



“Enabling Students to Accomplish their Academic Goal”

Disability Policy

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1. Introduction

Bellmont College is committed to providing an inclusive, respectful and accessible learning and working environment in which disabled students, applicants, staff and visitors are treated with dignity and are able to participate as fully as reasonably possible in College life. The College recognises that disability inclusion is central to academic quality, student wellbeing, fair access, continuation, progression and the protection of student interests.

This Disability Policy explains how Belmont College identifies and removes barriers, makes reasonable adjustments, supports inclusive teaching and assessment, manages disability-related information securely, and monitors the effectiveness of disability support through its governance and committee structure. It is practical as well as regulatory: it sets out what students can expect, how staff act, and how concerns are escalated and reviewed.

Bellmont College currently works with Liverpool Hope University (LHU) through collaborative higher education arrangements. Under this partnership, Belmont College recruits and supports students locally, while the award, academic regulations and some elements of academic oversight may sit with LHU depending on the programme and the applicable partnership arrangements. Belmont College is also seeking Office for Students (OfS) approval for its own funding arrangements and wider institutional development. This may affect future processes, funding routes, regulatory reporting and partnership responsibilities; however, Belmont College continues to protect student interests, maintain academic standards, communicate clearly, and ensure that disabled students are not disadvantaged during any transition.

The policy has been designed to operate within the current Liverpool Hope University partnership and to remain suitable for future independent or revised regulatory arrangements. Where Liverpool Hope University procedures apply, students are signposted to the relevant LHU regulations or support arrangements. Where Belmont College is responsible for local delivery, disability support, induction, information provision, teaching support, learning resources, complaint handling or student experience, the College acts in accordance with this policy and relevant Belmont College procedures, including *(SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy)*, *(SWP2 Belmont College Equality, Diversity and Inclusion Policy)* and *(QGP3 Belmont College Student Handbook)*.

This policy retains and strengthens the existing Belmont College commitment to taking account of individual needs, working with disabled students to identify appropriate practical support, and embedding accessibility into learning, teaching, assessment and student support arrangements.

2. Purpose of the Policy

The purpose of this policy is to provide a clear institutional framework for disability inclusion and support at Belmont College. It explains how the College meets its legal duties, promotes inclusive practice, makes reasonable adjustments, records support arrangements, and ensures that disabled students and applicants receive fair, accessible and timely support.

The policy supports Belmont College in ensuring that disability-related decisions are consistent, evidence-based, proportionate and student-centred. It also makes clear that disability support is not a separate or optional activity: it is embedded in recruitment, admissions, induction, teaching, learning, assessment, student wellbeing, public information, complaints, risk management and committee oversight.

The policy is intended to help students understand how to disclose a disability or support need, how support is considered, how information is shared on a need-to-know basis, and how concerns about support can be raised. It also gives staff and committees a clear framework for implementing, monitoring and improving disability support across the student journey.

In operational terms, this policy is used by admissions staff, academic staff, student support staff, professional services, managers, committees and Directors when designing accessible services, responding to individual support needs, monitoring equality of opportunity, and protecting students from avoidable barriers. It is read alongside (*QGP1 Belmont College Quality Assurance Handbook*), (*RAP1 Belmont College Recruitment, Selection and Admission Policy*), (*CAP3 Belmont College Complaint and Appeal Policy and Procedure*) and (*CAP1 Belmont College Student Protection Plan and Policy*).

3. Scope of the Policy

This policy applies to prospective students, applicants, enrolled students, former students with ongoing complaints or support-related matters, students studying under collaborative provision arrangements, and students studying through face-to-face, blended or digitally enabled learning models. It also applies to staff, Directors, contractors, visiting lecturers, partner representatives and third parties acting for or on behalf of Belmont College.

The policy covers disability-related support and accessibility across the full student journey, including public information, recruitment, application, interview, offer-making, enrolment, induction, teaching and learning, learning resources, assessment, examinations, student support, wellbeing, complaints, appeals, course changes, continuation of study and completion.

The policy applies to physical, mental health, sensory, neurological, cognitive and long-term health conditions, including specific learning differences, autism spectrum

conditions, mental health conditions, progressive conditions, severe disfigurements and fluctuating conditions. It also recognises that some students may not identify as disabled but may still require support because a health condition, impairment or learning difference affects their study, assessment, wellbeing or participation.

