



## SUPPORTING LEARNERS WITH ADDITIONAL NEEDS AND DISABILITIES POLICY

Policy reference UKV-QA-32 | Version 3.0

UK Versity Online Limited | BAC Accredited College | UKPRN 10052768

|                         |                                                              |
|-------------------------|--------------------------------------------------------------|
| <b>Policy reference</b> | UKV-QA-32                                                    |
| <b>Version</b>          | 3.0                                                          |
| <b>Status</b>           | New                                                          |
| <b>Effective date</b>   | 1 October 2026                                               |
| <b>Next review</b>      | September 2027                                               |
| <b>Policy owner</b>     | Quality Manager                                              |
| <b>Author</b>           | Director of Education                                        |
| <b>Approved by</b>      | Principal (Ramanjeet Singh), on behalf of the Academic Board |
| <b>Approval date</b>    | 1 October 2026                                               |

# Supporting Learners with Additional Needs and Disabilities Policy

UK Versity Online Limited | ATHE 889 | Pearson 07737 | OTHM DC1506132 | Ascentis 3286 | NCFE 8465520 | IFA Direct 283334

## Document control

|                           |                                                                                                                                                                                                                                                                                  |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b>              | Supporting Learners with Additional Needs and Disabilities Policy                                                                                                                                                                                                                |
| <b>Reference</b>          | UKV-QA-32                                                                                                                                                                                                                                                                        |
| <b>Version</b>            | 3.0                                                                                                                                                                                                                                                                              |
| <b>Status</b>             | New                                                                                                                                                                                                                                                                              |
| <b>Effective date</b>     | 1 October 2026                                                                                                                                                                                                                                                                   |
| <b>Next review</b>        | September 2027 (annual), or earlier if required                                                                                                                                                                                                                                  |
| <b>Owner</b>              | Quality Manager                                                                                                                                                                                                                                                                  |
| <b>Author</b>             | Director of Education                                                                                                                                                                                                                                                            |
| <b>Approval authority</b> | Academic Board, chaired by the Principal (Ramanjeet Singh)                                                                                                                                                                                                                       |
| <b>Approval date</b>      | 1 October 2026                                                                                                                                                                                                                                                                   |
| <b>Applies to</b>         | All applicants and learners with a disability, special educational need, specific learning difference, neurodivergent condition, mental health condition, sensory or physical impairment or long-term health condition, and all staff who recruit, teach, assess or support them |
| <b>Supersedes</b>         | Special educational needs and disability section of the Learner Management and Support Policy; support needs provisions previously spread across admissions and learner support documents                                                                                        |
| <b>Summary</b>            | Explains the support UK Versity can and cannot provide, as a distance learning college, to learners with disabilities, special educational needs, learning differences and health conditions, and how that support is agreed, recorded and reviewed.                             |

## Compliance mapping

|                                                            |                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>BAC College Scheme 2023 standards</b>                   | 5.1; 5.4; 16.4; 16.5; 16.6; 29.1; 30.1                                                                                                                                                                                                                                                |
| <b>UK Quality Code 2024 (voluntary)</b>                    | Principles 9, 10 and 11                                                                                                                                                                                                                                                               |
| <b>OfS conditions (benchmark only; not OfS registered)</b> | B2, C5 (benchmark)                                                                                                                                                                                                                                                                    |
| <b>Awarding organisations</b>                              | ATHE; Pearson; OTHM; Ascentis; NCFE; IFA Direct                                                                                                                                                                                                                                       |
| <b>Legislation and regulation</b>                          | Equality Act 2010 (Part 3, sections 6, 20 and 29, Schedule 2); UK GDPR and Data Protection Act 2018 (as amended by the Data (Use and Access) Act 2025); Ofqual General Conditions of Recognition (Condition G6); JCQ Access Arrangements and Reasonable Adjustments (current edition) |

## Version history

| Version | Date         | Change                                                                                                                                                                                                                                                                                                               |
|---------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.0     | October 2026 | New policy: a single, practical support offer for learners with additional needs in a distance learning setting, with clear limits, a Learning Support Plan process, pre-enrolment suitability discussion, and links to the Learner Agreement, admissions, reasonable adjustments, fees and data protection policies |

