Student Inclusion, Disability and Wellbeing Policy

Owner	Director of Student Services		
Version	2		
Changes	Updates for clarity and accuracy		
Approval date	December 2025	**Approved by**	Academic Council
Implementation date	January 2026	**Date of next review**	January 2029
Related internal policy	Fitness to Study Policy		
Related external policies and regulations	The Equality Act 2010 The UK Quality Code for Higher Education The OIA Good Practice Framework for Supporting Disabled Students		

Contents

1.   Purpose and Scope

Regent College London (RCL) is committed to fostering an inclusive academic community in which every student can participate fully and achieve their potential. We recognise diversity as a source of strength and are dedicated to creating a learning environment that anticipates, identifies, and removes barriers to participation.

This policy outlines the College's responsibilities and approach to supporting students who have disabilities, long-term health conditions, mental health difficulties, or other additional needs. It supports the College's broader Equality and Diversity Policy.

The policy applies to all prospective and current students of the College, across all levels and modes of study.

2.   Strategic Commitment

Inclusion and wellbeing are central to RCL's mission to provide a transformative education that values individuality, promotes social mobility, and builds resilience.

The College's inclusion principles are guided by the following:

We uphold the social model of disability, which recognises that individuals are disabled not by their impairment but by barriers within society. The social model does not deny the problem of disability, but it is focused more on empowering individuals and helping them to remove the barriers that have been set by the rest of society.

RCL embraces an anticipatory duty – considering inclusion in the design of teaching, assessment, digital content, facilities, and services, ensuring all students can access learning without having to request individual changes.

3.   Definitions

- **Disability:** A physical or mental impairment that has a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities.

- **Long Term Physical Health Condition (also known as a Chronic Condition):** A health problem that requires ongoing management over a period of years or decades and is one that cannot currently be cured but can be controlled with the use of medication and/or other therapies.

- **Mental Health:** The World Health Organization (WHO) defines this as "a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".

- **Mental health difficulties:** Refer to changes in mental wellbeing that cause considerable distress and impact daily functioning. A mental health diagnosis refers to a long-term condition affecting daily functioning.

- **Reasonable Adjustment:** A modification or support arrangement to reduce or remove a disadvantage a student may experience.

- **Inclusive Practice:** Proactive design of learning, teaching, assessment, facilities and services that minimise the need for individual adjustments.

- **Support Plan:** A document created by a member of the Student Support team and a student and shared with relevant staff that outlines specific adjustments and supports a student with a disability, mental health condition, or other long-term health issue.

4.   Disclosure and Confidentiality

Students are encouraged to disclose disabilities or additional needs at the earliest opportunity, ideally during application or enrolment, to enable timely support planning.

Disclosure may be made confidentially to:

- The Admissions Team
- Student Support Team
- A Personal Academic Tutor or Student Success Officer
- Any staff member, who must refer the student (with consent) to the Student Support Team.

Students control how much information is shared and with whom. Consent will be sought from the student before sharing information beyond the Student Support Team, unless there is serious concern for the student's safety and wellbeing, or that of others.

All personal data will be processed in line with the Data Protection Act (2018) and UK GDPR.

5.   Anticipatory and Inclusive Practice

The College is working towards full accessibility and will strive to

- Ensure digital learning materials meet accessibility standards.
- Offer reading list materials in accessible digital formats wherever feasible.
- Review assessment methods to reduce unnecessary barriers and adhere to partner guidelines for inclusive marking.
- Embed inclusive design and universal learning principles into programmes and delivery

Staff can promote inclusive teaching and learning through varied assessments, clear communication, facilitating participation, and providing feedback on access needs.

6.   Reasonable Adjustments

When inclusive practice alone does not remove disadvantage, individual adjustments may be considered by RCL or provided through DSA funding. Examples include:

- Additional time in timed assessments
- Assistive technology or ergonomic equipment
- Modified coursework deadlines
- Provision of learning materials in alternative formats

Adjustments are based on professional evidence and the student's own account of need. Interim support may be provided pending documentation. Adjustments are detailed in a Support Plan, which is reviewed regularly and may alter if the student's condition changes.

7.   Mental Health and Wellbeing

RCL recognises that mental health is integral to inclusion and student success. The College promotes a supportive, non-stigmatising culture through education, early intervention, and access to professional help.

The Student Support Team provides:

- Mental health advice and mentoring
- Direction to counselling and psychological support
- Crisis support and signposting to NHS and community services
- Specialist advice on fitness to study and return-to-study planning

The College is not a mental health treatment provider but will liaise sensitively with healthcare professionals and families (with consent) to coordinate support.

8.   Staff Responsibilities and Training

All staff share responsibility for creating an inclusive and accessible learning environment.

Roles:
- **Senior Leadership Team:** ensure strategic alignment and resourcing

- **Programme Leaders:** embed inclusive practices in curriculum and assessment.
- **Teaching Staff:** implement inclusive methods and follow Support Plans
- **Student Support Team:** assess needs, coordinate support, monitor implementation
- **IT team:** ensure that technology meets needs where required and that any AT (Assistive Tech) is fully supported

Training includes mandatory inclusion, accessibility, and mental health awareness.

9. Monitoring, Evaluation and Review

The Academic Council and Student Experience Committee will oversee implementation. The Student Support Team will collect anonymised data, evaluate feedback, and report annually.

10. Related Policies

This policy should be read alongside:

- Fitness to Study Policy
- Mitigating Circumstances Policy
- Equality and Diversity Policy
- Student Maternity, Parental and Adoption leave Policy
- Data Protection Privacy Notice

11. Accessibility and Alternative Formats

This policy is available in alternative formats (large print, audio, or accessible digital versions) upon request.

Contact wellbeing@rcl.ac.uk for assistance.

Appendix A – Examples of Inclusive Practice and Reasonable Adjustments

Area	Example of Inclusive Practice	Example of Reasonable Adjustment
Teaching	Lecture materials shared in advance	
Assessment	Multiple modes (presentation, written, reflection)	Extra time
Digital Learning	Captions on recorded content	Assistive software licences provided
Environment	Step-free access and ergonomic furniture	Relocation to accessible room
Support	Signposting to wellbeing services	Dedicated mentor or support worker