Where a programme is delivered in partnership with Liverpool Hope University, or where LHU academic regulations or procedures apply, Belmont College works within the agreed partnership framework and ensures students are signposted to the appropriate LHU policy or contact point. Where professional, statutory or regulatory body requirements apply, support and reasonable adjustments are considered in a way that maintains competence standards and the integrity of the award.

4. Regulatory and Legal Framework

This policy has been developed in accordance with the following consolidated legal, regulatory and sector expectations.

| Requirement | Relevance to this policy |
|--|---|
| Equality Act 2010 | Sets duties on non-discrimination, harassment, victimisation and reasonable adjustments. |
| Disability Discrimination Act 1995/2005 and Special Educational Needs and Disability Act 2001 | Historic disability rights legislation; the Equality Act 2010 is the current primary framework. |
| Human Rights Act 1998 and Protection from Harassment Act 1997 | Supports dignity, privacy, respect and protection from harassment. |
| Data Protection Act 2018 and UK GDPR | Requires secure, lawful and proportionate handling of disability, health and support information. |
| Health and Safety at Work etc. Act 1974, Management of Health and Safety at Work Regulations 1999 and Regulatory Reform (Fire Safety) Order 2005 | Supports risk assessment, emergency planning, fire safety and safe participation. |
| Consumer Rights Act 2015, Consumer Contracts Regulations 2013 and CMA higher education consumer law advice | Requires clear, accurate, accessible information, fair terms and accessible complaints routes. |

| Requirement | Relevance to this policy |
|---|---|
| Higher Education and Research Act 2017 and Office for Students regulatory framework | Supports accountability for quality, standards, support, outcomes, governance and student protection. |
| OfS Condition B2: Resources, support and student engagement | Requires effective resources, support and engagement so students can succeed. |
| OfS Condition E6: Harassment and sexual misconduct | Requires clear, accessible routes for harassment and sexual misconduct reporting and support. |
| UK Quality Code for Higher Education | Supports inclusive admissions, learning, teaching, assessment, student engagement and enhancement. |
| OIA Good Practice Framework, including Supporting Disabled Students | Informs fair and accessible handling of disability-related complaints and review requests. |
| Liverpool Hope University regulations, policies and partnership requirements | Applies where students study on LHU-awarded provision or LHU procedures apply. |
| Professional, statutory and regulatory body requirements | Maintains legitimate competence, placement and professional requirements while reasonable adjustments are considered. |

Bellmont College keeps this framework under review as legal requirements, OfS conditions, Liverpool Hope University arrangements and sector guidance develop. Future OfS approval for Belmont College funding arrangements may require updates to institutional procedures without reducing the College’s commitment to disabled students or the protection of student interests.

5. Definitions and Key Concepts

For the purposes of this policy, disability is understood broadly and in line with the Equality Act 2010. A person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. “Substantial” means more than minor or trivial, and “long-term” normally means that the effect has lasted, or is likely to last, for at least 12 months.

Bellmont College also recognises the social model of disability. This means that students are often disabled not simply by an impairment or health condition, but by barriers in the environment, systems, communication, attitudes, assessment methods, timetables, technology or institutional processes. The College therefore seeks to reduce barriers through inclusive design as well as through individual reasonable adjustments.

| Term | Meaning within this policy |
|-------------------------------------|--|
| Disabled student | A student or applicant who has a disability under the Equality Act 2010, or who requires support because an impairment, health condition, mental health condition, specific learning difference, autism spectrum condition or other condition affects study, assessment, participation or wellbeing. |
| Reasonable adjustment | A change to a provision, criterion, practice, physical feature, communication method, learning activity, assessment arrangement or support process that is reasonable and helps remove or reduce a substantial disadvantage experienced by a disabled student. |
| Anticipatory adjustment | An adjustment made in advance to reduce common barriers before an individual student has to request support. Examples include accessible formats, inclusive teaching materials, captioned resources, clear assessment information and accessible induction. |
| Individual support plan | A recorded plan setting out a student's disclosed needs, agreed reasonable adjustments, support responsibilities, review arrangements and any limits on information sharing. Where LHU processes apply, this may align with or inform an LHU Learning Support Plan. |
| Competence standard | An academic, professional or practical standard that a student needs to meet to demonstrate the learning outcomes or professional requirements of a programme. The standard itself may not be changed where it is genuine and necessary, but the method of teaching, supporting, assessing or demonstrating the standard may be adjusted where reasonable. |
| Confidential disability information | Information about disability, health, medical evidence, support needs or reasonable adjustments. This is handled sensitively and shared only with staff who need it to implement support, manage safety, meet legal obligations or protect student interests. |

The College recognises that disability may be visible or non-visible, permanent, temporary, fluctuating, progressive or episodic. Students may disclose at application, enrolment, induction or later during their studies. Disclosure is encouraged because early disclosure helps the College assess and implement support in good time, and students are not treated unfairly because they choose whether or when to disclose.