## 1. Purpose

UK Versity wants every learner who can meet the requirements of their qualification to have a fair chance to succeed, whatever their disability, learning difference or health condition. This policy sets out, in plain terms:

- the support UK Versity provides to every learner as standard;
- the extra support it can put in place once a learner tells it about a need;
- the support that depends on evidence or on awarding organisation approval;
- what a fully online distance learning college cannot provide; and
- how support is agreed before and after enrolment, recorded in a Learning Support Plan, and reviewed.

UK Versity is honest about its limits. It is a small, fully online college. It does not have specialist support staff, it does not teach face to face, and its learners are spread across the UK and overseas. This policy is written so that applicants can make an informed decision before they enrol (BAC standard 5.4) and so that learners know exactly what to expect.

This policy is the starting point for everything to do with additional needs. The formal rules for reasonable adjustments to assessment, special consideration, extensions and awarding organisation approval are in UKV-QA-18 Reasonable Adjustments, Special Consideration and Mitigating Circumstances Policy. The two policies are designed to be read together.

## 2. Scope

This policy applies to applicants and learners on all qualifications delivered by UK Versity with ATHE (Awarding body for Training and Higher Education), Pearson Education Ltd (Pearson BTEC, including BTEC Higher Nationals), OTHM Qualifications, Ascentis (including Access to HE Diplomas, validated under the QAA Access to HE scheme), NCFE (including qualifications under the NCFE CACHE brand, and NCFE Functional Skills) and Institute of Financial Accountants (IFA) qualifications delivered through IFA Direct, administered in partnership with ATHE.

It covers, among others:

- specific learning differences such as dyslexia, dyspraxia (developmental coordination disorder) and dyscalculia;
- attention deficit hyperactivity disorder (ADHD) and autism;
- mental health conditions such as anxiety and depression;
- visual and hearing impairments;
- physical disabilities, chronic pain and fatigue conditions;
- long-term health conditions, including those that fluctuate.

A learner does not need to use any of these labels, or to have a diagnosis, to ask for support.

For learners on Pearson BTEC Higher National programmes, the Pearson HN edition of the Reasonable Adjustments and Special Considerations Policy (v3.0, July 2026) applies to assessment adjustments and

takes precedence where it differs from this policy. The support offer in sections 6 to 9 applies to HN learners in the same way as to all other learners.

### 3. Definitions

**Disability:** a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities (Equality Act 2010, section 6). Whether someone is disabled depends on the effect of the impairment, not on having a diagnosis.

**Additional need:** any disability, special educational need, specific learning difference, neurodivergent condition, mental health condition, sensory or physical impairment or health condition that affects how a learner studies or is assessed. UK Versity uses this wider term so that no learner is turned away from support because their need does not meet a legal definition.

**Reasonable adjustment:** a change to how UK Versity does something, or extra help it provides, to remove or reduce a substantial disadvantage a disabled learner would otherwise face.

**Learning Support Plan (LSP):** a short written plan, agreed with the learner, that records their needs, the support and adjustments agreed, who is responsible, and when the plan will be reviewed.

**Normal way of working:** the support a learner routinely uses in their studies (for example extra time or a word processor). Awarding organisations expect exam access arrangements to reflect a learner's normal way of working.

**Access arrangements:** adjustments for external assessments, such as the NCFE Functional Skills exams, set by the awarding organisation and the Joint Council for Qualifications (JCQ).

### 4. Legal and regulatory position

UK Versity is a private training provider, not a publicly funded college. The following points set out the legal position it works to.

