circumstances. Temporary arrangements should be reviewed according to the duration, severity and impact of the circumstances.

## **11. Special Considerations and Mitigating Circumstances**

Special considerations are intended to ensure that students experiencing significant adverse circumstances are treated fairly. Where the student is registered on an LHU award, the relevant LHU mitigating circumstances rules may apply. Belmont College helps students identify the correct process, understand deadlines and evidence expectations, and access support where needed.

Special consideration may be relevant where circumstances are serious, unexpected, outside the student's control and have a material impact on assessment submission, assessment performance, attendance, engagement or progression. Examples may include serious illness, accident or injury, bereavement, acute mental health crisis, traumatic personal circumstances, significant caring emergency, serious domestic disruption, public emergency, technology failure during an assessment, or other exceptional disruption affecting assessment conditions.

Students should normally submit requests as soon as reasonably practicable and before the relevant assessment deadline or assessment event where possible. Late requests may be considered where the student could not reasonably have submitted earlier, for example because of emergency, hospitalisation, acute mental health crisis, bereavement or other serious circumstances.

The College recognises the importance of the fit-to-sit or fit-to-submit principle. Where a student submits work or attends an assessment, they may be declaring that they are fit to be assessed unless the applicable regulations allow otherwise. Students should therefore seek advice before submitting work or sitting an assessment if they believe their circumstances have materially affected their ability to perform.

Possible outcomes may include an extension, deferral, temporary adjustment, alternative assessment opportunity, additional academic support, referral to wellbeing or safeguarding support, temporary interruption support, or other proportionate measure allowed by the applicable regulations. Special consideration does not guarantee approval, a higher grade, exemption from learning outcomes, removal of academic standards, or disregard of academic integrity requirements.

Students with long-term conditions may already have reasonable adjustments in place through an ILP or LHU Learning Support Plan. Special consideration may still be appropriate where there is an acute worsening, new event, exceptional impact, or a temporary circumstance that goes beyond the support already agreed.

## **12. Academic Standards, Competence Standards and Awarding Partner Requirements**

Bellmont College is committed to inclusive support while protecting academic standards. Reasonable adjustments and special considerations must not compromise learning outcomes, assessment integrity, competence standards, external examiner requirements, professional or regulatory requirements, or the validity and reliability of awards.

Where an adjustment relates to a competence standard, the College will distinguish between the standard itself and the way the standard is taught, supported or assessed. A competence standard may not be lowered, but the assessment method, environment, timing, format or support arrangements may be adjusted where this enables the student to demonstrate the same standard fairly.

Where LHU regulations apply, Bellmont College works within the relevant LHU academic framework. This includes LHU requirements for assessment, moderation, mitigating circumstances, academic misconduct, academic appeals, external examining, progression and award boards. Bellmont College does not make local decisions that conflict with LHU regulations or compromise the integrity of an LHU award.

Where a proposed adjustment is complex, high impact, programme-specific, resource-sensitive, health and safety related, safeguarding related or potentially affects academic standards, it should be escalated to the Head of Academic Programmes, Head of Quality and Operations, Academic Committee, Quality Committee, or LHU partnership route as appropriate before a final decision is communicated.

## **13. Mental Health, Wellbeing, Safeguarding and Fitness to Study**

Bellmont College recognises that mental health and wellbeing are central to student success, continuation and progression. Students experiencing mental health difficulties may require wellbeing support, academic flexibility, temporary adjustments, safeguarding support, referral to external agencies, crisis intervention, or a coordinated return-to-study plan.

Mental health difficulties may fluctuate over time and may affect attendance, communication, assessment performance, engagement, confidence, relationships or self-care. Staff should respond with dignity, compassion and appropriate boundaries. They should signpost or refer students to Student Support and safeguarding routes where needed, and should not attempt to act outside their competence.

Where a student's wellbeing, behaviour, health or support needs raise concern about their ability to engage safely or effectively with study, the College may use (*SWP4 Bellmont College Mental Health and Wellbeing Policy*) or (*HSP1 Bellmont College Safeguarding and PREVENT Policy*). These procedures are intended to be supportive and risk-informed, not punitive. They should be used to coordinate support, protect the student and others, and make proportionate decisions about continuation, temporary interruption or return to study.