6. Core Disability Inclusion Principles

Disability inclusion at Belmont College is based on fairness, accessibility, respect, dignity, confidentiality, collaboration, academic integrity and continuous improvement.

These principles apply to all student-facing services and to staff conduct.

| Principle | How Belmont College applies it |
|-----------------------------|--|
| Fairness | Students and applicants are considered on their merits and are not treated less favourably because of disability, perceived disability, association with a disabled person, or disability-related needs. |
| Accessibility | Information, learning resources, support routes, complaints processes, induction and communications are designed to be accessible, clear and usable. |
| Anticipation | The College seeks to identify and reduce barriers before they affect students. Inclusive practice is preferred to repeated individual workarounds where possible. |
| Individualisation | Where common inclusive arrangements are not enough, support is considered on an individual basis and recorded clearly. |
| Confidentiality | Disability-related information is handled sensitively and shared only where necessary to implement support or meet legal, safeguarding, academic or regulatory duties. |
| Student partnership | Students are involved in discussions about support, reasonable adjustments and review of arrangements that affect them. |
| Academic standards | Reasonable adjustments are designed to remove unfair barriers without undermining academic standards, learning outcomes or legitimate competence standards. |
| Evidence and accountability | Decisions are recorded, implemented, monitored and reviewed through the College's governance structure. |

In practice, staff ask whether a student-facing process is clear, accessible, proportionate, consistent, non-discriminatory, securely recorded and capable of being explained if challenged. Where staff are unsure, they seek advice from the Student Support Team, Head of Quality & Operations, Head of Academic Programmes or relevant committee route, rather than leaving a student without support.

7. How this Policy Protects Students Across the Student Journey

Bellmont College recognises that disability support is most effective when it is built into each stage of the student journey. Students may require different forms of support at different points, and support may need to change over time.

| Student stage | What students can expect | Implementation route |
|--------------------------------|---|---|
| Enquiry and public information | Accessible and accurate information about programmes, entry | Marketing and admissions checks; Recruitment, Admissions and Registry |

| Student stage | What students can expect | Implementation route |
|---|--|---|
| | requirements, learning methods, assessment methods, support arrangements, fees, complaints routes and partnership responsibilities. | Committee; Quality Committee. |
| Application and admissions | Applicants can disclose disability or support needs without the disclosure being used unfairly in academic selection. Support needs are considered separately from academic suitability. | Admissions Team; Student Support and Wellbeing Team; Head of Professional Services; Recruitment, Admissions and Registry Committee. |
| Offer, enrolment and induction | Students receive clear signposting to support services, key policies, terms, expectations, disability support processes and LHM routes where applicable. | Registry and induction processes; Student Support and Wellbeing Team; Recruitment, Admissions and Registry Committee; Student Staff Committee. |
| Teaching and learning | Teaching, resources and learning environments are designed to be inclusive, with individual adjustments implemented where reasonable. | Academic Committee; Quality Committee; Learning and Teaching Committee; Programme Coordinator; Module Tutors. |
| Assessment and examinations | Assessment arrangements are considered in good time and implemented fairly where supported by evidence and compatible with learning outcomes and competence standards. | Learning and Teaching Committee; Quality Committee; Academic Committee; assessment boards where applicable; Liverpool Hope University liaison where applicable. |
| Changes, disruption or progression concerns | Students affected by disability-related barriers, operational changes or disruption are considered individually and supported to continue where reasonably possible. | Student Protection Plan route; Senior Management Committee; Audit & Risk Committee; Board of Directors where material. |
| Complaints and review | Students have accessible routes to raise concerns about disability support, non-implementation of | Complaint and appeal route; Quality Committee; Senior Management Committee; OIA signposting where applicable. |

| Student stage | What students can expect | Implementation route |
|---------------|--|----------------------|
| | adjustments, discrimination or unfair treatment. | |

8. Disclosure, Confidentiality and Evidence

Bellmont College encourages applicants and students to disclose disability, health conditions, specific learning differences, mental health conditions or support needs as early as possible. Early disclosure helps the College identify and implement support in time for admission, induction, learning activities and assessment. However, the College recognises that some students may not be ready to disclose, may receive a diagnosis during study, or may become disabled after enrolment.

