

# **Disability Policy 2016-2017**

# Index

<b>Document Version Control</b>	<b>3</b>
<b>1. Introduction</b>	<b>4</b>
<b>2. Studying in Higher Education</b>	<b>4</b>
<b>3. Legal context</b>	<b>5</b>
<b>4. Social model of disability</b>	<b>6</b>
<b>5. Inclusive Learning Environment</b>	<b>6</b>
<b>6. Reasonable adjustments</b>	<b>7</b>
6.1 Maintenance of academic or other standards	7
6.2 Financial considerations	7
6.3 Funding / other services available to the student	7
6.4 Practicality	8
6.5 Health and safety	8
6.6 Effect on other people, including students	8
<b>7. Disclosing information before applying for a degree</b>	<b>8</b>
<b>8. Non-disclosure</b>	<b>9</b>
<b>9. Initial assessment of needs: The Disability and Student Welfare Advisor</b>	<b>9</b>
<b>10. Examination and Timetabling Arrangements</b>	<b>9</b>
<b>11. Examination and coursework adjustments</b>	<b>10</b>
<b>12. General guidance on examination arrangements for students</b>	<b>11</b>
12.1 Guidance on the role of readers in examinations	11
12.2 Guidance on the role of scribes in examinations	11
12.3 Guidance on the role of prompters in examinations	12
12.4 Guidance on using approved rest breaks in examinations	12
12.5 Guidance on the use of computers in examinations	13
<b>13. Disabled Students Allowance (DSA)</b>	<b>14</b>
<b>14. Specific Learning Difference Diagnostic Assessment Fund</b>	<b>14</b>
14.1 How can I apply?	15
14.2 When can I apply?	15

<b>14.3</b>	<b>Timescale for processing an application</b>	<b>15</b>
<b>14.4</b>	<b>Awards</b>	<b>16</b>
<b>14.5</b>	<b>Eligibility</b>	<b>16</b>
<b><u>15.</u></b>	<b><u>Other Related Policies and Procedures</u></b>	<b><u>16</u></b>

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## Document Version Control

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## 1. Introduction

The London School of Business and Management (LSBM) is strongly committed to equality of opportunity in our provision for all students. A further commitment is to work towards supporting and enabling students with physical disabilities, sensory impairments, specific learning difficulties, special psychological needs and medical conditions which may have an impact on day-to-day activities, to take part in all aspects of LSBM's academic and social programmes.

We welcome applications from disabled people and those with specific learning difficulties. We encourage existing students and applicants to declare a disability or specific learning difficulty either on application or any time thereafter in order that they can be made aware of possible entitlements and the support that is available to assist them to achieve their potential in university study. Information provided to us is held in confidence, is shared with colleagues only with students' written permission and disability is in no way linked with academic decisions regarding offers of places.

LSBM expects all staff to be aware of this Policy and the related legislation, and to treat disabled people in accordance with this Policy.

## 2. Studying in Higher Education

Studying for a degree is not a forced decision for any person. Nevertheless, in order to function effectively in higher education and later in their professional lives, the students should be able to:

- organise themselves personally
- cope with independent learning and working
- manage their time effectively
- read and comprehend complex material accurately and fluently
- find relevant information from a variety of sources
- listen, understand and take notes quickly and legibly
- express ideas verbally and in writing
- type quickly
- demonstrate their knowledge and understanding in exams and assessment settings

We recognise that studying for a Higher Education degree is a great opportunity. We are committed to ensuring that students with disabilities (including student with specific learning differences such as dyslexia, dyspraxia and dyscalculia) as far as possible, receive the support they need to succeed.

There is no statutory duty on a student to disclose a disability. However, institutions are expected to take reasonable steps to find out about a student's disability and facilitate disclosure. We comply with current equality legislation under which it has a duty not to discriminate against students with disabilities. The legislation requires us to make 'reasonable adjustments' to our services so that disabled students are not placed at a 'substantial disadvantage'. We cannot act upon this disclosure until the student provides written consent for the sharing of the disability information.

Where a disability impacts upon professional fitness to train/practice standards, students are personally responsible for disclosing relevant information about their disability/disabilities or medical condition(s) in line with professional accreditation requirements.

### 3. Legal context

The Public Sector Equality Duty, with which all public sector organisations must comply came into force April 2011. Although we are **not** a public sector organisation we are committed to match and exceed any requirements against unlawful discrimination of our students. In the Equality Act 2010 explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Act further states that meeting different needs involves taking steps to account for people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It states that compliance may involve treating some people differently from others. The Equality Act 2010 also provides protection against discrimination, harassment and victimisation on the grounds of disability.

Under the Equality Act 2010:

A person has a disability 'if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

'Substantial' is defined by the Act as 'more than minor or trivial'.

An impairment is considered to have a long-term effect if:

- it has lasted for at least 12 months
- it is likely to last for at least 12 months, or
- it is likely to last for the rest of the life of the person

Normal day-to-day activities are not defined in the Act, but they can include mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand. The Act defines "substantial" as being more than trivial and "long-term" as likely to last twelve months or being more than twelve months. Any impairment which would substantially affect a person, but which is controlled by medical treatment or prosthesis, is at present covered by the definition of disability. The definition includes cancer, HIV/AIDS and Multiple Sclerosis effectively from the point of diagnosis.