1. **Equality Act 2010.** UK Versity provides a service to the public, so Part 3 of the Act applies (section 29), together with the duty to make reasonable adjustments (section 20 and Schedule 2). This duty is anticipatory: UK Versity must think ahead about the barriers disabled learners are likely to face, not only respond to individual requests. The Equality and Human Rights Commission's technical guidance for further and higher education confirms that private training providers fall under Part 3, not Part 6.
2. **No charge.** UK Versity never charges a learner for a reasonable adjustment (section 20(7)).
3. **What is reasonable.** UK Versity considers each request on its merits, looking at how effective the adjustment would be, whether it is practical in an online setting, its cost and UK Versity's resources. The duty does not require UK Versity to change the fundamental nature of its service, for example by providing face-to-face teaching.
4. **Qualification standards.** Adjustments change how a learner learns or shows what they know. They do not change what is being assessed. Awarding organisations must make reasonable adjustments under Ofqual General Condition G6, but an adjustment must not change the learning outcomes or assessment criteria of the qualification or give an unfair advantage.
5. **Education, Health and Care Plans (EHCPs).** The special educational needs duties in the Children and Families Act 2014 apply to schools, further education sector colleges and approved institutions. UK Versity is not one of the institutions the Act requires to admit a young person named in an EHCP, and the Act's special educational needs duties do not apply to it. With the learner's consent, UK Versity uses information from an EHCP to plan support.
6. **Funding.** Learners at UK Versity cannot claim Disabled Students' Allowance, because DSA is linked to student finance for designated higher education courses. Learners in paid work may be able to get help through Access to Work for support connected with their job. UK Versity signposts learners to these and other schemes (Annex A) but does not administer them.

7. **Online accessibility.** The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 do not apply to UK Versity, but UK Versity aims for new and revised Moodle pages and materials to meet the Web Content Accessibility Guidelines (WCAG) 2.2 Level AA (UKV-QA-13).

## 5. Principles

1. **Tell us and we will talk.** Learners can tell UK Versity about a need at any time. Disclosure is voluntary. Nobody is treated less favourably for disclosing a need.
2. **Support first, paperwork second.** Most everyday support is put in place without a diagnosis or medical evidence. Evidence is only asked for where an awarding organisation requires it, for exam access arrangements, for alternative assessment methods and for extensions beyond 10 working days.
3. **Honest about limits.** UK Versity tells applicants clearly, before they enrol, what it can and cannot provide, so that nobody pays for a course that cannot work for them.
4. **Same standard, fair route.** Support helps learners reach the qualification standard. It never lowers it.
5. **Confidential and need-to-know.** Information about a learner's needs is shared only with staff who need it to provide support, and only with the learner's agreement except where the law or safeguarding requires otherwise.
6. **No cost to the learner.** Support and adjustments provided by UK Versity are free.
7. **Reviewed, not fixed.** Needs change. Learning Support Plans are reviewed regularly and whenever the learner asks.

## 6. What UK Versity can provide

### 6.1 Built-in support for every learner (no disclosure needed)

Every UK Versity course is designed so that many common barriers are removed before anyone asks.

| Support                    | How it works                                                                                                                                                                                |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Flexible, self-paced study | Learners study at their own pace on Moodle, 24 hours a day, within the planned programme duration and their awarding organisation registration period                                       |
| Recorded live sessions     | Live online sessions are recorded and uploaded to Moodle with captions, or a transcript where captions are not available (UKV-QA-13), so learners can watch again, pause and slow down      |
| Accessible materials       | Materials are provided in editable Word or accessible PDF formats so learners can change font, size and background colour and use read-aloud tools                                          |
| Clear assignment briefs    | Briefs use plain English, headings and checklists, and tutors explain each brief in a live session or short recorded video                                                                  |
| Read-aloud and dictation   | Learners can use the read-aloud, immersive reader and dictation tools built into Microsoft Word, Microsoft Edge, Google Chrome and their own devices; tutors show learners how at induction |
| Short extensions           | Any learner can ask for an extension of up to 10 working days before a deadline under UKV-QA-18 section 7.1                                                                                 |
| One free resubmission      | Every learner has one free resubmission for each assignment under UKV-QA-17                                                                                                                 |

| Support        | How it works                                                                          |
|----------------|---------------------------------------------------------------------------------------|
| Named contacts | Every learner has a tutor and access to the Student Administrator and Welfare Officer |