Disclosure may be made through application forms, admissions interviews, induction, student support appointments, academic tutorials, wellbeing conversations, assessment support requests, complaints or direct contact with the Student Support Team. Staff receiving a disclosure respond respectfully, explain the support route, avoid making promises they cannot guarantee, and seek consent for necessary onward sharing where appropriate.

The College may request appropriate evidence to understand the nature of the support need and to assess reasonable adjustments. Evidence may include medical letters, diagnostic assessments, educational psychologist reports, mental health documentation, occupational health advice, support needs assessments or other relevant information. Where evidence is delayed or incomplete, the College may consider interim support based on professional judgement and available information, especially where delay would create avoidable disadvantage.

Disability and health information is processed in accordance with *(BCP5 Belmont College General Data Protection & Regulation (GDPR) Policy)* and relevant privacy notices. Such information is normally shared only with staff who need it to implement support, assess risks, manage assessments, protect wellbeing, or meet legal, safeguarding, regulatory or partnership obligations. Students are told how information is used and may ask questions about information sharing.

Confidentiality is important, but it is not absolute. The College may need to share information where there is a serious safeguarding risk, a legal requirement, a risk to health and safety, a need to implement reasonable adjustments, a need to protect the student or others, or a partnership requirement connected with LHU academic arrangements. In such cases, information is shared proportionately and only with those who need to know.

9. Admissions, Recruitment, Offer-Making and Induction

Bellmont College ensures that recruitment and admissions arrangements are fair, transparent, accessible and non-discriminatory. Applicants are assessed against

academic and programme entry criteria, not on assumptions about disability. Where an applicant discloses a disability or support need, the admissions decision remains focused on academic suitability, while support and reasonable adjustment needs are considered separately and sensitively.

Applicants receive accessible information about course content, mode of delivery, attendance expectations, assessment methods, placement or professional requirements where applicable, support services, fees, complaints routes and relevant partnership arrangements. This supports informed choice and reflects consumer protection expectations for clear and accessible information. Recruitment and admissions practice is governed by (*RAP1 Belmont College Recruitment, Selection and Admission Policy*) and monitored through the Recruitment, Admissions and Registry Committee.

The College seeks to identify support needs early without creating unnecessary delays or barriers. If an applicant requires adjustment to an admissions interview, written assessment, enrolment appointment or induction activity, the Admissions Team and Student Support Team consider the request and record the outcome. Reasonable adjustments may include accessible formats, additional time, alternative communication routes, accessible interview arrangements or support from an appropriate member of staff.

Where a programme is subject to professional, statutory or regulatory body requirements, fitness to practise expectations, placements or competence standards, applicants receive clear information about those requirements. Disability is not treated as a reason to refuse admission unless, after proper consideration and reasonable adjustment, the applicant cannot meet essential programme or professional requirements.

Induction includes clear signposting to disability support, reasonable adjustments, assessment support, wellbeing services, safeguarding, complaints and key student policies, including (*Bellmont College Student Handbook*), (*Bellmont College Reasonable Adjustment and Special Considerations Policy*) and (*Bellmont College Complaint and Appeal Policy and Procedure*).

10. Disability Support and Individual Support Planning

The Student Support Team acts as the primary local point of contact for students who require disability or inclusive learning support. The Team works with students to understand how their disability, health condition or learning difference affects study, assessment, engagement, attendance, digital access, wellbeing or participation.

Where reasonable adjustments are required, the College normally records them in an individual support plan or equivalent support record. This plan identifies the student's disclosed needs, agreed adjustments, implementation responsibilities, review arrangements, any evidence requirements, and the extent to which information may be

shared. The plan is agreed with the student wherever possible and made available to relevant staff on a need-to-know basis.

Reasonable adjustments may include, but are not limited to, accessible learning materials, lecture notes in advance, captions or transcripts where available, accessible digital resources, modified seating arrangements, rest breaks, additional time, alternative assessment arrangements, assistive technology, flexible support appointments, accessible communication methods, and adjustments to attendance or engagement processes where appropriate.

The College considers the reasonableness of adjustments by reference to the student's needs, evidence, practicability, effectiveness, health and safety, impact on other students, resources, academic standards, competence standards, LHU requirements where applicable, and the need to protect student interests. The College is not required to provide every preferred adjustment, but seeks to provide an effective and proportionate solution where a student would otherwise be placed at a substantial disadvantage.