Where urgent risk arises, Bellmont College may share necessary information with emergency services, trusted contacts, LHU where applicable, or other relevant bodies where there is a lawful basis to do so and where sharing is necessary and proportionate to prevent serious harm.

## **14. Attendance, Engagement, Continuation and Student Protection**

Bellmont College monitors attendance and engagement to support student success, identify emerging concerns, protect continuation and meet academic and regulatory expectations. The College recognises that disability, illness, mental health, caring responsibilities, bereavement or exceptional personal circumstances may affect attendance or engagement.

Where attendance or engagement concerns arise, the College adopts a supportive and intervention-focused approach. This may include academic support meetings, ILP review, wellbeing referral, safeguarding referral, temporary flexibility, assessment advice, revised study planning, or discussion of interruption or return-to-study options.

Attendance flexibility linked to a disability or support need must be considered carefully. Flexibility may be reasonable where it reduces disadvantage, but it must also consider learning outcomes, engagement expectations, visa or funding requirements where applicable, assessment requirements, professional requirements and the student's ability to continue successfully.

Where disruption, institutional change, course change, partnership change, operational failure or business continuity event affects students with support needs, Belmont College considers equality impacts and student protection needs as part of the response. This is managed in accordance with (*CAP1 Belmont College Student Protection Plan and Policy*), (*BCP2 Belmont College Business Continuity Plan*) and (*BCP1 Belmont College Risk Management Policy*).

## **15. Applicants, Admissions, Enrolment and Induction**

Reasonable adjustment duties begin before enrolment. Belmont College ensures that applicants can request adjustments in admissions, interviews, information events, assessments, enrolment activities or induction where needed. Applicants should be told how to disclose a disability or support need and should be reassured that disclosure will be used to consider support and will not lead to unfair treatment.

Admissions decisions must remain fair, transparent and based on published academic and entry criteria. Where a support need is disclosed, admissions staff should consider reasonable adjustments to the admissions process and refer the applicant to Student Support where appropriate. Any concern about the ability to meet a genuine competence standard should be considered carefully, evidence-based, and escalated before any decision is made.

During enrolment and induction, students must receive clear information about this policy, how to access Student Support, how to request reasonable adjustments, how to submit special consideration or mitigating circumstances requests, how attendance and assessment processes work, and how Belmont College and LHU responsibilities are divided where applicable. These expectations are linked to (*RAP3 Belmont College Information and Schedule of Student Induction*), (*QGP3 Belmont College Student Handbook*) and (*RAP1 Belmont College Recruitment, Selection and Admission Policy*).

Bellmont College ensures that public information, course information, offer information and induction information do not mislead students about the support available. Information

should be accurate, clear, accessible and reviewed through the relevant public information and admissions governance routes in accordance with (*QGP5 Belmont College Information Governance, Public Information and Transparency Policy*).

## **16. Complaints, Appeals, Review and OIA**

Students who are dissatisfied with a decision about reasonable adjustments, special consideration, implementation of support, accessibility, disability-related treatment or related communication should be able to seek review through a clear and fair route. The appropriate route will depend on the nature of the concern.

A concern about how support has been implemented, the accessibility of a service, delay, poor communication or staff conduct will normally be considered through (*CAP3 Belmont College Complaint and Appeal Policy and Procedure*). A challenge to an academic decision, assessment outcome, mitigating circumstances decision or progression decision may need to follow (*CAP5 Belmont College Academic Appeals Policy*) or the relevant LHU academic appeals procedure where LHU regulations apply.

Students should receive guidance on the correct route and should not be disadvantaged because they initially approach the wrong team. Staff should help students identify whether the matter is a complaint, academic appeal, mitigating circumstances issue, safeguarding matter, fitness to study matter, data protection issue, or LHU partner process.

Where internal procedures are completed and the matter is eligible for external review, students are informed of their right to refer the matter to the Office of the Independent Adjudicator. Where the student is registered under LHU arrangements, the applicable Completion of Procedures arrangements may be issued by LHU or through the relevant partner route.