## 6.2 Support by agreement after disclosure (no diagnosis required)

Once a learner tells UK Versity about a need, UK Versity agrees a Learning Support Plan with them. The following support can normally be agreed without formal evidence:

- a revised submission schedule for the whole course, agreed in advance, instead of asking for extensions one at a time;
- one additional 30-minute online tutorial for each unit, to talk through the brief, plan the assignment or discuss feedback;
- one tutor review of a draft or plan for each assignment before final submission, with general comments on structure and whether the learner is on track (tutors do not correct or rewrite the work);
- feedback given in writing and as a short recorded audio or video summary;
- briefs broken into smaller, numbered tasks with a checklist;
- the learner's preferred contact method (for example email only, no unexpected telephone calls);
- camera and microphone optional in live sessions, and the option to ask questions in the chat or by email afterwards;
- agreement that following recorded sessions instead of attending live meets their engagement standard in full (UKV-QA-12);
- advance notice of session content and any changes to arrangements;
- regular check-ins with the Student Administrator and Welfare Officer at an agreed frequency.

## 6.3 Support that needs evidence or awarding organisation approval

Some adjustments change how assessment is carried out. These are decided under UKV-QA-18 and, where required, by the awarding organisation. Evidence is normally needed.

| Adjustment                                                                                                                                                                                                                       | When it may be available                                                                                                                      | Decided by                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Access arrangements for NCFE Functional Skills exams, such as extra time, rest breaks, a reader or reading pen, a scribe or speech-to-text, a word processor, a separate room, coloured overlays, or enlarged or coloured papers | Where the learner meets the criteria in the NCFE policy and the JCQ rules, and the arrangement reflects their normal way of working           | Quality Manager decides; Examinations Officer applies to NCFE and puts arrangements in place; NCFE approval for modified papers |
| Alternative way of producing assignment evidence, for example a recorded presentation or professional discussion instead of a written report                                                                                     | Only where the qualification specification and the awarding organisation allow the alternative, and it still meets every assessment criterion | Quality Manager, with the awarding organisation where required                                                                  |
| Extensions longer than 10 working days, or a revised overall study plan beyond the planned programme duration                                                                                                                    | Where needs affect study over a longer period, within the awarding organisation registration period                                           | Quality Manager under UKV-QA-18 section 7.2                                                                                     |

| Adjustment                                                                                                  | When it may be available                                                                                                                           | Decided by                                                              |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| A human reader, scribe, note-taker or British Sign Language interpreter for a live session or an assessment | Considered case by case against what is reasonable for an online provider; the person must be independent of the learner's teaching and assessment | Quality Manager, with the Principal where cost is involved              |
| Special consideration after an assessment                                                                   | Where a temporary illness, injury or event affected performance                                                                                    | Quality Manager and the awarding organisation under UKV-QA-18 section 6 |

Accepted evidence includes a diagnostic assessment report, a letter from a GP or other qualified professional, an EHCP or previous school or college support records, or a record of access arrangements used in previous exams. UK Versity will explain exactly what is needed and why.

## 7. What UK Versity cannot provide

As a fully online college, UK Versity cannot normally provide the following. Where a learner needs one of these to study, UK Versity will say so honestly and help them find another route.

1. **Diagnostic assessments.** UK Versity does not assess or diagnose dyslexia, ADHD, autism or any other condition, and cannot pay for a private assessment. It can signpost learners to assessment services (Annex A).
2. **Specialist one-to-one teaching.** UK Versity does not employ specialist dyslexia tutors, specialist mentors or specialist study skills tutors.
3. **In-person support.** UK Versity cannot provide face-to-face teaching, in-person support workers or note-takers, or personal care.
4. **Personal equipment and software licences.** UK Versity does not normally buy computers, specialist software licences or other equipment for individual learners. It makes sure its own systems work with the learner's own assistive technology, and shows learners free tools that are already built into common devices.
5. **Counselling or clinical care.** UK Versity does not provide counselling, therapy or medical care. It signposts learners to their GP, NHS services and recognised charities (UKV-QA-11).
6. **Changes to what is assessed.** UK Versity cannot waive or lower learning outcomes, assessment criteria, word counts where they are part of the assessment requirement, or any other requirement set by the awarding organisation.
7. **Guaranteed awarding organisation decisions.** Where an awarding organisation must approve an arrangement, UK Versity applies on the learner's behalf but cannot guarantee the outcome.
8. **Funding.** UK Versity cannot provide Disabled Students' Allowance, bursaries or grants.