Support plans are reviewed where the student's circumstances change, where adjustments are not working, where new evidence becomes available, where the programme changes, where assessment requirements change, or where a student reports that an adjustment has not been implemented. The Student Support Team works with academic and professional services staff to resolve implementation issues quickly and fairly.

11. Teaching, Learning, Curriculum Design and Learning Resources

Bellmont College is committed to inclusive teaching and learning. Inclusive practice means designing learning activities, resources and classroom environments so that unnecessary barriers are reduced for all students, while recognising that some students still require individual reasonable adjustments.

Academic staff ensure that teaching materials are clear, structured and accessible wherever reasonably possible. This may include readable slides, clear instructions, accessible documents, appropriate use of digital learning platforms, advance information about learning activities, accessible reading lists, inclusive discussion practices and opportunities for students to seek clarification.

Programme Coordinators and Module Tutors review whether learning activities create avoidable barriers for disabled students. Where barriers are identified, they take reasonable action and escalate issues where changes require resources, timetable adjustments, digital support, learning resource changes or partnership approval. Learning and teaching matters are monitored through the Academic Committee and Learning and Teaching Committee in line with (*QGP1 Belmont College Quality Assurance Handbook*).

The College recognises that students may need support to access digital learning environments, library resources, classroom activities or independent study. Staff do not assume that the absence of visible impairment means that no support is needed. Students with mental health conditions, neurodiversity, specific learning differences, long-term health conditions or fluctuating conditions may experience barriers that require sensitive and practical support.

Where LHU academic arrangements apply, Belmont College aligns local support with relevant LHU expectations and work with LHU where reasonable adjustments, academic regulations, assessment processes or learning support arrangements require partnership coordination.

12. Assessment, Examinations and Competence Standards

Belmont College seeks to ensure that disabled students can demonstrate their achievement of learning outcomes without being disadvantaged by avoidable barriers in assessment design, assessment administration or examination arrangements. Assessment adjustments are intended to remove disadvantages while preserving academic standards and the validity of the assessment.

Assessment adjustments may include additional time, rest breaks, separate or smaller rooms, use of a computer, accessible formats, large print, assistive technology, adjusted submission arrangements, alternative assessment methods where academically appropriate, or other arrangements that reduce disadvantage while maintaining standards.

All applications for assessment adjustments are supported by appropriate evidence wherever possible and made in good time. Late requests are considered, but the College may not always be able to implement adjustments immediately where operational arrangements, examination timetables, external systems or partner approval are required. Where a late request cannot be implemented, the College considers whether an alternative support route, deferral, mitigating circumstances or appeal route is appropriate under (*SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy*) or relevant LHU procedures.

The College does not normally adjust a genuine competence standard where that standard is essential to the programme or award. However, the College considers whether reasonable adjustments can be made to teaching, learning support, assessment conditions, assessment method, assistive technology or the way the student demonstrates the standard.

Assessment arrangements are monitored through the Academic Committee, Learning and Teaching Committee and Quality Committee. Trends in complaints, appeals, late adjustments, non-implementation of support or differential outcomes are reviewed to identify improvement actions.

13. Digital Accessibility, Communications and Public Information

Bellmont College recognises that digital accessibility is a core part of disability inclusion. Students are able to access essential information, learning resources, support information, policy documents, online learning platforms, application processes and communication channels as far as reasonably possible.

Public information is clear, current, accessible and consistent with approved programme and support arrangements. This includes website content, course pages, applicant information, handbooks, induction materials, policies, support guidance, complaints information and assessment guidance. Public information is governed by (*QGP5 Belmont College Information Governance, Public Information and Transparency Policy*) and monitored through the Quality Committee.

The College provides alternative formats where reasonable and practicable. Examples may include accessible electronic copies, enlarged text, plain language summaries, alternative communication channels or accessible versions of forms and guidance.

Staff preparing student-facing documents avoid unnecessary complexity, inaccessible images of text, unclear tables, unexplained acronyms and inconsistent policy names. Where a policy or procedure is referenced in student-facing communication, the full policy name is included so that students can locate it, for example (*CAP3 Belmont College Complaint and Appeal Policy and Procedure*).

14. Campus Accessibility, Health, Safety and Emergency Planning

Bellmont College maintains safe, accessible and inclusive physical learning environments within the limits of its estate, lease arrangements and operational control. Accessibility concerns are considered through room allocation, risk assessment, student support, health and safety review and estate planning.