Complaints and appeals relating to reasonable adjustments and special considerations are reviewed for themes by the Quality Committee and Senior Management Committee. Trends should inform training, process improvement, policy review, accessibility enhancement and risk management.

## **17. Student Voice, Consultation and Partnership**

Bellmont College recognises students as partners in improving accessibility, inclusive practice, student support and assessment processes. Student feedback is a key way of identifying barriers, unclear information, inconsistent implementation, delays, inaccessible materials or gaps in support.

Feedback is gathered through student representatives, Student Staff Committee, student surveys, module evaluations, induction feedback, focus groups, complaints, appeals, support reviews, student support meetings and informal feedback. Where appropriate, students with lived experience of disability or support needs should be invited to contribute to enhancement activity in a respectful and non-tokenistic way.

Student feedback should be recorded, assigned to an owner, monitored through action logs, and communicated back to students through “You Said, We Did” or equivalent updates.

Issues that suggest systemic barriers or equality risks should be escalated to the Quality Committee, Senior Management Committee and Board of Directors as appropriate.

Within the LHU partnership, Belmont College engages with relevant LHU student voice, quality assurance and partnership mechanisms where issues affect LHU awards, LHU academic regulations, learning support arrangements, student protection or continuation of study.

### 18. Governance and Committee Implementation Framework

Reasonable adjustment and special consideration arrangements are implemented through Belmont College’s governance and committee structure. The purpose of this structure is to ensure that support needs are not only identified but acted on, monitored, evidenced and improved. A concern may begin as a student disclosure, ILP issue, assessment request, attendance concern, complaint, safeguarding referral, student feedback item, website accessibility issue, risk register entry or LHU partnership matter. It should then move through the correct governance route until appropriate action is completed and recorded.

The implementation model is: identify the issue; assess the student impact and legal or academic requirements; agree the responsible owner; decide and record appropriate action; implement support; communicate clearly with the student and relevant staff; monitor effectiveness; escalate material risks; close the action only when evidence shows it has been completed.

Committee / Body	How it implements this policy
Board of Directors	Provides governing body oversight of academic quality, standards, student outcomes, regulatory compliance, risk, financial sustainability and institutional performance. Receives escalations on material risks to student support, equality, assessment or student protection.
Audit & Risk Committee	Advises the Board of Directors on audit arrangements, internal control, risk management, financial sustainability, regulatory compliance and assurance over relevant OfS requirements. Reviews cross-cutting risks connected to student protection, data protection, business continuity, accessibility and compliance.
Academic Committee	Acts as the mandatory Board committee and academic authority. Safeguards academic standards and quality, oversees academic assurance from the Quality Committee and reports to the Board of Directors on delegated academic matters.
Senior Management Committee	Manages operational planning, resourcing, delivery, implementation and management reporting. Ensures actions arising from reasonable adjustment, special consideration, safeguarding, student support and quality monitoring are assigned, resourced and completed.

<b>Committee / Body</b>	<b>How it implements this policy</b>
Quality Committee	Operates as a subcommittee of the Academic Committee. Monitors academic quality assurance, enhancement, student outcomes, assessment standards and academic quality risks, and escalates operational actions to the Senior Management Committee where required.
Learning and Teaching Committee	Plans and reviews learning, teaching, assessment and student experience enhancement. Supports inclusive teaching, assessment accessibility, learning resources, academic support and staff development.
Recruitment, Admissions and Registry Committee	Oversees admissions, registry processes, student data quality, student records, attendance, engagement and assessment administration. Supports applicant-stage adjustments, disclosure routes, enrolment checks and student record accuracy.
Student Staff Committee	Provides a student voice route for feedback on accessibility, support, teaching, assessment, communication, engagement and the implementation of student-facing processes.

## 19. Roles and Responsibilities

<b>Role</b>	<b>Responsibilities</b>
Chief Executive Officer	Holds executive accountability for implementing Board-approved strategy, regulatory compliance, financial sustainability, quality assurance and successful student outcomes.
Head of Quality & Operations	Leads and oversees the quality assurance framework, policy review, regulatory alignment, evidence monitoring, committee reporting, audit activity and escalation of systemic risks.
Head of Academic Programmes	Provides academic leadership for programme quality and standards, inclusive learning and teaching, assessment integrity, academic support and the delivery of positive student outcomes.
Head of Professional Services	Oversees professional services across the student lifecycle, including recruitment, admissions, student support and outcomes monitoring, so that services are accessible, fair and effective.
Head of IT & Human Resources	Ensures secure, reliable digital systems and robust staff recruitment, induction, development and employment practices that support teaching, data management and regulatory reporting.