This list does not mean UK Versity will refuse to consider a request. Every request is looked at individually under section 4, and UK Versity will make an adjustment that is reasonable in the learner's circumstances even if it is not listed in section 6.

## 8. Before enrolment: can this course work for me?

1. The application form, the course page and the admissions interview invite applicants to tell UK Versity about any disability, learning difference or health condition that may affect their studies (UKV-QA-05).
2. Where an applicant discloses a need, the Student Administrator and Welfare Officer offers a pre-enrolment support conversation, normally online and within 5 working days. The conversation covers how the course is taught and assessed, the digital skills and equipment needed (BAC standard 29.1),

the support in sections 6.1 and 6.2, any adjustments under section 6.3 that may be needed, and the limits in section 7.

3. UK Versity then tells the applicant in writing what support it expects to be able to provide. Where UK Versity concludes, after considering reasonable adjustments, that it cannot give the applicant a fair chance of completing the course, it explains why and suggests alternatives, such as a different level, a different course or a provider that can offer in-person support. The decision whether to enrol remains the applicant's, provided they meet the entry requirements.
4. UK Versity never refuses an application because of a disability. An admissions decision is based only on whether the applicant can meet the entry requirements and the qualification standard with reasonable adjustments in place (UKV-QA-05).
5. If a learner disclosed a need before enrolment and UK Versity later confirms in writing that it cannot put in place the support it said it expected to provide, the learner can leave the course and receive a full refund of the fees paid, whatever the date. This is set out in UKV-QA-08 section 9.

## 9. After enrolment: the Learning Support Plan

### 9.1 Procedure

1. **Disclosure.** The learner tells any member of staff, ticks the support box on the UKV-QA-10 Learner Agreement, or emails [admin@ukversity.co.uk](mailto:admin@ukversity.co.uk) marked for the Student Administrator and Welfare Officer.
2. **Acknowledgement.** The Student Administrator and Welfare Officer (or another member of staff trained by the Quality Manager, referred to in this section as the support lead) acknowledges the disclosure within 2 working days.
3. **Support conversation.** Within 5 working days of the acknowledgement, the support lead holds an online conversation with the learner (or a written exchange if the learner prefers) about how their needs affect their study and what would help.
4. **Learning Support Plan.** Within 5 working days of the conversation, the support lead writes the LSP and sends it to the learner to agree. The LSP records the needs in the learner's own words, the support agreed from section 6.2, any request under section 6.3 (which is passed to the Quality Manager or Examinations Officer under UKV-QA-18), who is responsible for each item, what information the learner agrees can be shared and with whom, and the review date.
5. **Sharing.** With the learner's agreement, the LSP is shared with their tutor, assessor, Course Coordinator and, for exams, the Examinations Officer. Staff see only what they need to provide the support.
6. **Putting it into practice.** Tutors and assessors apply the LSP from the date it is agreed. The Course Coordinator checks at the first unit review that the agreed support is happening.
7. **Review.** The LSP is reviewed at the end of each unit or at least every 3 months, before any external assessment, and whenever the learner asks. Changes are recorded and agreed with the learner.

### 9.2 Late disclosure

Learners can disclose at any time. Support starts from the date it is agreed. Adjustments are not applied retrospectively to work that has already been marked, but a learner whose earlier assessment was affected can ask for the affected unit to be reviewed as mitigating circumstances under UKV-QA-18 section 7.2, or appeal under UKV-QA-23.

### 9.3 If a learner chooses not to disclose

A learner does not have to disclose a need. If they do not, UK Versity can only put individual support in place for needs it knows about; the built-in support in section 6.1 is always available. Tutors who notice that a learner may be struggling will ask, privately and sensitively, whether the learner would like to talk about support. Staff never suggest or imply a diagnosis.