Where physical features or building arrangements create barriers, the College considers reasonable solutions. This may include room changes, timetable adjustments, accessible seating, alternative access arrangements, signage improvements, staff assistance, emergency planning or referral to specialist advice.

Health and safety arrangements consider disabled students and staff. Where a student requires an individual emergency plan, evacuation support, or adjustments for fire safety or emergency procedures, this is considered through the Student Support Team and relevant operational staff. These arrangements are connected to (*HSP2 Belmont College Health and Safety Policy*), (*BCP2 Belmont College Business Continuity Plan*) and (*HSP1 Belmont College Safeguarding and PREVENT Policy*) where relevant.

The College considers disability implications when planning changes to rooms, timetables, delivery methods, digital systems, campus processes or emergency arrangements. Where material operational changes affect disabled students, the

College communicates clearly, considers mitigation, and protects continuation of study in line with (*CAP1 Belmont College Student Protection Plan and Policy*).

15. Disabled Students' Allowance, External Support and Partnership Referrals

Some disabled students may be eligible for external support such as Disabled Students' Allowance (DSA), specialist equipment, non-medical help, assistive technology, local authority support, Access to Work, healthcare support or other external services. Belmont College provides guidance and signposting where appropriate, but students may need to engage with external processes and provide information requested by external bodies.

Where a student is studying on Liverpool Hope University-awarded provision, LHU support pathways may apply. Belmont College signposts students to relevant LHU Learning Support arrangements where required and coordinates local implementation of support within the partnership framework. LHU materials indicate that Learning Support Plans may identify reasonable adjustments and be shared with relevant staff on a need-to-know basis; Belmont College applies equivalent principles locally and works with LHU where information-sharing or academic approval is required.

External support does not remove Belmont College's responsibility to consider reasonable adjustments within its own provision. However, the College may reasonably expect students to engage with external funding or specialist support routes where these are appropriate, available and necessary to meet specialist support needs. The College supports students to understand these routes where possible.

16. Students Becoming Disabled or Requiring Support During Study

A student may become disabled, receive a diagnosis, experience a deterioration in health, develop a mental health condition, experience trauma, or become aware of a support need after enrolment. Belmont College encourages students to contact the Student Support Team as soon as they become aware that a condition may affect study, assessment, attendance, engagement or wellbeing.

The College responds sensitively and considers appropriate support, reasonable adjustments, interim arrangements, referrals, wellbeing support and academic options. Where the student's circumstances affect attendance, assessment, progression or continuation, the College may also consider support under (*LTP9 Belmont College Attendance, Retention and Submissions Policy*), (*LTP7 Belmont College Academic Progress Procedure*), (*SWP4 Belmont College Mental Health and Wellbeing Policy*) and (*CAP1 Belmont College Student Protection Plan and Policy*).

Where a student's support needs raise safeguarding, fitness to study, health and safety, professional practice or continuation concerns, the College takes proportionate action to protect the student and others while maintaining fairness, confidentiality and academic standards. Such action may include review meetings, referrals, risk

assessments, temporary adjustments, academic support, or signposting to complaints or appeals routes where appropriate.

17. Complaints, Appeals, Non-Compliance and Redress

Bellmont College is committed to resolving disability-related concerns as early and fairly as possible. Students raise concerns promptly where they believe that a reasonable adjustment has not been implemented, support has been delayed, information has not been accessible, discrimination or harassment has occurred, or a disability-related decision has been made unfairly.

In the first instance, students may contact the Student Support Team, Module Tutor, Programme Coordinator, Head of Professional Services or Head of Academic Programmes depending on the nature of the issue. Informal resolution may include clarification, implementation of a missed adjustment, review of a support plan, additional guidance or escalation to the relevant manager.

Where informal resolution is not appropriate or does not resolve the matter, students may use (*CAP3 Belmont College Complaint and Appeal Policy and Procedure*) or, where LHU procedures apply, the relevant Liverpool Hope University process, including (*Liverpool Hope University Student and Apprentice Complaints Policy and Procedure*) or (*Liverpool Hope University Academic Appeals Policy*) where applicable. Academic appeals are distinct from complaints and may be relevant where a student believes that procedural irregularity, non-implementation of agreed adjustments, or exceptional circumstances affected an assessment outcome.