Role	Responsibilities
Programme Coordinator	Coordinates effective programme delivery, teaching, learning and assessment at module or block level, maintains alignment with learning outcomes and monitors student engagement and progression.
Module Tutors	Deliver inclusive teaching and assessment, implement approved adjustments, monitor engagement and academic performance, provide timely feedback and refer students for support where needed.
Academic Skills Tutor and Academic Support Tutors	Provide structured academic skills and programme-focused support, support engagement and progression, and help students access relevant academic guidance.
Student Support and Wellbeing staff	Receive disclosures, advise students, coordinate support arrangements and Individual Learning Plans, review evidence, liaise with academic and registry teams, and signpost to internal, external or Liverpool Hope University support where relevant.
Admissions and Registry staff	Maintain accessible applicant and student processes, accurate records, enrolment support, assessment administration, attendance and engagement data, approved adjustment records and secure handling of sensitive information.
All staff and students	Staff treat students with dignity, maintain confidentiality, implement approved support and escalate concerns promptly. Students engage with support processes, provide relevant evidence where required and follow the correct procedures for assessment deadlines, special consideration or appeals.

## 20. Training, Monitoring, Audit and Evidence

Bellmont College provides proportionate training and guidance so that staff understand their responsibilities under this policy. Training may cover reasonable adjustments, disability disclosure, special considerations, LHM mitigating circumstances processes, assessment adjustments, data protection, confidentiality, safeguarding escalation, mental health awareness, inclusive teaching, accessible communications and equality impact assessment.

Monitoring includes review of ILP implementation, special consideration request volumes and outcomes, timeliness of decisions, complaints and appeals themes, student feedback, assessment performance, continuation and progression data, disability outcomes, attendance and engagement data, safeguarding and wellbeing trends, accessibility audits, public information review, risk register entries and staff training records.

Evidence retained to demonstrate implementation may include student support records, ILPs, assessment adjustment logs, special consideration decisions, committee minutes, action logs, student feedback, complaints and appeals reports, equality impact reviews, training attendance records, public information review records, risk register entries, audit reports and evidence of completed corrective actions.

Where weaknesses are identified, the relevant committee must agree actions, assign owners, set timescales and monitor completion. Actions should not be closed until evidence confirms that the agreed improvement has been implemented. Significant concerns should be escalated to the Senior Management Committee and Board of Directors.

## 21. Conclusion

Bellmont College is committed to ensuring that students are treated fairly, supported compassionately and enabled to access learning and assessment without avoidable disadvantage. Reasonable adjustments and special considerations are central to equality of opportunity, student protection, academic success and public trust in the College’s higher education provision.

Through this policy, Belmont College undertakes to provide clear information, encourage early disclosure, consider evidence fairly, implement approved adjustments consistently, protect academic standards, support students experiencing exceptional circumstances, maintain confidentiality, and monitor implementation through accountable governance.

The College continues to work with Liverpool Hope University to support students studying under collaborative partnership arrangements and to ensure that LHU academic regulations and Belmont College local support arrangements are clearly explained. As Belmont College progresses its OfS funding and institutional development, it keeps this policy under review so that future processes remain transparent, proportionate and protective of student interests.

<b>Bellmont College Reasonable Adjustment &amp; Special Considerations Policy</b>					
<b>Version</b>	<b>Date</b>	<b>Author(s)</b>	<b>Amendments</b>	<b>Approved by</b>	<b>Next review</b>
1	March 2023	Head of Quality and Operations	New document	Board of Governors	February 2024
2	February 2024	Head of Quality and Operations	Reviewed - no substantive update	Board of Governors	October 2024
3	October 2024	Head of Quality and Operations	Revised document	Board of Governors	October 2025
4	March 2026	Head of Quality and Operations	Revised document	Board of Directors	March 2027