### 9.4 If agreed support is not working or not provided

The learner should tell their tutor or the Student Administrator and Welfare Officer as soon as possible so the LSP can be reviewed. If the learner is still unhappy, they can complain under UKV-QA-24 Complaints Policy and Procedure. A decision to refuse an adjustment to assessment can be appealed under UKV-QA-23 Appeals Policy and Procedure.

## 10. Practical guidance by type of need

The table gives examples of support that often helps in online study. It is a starting point for the support conversation, not a fixed list. Every LSP is based on the individual.

| Type of need                                     | Support that often helps online                                                                                                                                                                                                                                           |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dyslexia and other specific learning differences | Editable materials with the learner's preferred font and background colour; read-aloud and dictation tools; recorded sessions; briefs broken into steps with checklists; a draft or plan review; audio feedback; access arrangements for exams where the criteria are met |
| ADHD                                             | A revised submission schedule with short, regular milestones; reminders before deadlines; recordings to watch in short sections; checklists; agreed check-ins                                                                                                             |
| Autism                                           | Clear, literal written instructions; advance notice of any change; camera optional and questions by chat or email; preferred contact method; predictable session structure                                                                                                |
| Mental health conditions                         | A flexible schedule and agreed check-ins with the Student Administrator and Welfare Officer; signposting to the GP, NHS and Mind; extensions and mitigating circumstances under UKV-QA-18; a break in learning where needed (UKV-QA-11)                                   |
| Visual impairment                                | Materials that work with screen readers and magnification; described images; accessible PDFs or Word files; enlarged papers or a reader for exams where approved                                                                                                          |
| Hearing impairment                               | Captions on recordings, and transcripts where captions are not available; chat-based questions in live sessions; written summaries of key points; a British Sign Language interpreter considered case by case                                                             |
| Physical disability, chronic pain or fatigue     | Self-paced study with rest breaks; a revised submission schedule; speech-to-text; rest breaks in exams where approved                                                                                                                                                     |
| Long-term or fluctuating health conditions       | A plan for flare-ups agreed in advance; extensions and mitigating circumstances; a break in learning where needed                                                                                                                                                         |

## 11. Learners under 18 and adults at risk

1. For learners aged 16 or 17, UK Versity involves a parent or guardian in the support conversation and the LSP, unless the learner objects and there is no safeguarding reason to involve them.

- Where a need raises a safeguarding or welfare concern, the Designated Safeguarding Lead is informed under UKV-QA-25 Safeguarding and Prevent Policy.

## 12. Staff responsibilities and training

- All staff complete disability awareness training at induction and refresh it every two years (UKV-QA-27). The training covers this policy, the support offer, confidentiality, and how to respond to a disclosure without diagnosing.
- Tutors and assessors apply every LSP they are given, and tell the Student Administrator and Welfare Officer if an adjustment is not working.
- Course authors follow the accessibility standards in UKV-QA-13, so that built-in support in section 6.1 is available on every course.
- Marketing and admissions staff describe the support offer accurately and never promise support that UK Versity does not provide (UKV-QA-02).

## 13. Confidentiality and records

- Information about a learner's needs is special category personal data. It is processed under UKV-QA-29 Data Protection and Records Retention Policy, used only to provide support and adjustments, and shared only as the learner has agreed, except where the law or safeguarding requires otherwise.
- The LSP, support conversation notes and evidence are stored securely in the learner's restricted support folder, not in general course areas.
- Records of reasonable adjustments and access arrangements are made available to awarding organisation external quality assurers where required.
- LSPs and reasonable adjustment records are kept for 4 years after the learner's results are issued, in line with UKV-QA-29, and then securely deleted.