There is normally no appeal against properly exercised academic judgement. However, students may raise concerns about whether disability-related procedures were followed, whether agreed reasonable adjustments were implemented, whether a decision was fair and evidence-based, or whether information was handled appropriately. Where internal procedures are exhausted and the matter falls within the relevant scheme, students are signposted to the Office of the Independent Adjudicator.

Complaint and appeal trends are monitored by the Quality Committee and Senior Management Committee. The purpose of monitoring is not simply to count cases, but to identify whether systems, teaching, public information, assessment arrangements or staff training need to improve.

18. Safeguarding, Harassment, Student Wellbeing and Inclusive Culture

Bellmont College recognises that disability inclusion is closely connected to safeguarding, student wellbeing, dignity, respect and freedom from harassment. Disabled students may face barriers linked to isolation, bullying, harassment, inaccessible systems, mental health difficulties, financial pressures, caring responsibilities or previous negative experiences of education. Staff take concerns seriously and respond in a supportive, proportionate and non-judgemental way.

Harassment, victimisation, bullying, abuse or discriminatory treatment linked to disability, perceived disability or association with a disabled person is unacceptable. Concerns may be handled under (*SWP2 Belmont College Equality, Diversity and Inclusion Policy*), (*HSP1 Belmont College Safeguarding and PREVENT Policy*), (*QGP3 Belmont College Student Handbook*) or (*CAP3 Belmont College Complaint and Appeal Policy and Procedure*) depending on the circumstances.

Where a disability-related concern also involves harassment or sexual misconduct, the College ensures that students are signposted to appropriate support and reporting routes in line with OfS expectations and the College’s safeguarding and conduct framework. The College also considers reasonable adjustments in reporting, investigation and decision-making processes so that disabled students are not prevented from using them because of avoidable barriers.

The College seeks to build an inclusive culture in which disability is understood as part of human diversity and in which students can ask for support without stigma. Student voice, staff training, inclusive teaching, accessible communication and committee monitoring all contribute to this culture.

19. Governance and Committee Implementation Framework

Disability inclusion is implemented through Belmont College’s governance and committee structure. This ensures that disability support is not dependent only on individual goodwill, but is embedded in decision-making, risk management, quality assurance, student experience and institutional review.

The implementation model is: identify the barrier or support need; assess impact and risk; agree reasonable action; assign ownership; implement the adjustment or mitigation; record action taken; monitor effectiveness; escalate unresolved or material issues; and review trends for institutional improvement. This model aligns with (*QGP1 Belmont College Quality Assurance Handbook*) and supports regulatory accountability.

| Committee / Body | Implementation responsibility |
|-----------------------------|--|
| Board of Directors | Provides ultimate governance oversight of disability inclusion, equality compliance, student interests, academic quality, regulatory compliance and risk. |
| Audit & Risk Committee | Oversees risk management, internal control, regulatory compliance, student protection and business continuity assurance. |
| Academic Committee | Acts as academic authority and mandatory Board committee, with oversight of academic assurance, standards and disability-related academic quality matters. |
| Senior Management Committee | Manages operational planning, resources, delivery and escalation of disability support actions. |

| Committee / Body | Implementation responsibility |
|--|--|
| Quality Committee | Monitors quality assurance, enhancement, student outcomes, complaints themes and academic quality risks; escalates actions where required. |
| Learning and Teaching Committee | Reviews inclusive teaching, learning resources, assessment practice, observations, feedback and enhancement actions. |
| Recruitment, Admissions and Registry Committee | Oversees accessible recruitment, admissions, enrolment, registry records, induction information and disclosure routes. |
| Student Staff Committee | Provides a student voice route for accessibility, inclusion, teaching, support and communication issues. |
| Liverpool Hope University partnership routes | Escalates partnership matters through LHU Operational Group, Academic Oversight Group and Strategic Oversight Group where applicable. |

20. Roles and Responsibilities

| Role | Responsibilities |
|-------------------------------|--|
| Board of Directors | Provides ultimate governance oversight of disability inclusion, regulatory compliance, student interests, academic quality and risk. |
| Chief Executive Officer (CEO) | Holds executive accountability for strategy implementation, institutional leadership, regulatory compliance, quality assurance, financial sustainability and student outcomes. |
| Head of Quality & Operations | Leads the quality assurance framework, policy monitoring, regulatory alignment, reporting and escalation through the relevant committee routes. |
| Head of Academic Programmes | Provides academic leadership for programme quality, standards, inclusive learning, academic support, assessment arrangements and student outcomes. |
| Head of Professional Services | Oversees recruitment, admissions, student support and outcomes monitoring, ensuring support is effective and improvement is data-informed. |
| Head of IT & Human Resources | Ensures staff development, fair employment practices and secure, reliable and accessible digital systems. |
| Programme Coordinator | Coordinates programme delivery, implementation of approved adjustments, engagement monitoring and escalation of barriers. |