## 14. Roles and responsibilities

| Role                                                                                                | Responsibility                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quality Manager                                                                                     | Owns this policy; decides adjustments to assessment under UKV-QA-18; makes awarding organisation applications with the Examinations Officer; monitors outcomes and reports to the Academic Board |
| Student Administrator and Welfare Officer (supported by other staff trained by the Quality Manager) | Receives disclosures; holds support conversations; writes, shares and reviews Learning Support Plans; signposts to external services; acts as the named welfare lead (BAC standard 16.1)         |
| Examinations Officer                                                                                | Applies for and puts in place access arrangements for NCFE Functional Skills exams within NCFE notice periods                                                                                    |
| Course Coordinator                                                                                  | Checks that agreed support is delivered; makes sure Moodle courses meet the accessibility standard                                                                                               |
| Tutors and assessors                                                                                | Apply Learning Support Plans; offer the agreed tutorials and draft reviews; notice and sensitively raise possible needs                                                                          |

| Role      | Responsibility                                                                                                                                                                           |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Registrar | Records disclosures made at application and passes them to the Student Administrator and Welfare Officer with the applicant's consent                                                    |
| Principal | Approves this policy; decides on requests that involve significant cost; decides on the full refund where pre-disclosed needs cannot be met (section 8, step 5, and UKV-QA-08 section 9) |
| Learners  | Tell UK Versity about needs they want support with; take part in the support conversation and reviews; tell UK Versity if support is not working                                         |

## 15. Awarding organisation requirements

| Awarding organisation              | Requirement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Source document                                                                                                                                                                                             |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NCFE (including Functional Skills) | Centres may put some arrangements in place without telling NCFE, such as rest breaks, separate invigilation, a word processor, a reader or reading pen, a prompter, coloured overlays or magnifiers. Modified papers need NCFE approval: enlarged or coloured papers at least 15 working days before the assessment; braille, tactile or modified-language papers at least 30 working days. UK Versity needs requests 5 working days earlier than these deadlines (UKV-QA-18 section 5.3). Arrangements must reflect the learner's normal way of working and must not invalidate the assessment requirements | NCFE Access Arrangements and Reasonable Adjustments Policy EQA-006 v1.1 (October 2025), read with JCQ Access Arrangements and Reasonable Adjustments (2025-26 edition, which continues to apply in 2026-27) |
| Pearson                            | For internally assessed units, the centre applies and manages reasonable adjustments and keeps records for 3 years. Adjustments must not change the skills, knowledge or behaviours being assessed                                                                                                                                                                                                                                                                                                                                                                                                           | Pearson supplementary guide to reasonable adjustments and special consideration for internally assessed units v2.5 (February 2026); Pearson HN edition of UKV-QA-18                                         |
| OTHM Qualifications                | The centre decides reasonable adjustments for internally assessed units. Special consideration needs an OTHM decision before any certification claim. Adjustments must not affect the validity or reliability of assessment                                                                                                                                                                                                                                                                                                                                                                                  | OTHM Reasonable Adjustments and Special Consideration Policy v6.0                                                                                                                                           |
| ATHE and IFA Direct                | Centres apply reasonable adjustments and special considerations in line with ATHE's policy; some arrangements need ATHE approval (see UKV-QA-18)                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ATHE Reasonable Adjustments and Special Considerations v5.0 (June 2024)                                                                                                                                     |
| Ascentis (including Access to HE)  | Adjustments follow the current Ascentis reasonable adjustments policy and, for Access to HE Diplomas, the QAA Access to HE Diploma specification                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Current Ascentis policy and QAA Access to HE Diploma Specification                                                                                                                                          |

| Awarding organisation      | Requirement                                                                                                                                                                                                                     | Source document                                        |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| All awarding organisations | Awarding organisations must have clear arrangements for reasonable adjustments. An adjustment must allow a disabled learner to demonstrate their knowledge, skills and understanding to the level required by the specification | Ofqual General Conditions of Recognition, Condition G6 |

## 16. Related policies and legislation

- UKV-QA-01 Quality Assurance Framework and Policy Governance Policy
- UKV-QA-02 Public Information, Marketing and Agents Policy
- UKV-QA-05 Recruitment and Admission Policy
- UKV-QA-08 Fees, Payment, Cancellation and Refund Policy
- UKV-QA-10 Learner Agreement
- UKV-QA-11 Learner Induction, Management and Support Policy
- UKV-QA-12 Attendance and Engagement Policy
- UKV-QA-13 Online and Distance Learning and Course Materials Policy
- UKV-QA-17 Resubmission and Reassessment Policy
- UKV-QA-18 Reasonable Adjustments, Special Consideration and Mitigating Circumstances Policy
- UKV-QA-22 Examinations and Controlled Assessment Policy
- UKV-QA-23 Appeals Policy and Procedure
- UKV-QA-24 Complaints Policy and Procedure
- UKV-QA-25 Safeguarding and Prevent Policy
- UKV-QA-26 Equality, Diversity, Inclusion and Anti-Harassment Policy
- UKV-QA-27 Staff Recruitment, Induction and Development Policy
- UKV-QA-29 Data Protection and Records Retention Policy
- Equality Act 2010 (sections 6, 20 and 29, Schedule 2)
- Equality and Human Rights Commission, technical guidance for further and higher education
- Children and Families Act 2014 (for context: not binding on UK Versity)
- Ofqual General Conditions of Recognition, Condition G6
- JCQ Access Arrangements and Reasonable Adjustments (current edition)
- Web Content Accessibility Guidelines (WCAG) 2.2

## 17. Monitoring and review

The Quality Manager reports to the Academic Board each term on: the number of learners who have disclosed a need, the number of Learning Support Plans in place and reviewed on time, adjustments and access arrangements requested and granted, retention and achievement of learners with disclosed needs compared with all learners, and complaints or appeals about support. Any gap in achievement is investigated and an action is added to the quality improvement plan (UKV-QA-01). Learner feedback on support is collected through the unit surveys. This policy is reviewed annually, and earlier if the law, awarding organisation rules or BAC standards change.

## Annex A: Where to find help outside UK Versity

| Organisation                 | What it offers                                            | Website                                                                    |
|------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------|
| British Dyslexia Association | Information on dyslexia, assessments and support          | <a href="http://www.bdadyslexia.org.uk">www.bdadyslexia.org.uk</a>         |
| ADHD UK                      | Information and support for adults with ADHD              | <a href="http://adhduk.co.uk">adhduk.co.uk</a>                             |
| ADHD Foundation              | Information and resources on ADHD and neurodiversity      | <a href="http://www.adhdfoundation.org.uk">www.adhdfoundation.org.uk</a>   |
| National Autistic Society    | Information and support for autistic people               | <a href="http://www.autism.org.uk">www.autism.org.uk</a>                   |
| RNIB                         | Support for blind and partially sighted people            | <a href="http://www.rnib.org.uk">www.rnib.org.uk</a>                       |
| RNID                         | Support for deaf people and people with hearing loss      | <a href="http://rnid.org.uk">rnid.org.uk</a>                               |
| Mind                         | Mental health information and support                     | <a href="http://www.mind.org.uk">www.mind.org.uk</a>                       |
| Disability Rights UK         | Information on disabled people's rights                   | <a href="http://www.disabilityrightsuk.org">www.disabilityrightsuk.org</a> |
| AbilityNet                   | Free help using technology with a disability              | <a href="http://abilitynet.org.uk">abilitynet.org.uk</a>                   |
| Access to Work (GOV.UK)      | Funding for support at work for people in paid employment | <a href="http://www.gov.uk/access-to-work">www.gov.uk/access-to-work</a>   |
| Samaritans                   | Free, 24-hour emotional support in the UK                 | 116 123                                                                    |

## Approval and review

| Stage                     | Name and role                                                                         | Date              |
|---------------------------|---------------------------------------------------------------------------------------|-------------------|
| Prepared by               | Director of Education                                                                 | 30 September 2026 |
| Checked by (policy owner) | Quality Manager                                                                       | 30 September 2026 |
| Approved by               | Ramanjeet Singh, Principal and Director of Education, on behalf of the Academic Board | 1 October 2026    |
| Next review due           | Quality Manager (Shazia Khan) to schedule through the Policy Register UKV-QA-REG      | September 2027    |