| Role | Responsibilities |
|---|---|
| Module Tutors | Deliver inclusive teaching and assessment, implement approved support, identify barriers, refer students for support and provide timely feedback. |
| Academic Skills Tutor and Academic Support Tutors | Provide academic skills and personal tutoring support, monitor engagement and support timely referral. |
| Student Support and Wellbeing Team | Coordinates disability support, support planning, wellbeing referral, confidential records and implementation concerns. |
| Admissions and Registry Teams | Provide accessible applicant communication, enrolment, induction, records, assessment support administration and policy signposting. |
| All staff | Implement this policy within their roles, maintain confidentiality, communicate accessibly and escalate concerns. |
| Students | Engage with support processes, provide relevant information, report changing needs and raise concerns promptly. |

Responsibilities are understood in the context of the College’s wider policies, including (*HRP2 Belmont College Employee Handbook*), (*QGP3 Belmont College Student Handbook*), (*HSP1 Belmont College Safeguarding and PREVENT Policy*) and (*BCP5 Belmont College General Data Protection & Regulation (GDPR) Policy*).

21. Staff Training, Guidance and Awareness

Bellmont College provides proportionate staff training and guidance so that staff understand disability inclusion, reasonable adjustments, confidentiality, inclusive teaching, assessment support, safeguarding links, data protection, accessible communication and escalation routes. Training may be delivered through induction, staff development sessions, committee briefings, policy updates, quality assurance meetings or targeted guidance for specific teams.

Staff involved in admissions, student support, teaching, assessment, registry, safeguarding, complaints and governance require particularly clear understanding of disability-related duties. Managers ensure that staff know how to respond to disclosures, how to refer students to support, how to implement reasonable adjustments, and how to escalate concerns where support is not working.

Student-facing staff avoid making assumptions about what disabled students can or cannot do. They listen, use respectful language, seek advice where necessary, and act promptly. Staff do not delay support unnecessarily while waiting for perfect evidence where interim arrangements would be reasonable and proportionate.

Training completion, guidance updates and staff awareness actions are monitored through the Senior Management Committee, Quality Committee and relevant operational committees.

22. Monitoring, Audit, Data and Evidence

Bellmont College monitors implementation of this policy through a combination of student feedback, support plan records, admissions monitoring, learning and teaching review, assessment adjustment monitoring, complaints and appeals analysis, equality monitoring, risk register review, committee reporting and annual quality assurance activity.

Monitoring considers whether disabled students can access information, disclose support needs, receive timely advice, obtain reasonable adjustments, participate in teaching and assessment, raise concerns, and continue or complete their studies without avoidable barriers. The College also reviews whether staff are implementing agreed adjustments consistently and whether systemic barriers require institutional action.

Evidence may include support plan records, confidential case notes, committee minutes, action logs, training records, admissions data, student feedback, complaints and appeals trends, assessment arrangement records, equality impact assessments, public information audits, risk register entries, incident reports and enhancement plans. Such evidence is handled in accordance with *(BCP5 Belmont College General Data Protection & Regulation (GDPR) Policy)*.

Data is used proportionately to improve support, identify differential outcomes, review policy effectiveness and provide assurance to committees and Directors. The College avoids publishing or sharing data in a way that identifies individual students unless there is a lawful basis and a clear need to do so.

23. Conclusion

Bellmont College is committed to ensuring that disabled students, applicants, staff and visitors are treated with dignity, fairness and respect. The College recognises that disability inclusion is fundamental to access, participation, academic achievement, student wellbeing and public trust.

Through this policy, Belmont College identifies and reduces barriers, provides clear and accessible information, makes reasonable adjustments, protects confidentiality, supports student wellbeing, maintains academic standards and uses evidence to improve disability inclusion.

The College continues to work collaboratively with Liverpool Hope University where LHU partnership arrangements apply and continues to protect student interests as Belmont College develops its own OfS funding and regulatory arrangements. Any

future transition is managed carefully, transparently and proportionately so that disabled students continue to receive appropriate support and are not disadvantaged by institutional change.

| Bellmont College Disability Policy | | | | | |
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| Version | Date | Author(s) | Amendments | Approved by | Next review |
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