Whether a person is disabled is generally determined by the effect the physical or mental impairment has on their ability to carry out normal day-to-day activities.

People who have had a disability in the past are protected against discrimination, harassment and victimisation. This may be particularly relevant for people with fluctuating and/or recurring impairments.

The Equality Act 2010 continues the existing duty upon higher education institutions to make reasonable adjustments for staff, students and service users in relation to:

- provisions, criteria or practices
- physical features

- auxiliary aids

These adjustments apply where a disabled person is placed at a substantial disadvantage in comparison to non-disabled people. It is important to note that with regard to direct discrimination, an institution can treat a disabled person favourably compared to a non-disabled person, and this would not amount to unlawful discrimination against the non-disabled person.

Under the Equality Act 2010, reasonable adjustments are required where disabled staff, students or visitors personally experience substantial disadvantage in comparison with non-disabled people. The measure of what is a reasonable adjustment will depend on an institution's circumstances in relation to the:

- resources available
- cost of the adjustment
- practicality of the changes
- potential benefit to other staff, students and visitors

## **4. Social model of disability**

We are committed to working towards the social model of disability, which emphasises the importance of changing society's attitudes and beliefs about people with impairments rather than trying to change the individuals themselves. It postulates that impairments are transformed into disabilities by the negative attitudes of society when people tend to see the impairment rather than the person behind it. 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.

Having an impairment does not mean that the individual has fewer rights than someone who does not. It is up to them to talk about their disability and disclose it. Some disabilities are quite obvious to the naked eye whilst some disabilities like autism and dyslexia are not.

## **5. Inclusive Learning Environment**

At LSBM we have adopted the principles of Servant Leadership with our mission being to raise awareness of the need to serve and create a culture of integrity. The ethical behaviour of Servant-Leaders is embedded in four operating principles that guide us in our daily decision-making. The four principles are:

- Serve people
- Help people grow
- Exercise foresight
- Care about everyone the institution touches

We have a diverse student and staff population and we welcome people from different backgrounds as we consider our diverse background to be a strength and valuable resource in creating an inclusive learning environment. It is for this reason we have taken into consideration our students' input and feedback when designing and delivering our own validated degrees.

As an institution, we recognise that there might be barriers that affect our students' learning and so our vision, is to create a teaching and learning environment where our students, supported by our staff, can participate and achieve their full potential. We have therefore devised a number of different services to try and eliminate these barriers. These include

- the creation of a Centre for Academic Support and Enhancement to provide support and guidance in areas related to academic skills
- the introduction of Student Engagement and Success Advisors who are based in the Student Success Hub, and are there to help our students make the most of their time with us.
- the availability of financial support to students who struggle financially or need help to fund a SpLD assessment.
- the allocation of a Personal Academic Tutor (PAT) to each student who is able to provide academic advice.
- the introduction of a Peer Assisted Learning (PAL) scheme where we train students to help and support their peers by leading supplementary study sessions.

We also ensure our students play an active role in their academic environment and serve on different key committees.

We are committed to meeting the needs of our diverse student population and we are constantly striving to provide an environment that facilitates inclusivity.

## **6. Reasonable adjustments**

We are required to make reasonable adjustments when a disabled student or member of staff may be placed at a substantial disadvantage in comparison with a person who is not disabled. Examples of reasonable adjustments for students include making appropriate arrangements in such activities as:

- teaching, including lectures, seminars, practical sessions.
- examinations and assessments.

Adjustments may include specific examination arrangements, provision of additional support for learning (provided through the Disabled Student Allowance (DSA), adjustments to assessment practices, accommodation arrangements, and specific access issues such as the use of guide dogs.

The Code of Practice (QAA, 2010; Equality and human Rights Commission, 2016) indicates certain factors which might be taken into consideration, Namely:

### **6.1 Maintenance of academic or other standards**

The law does not expect academic or other prescribed standards to be sacrificed. Staff will, however, need to be clear about which aspects (e.g. teaching and assessment methods) are core to a particular course and cannot be adapted without jeopardising standards, and those which are more peripheral.

### **6.2 Financial considerations**

The cost of making a particular adjustment and the funds available to an institution would be taken into account in determining reasonableness.

### **6.3 Funding / other services available to the student**

The law does not expect institutions to duplicate support a student may be getting elsewhere. For instance, an institution would not be expected to provide a sign language interpreter for a Deaf student on occasions where he or she already employs one funded through the Disabled Students Allowance.

## **6.4 Practicality**

The extent to which an adjustment is practical may be taken into account, such as the effect on staff workload or the availability of services or resources.

## **6.5 Health and safety**

Staff and institutions must operate within the relevant health and safety legislation; which may make some adjustments unreasonable. Care should, however, be taken that spurious health and safety considerations are not used as an excuse for avoiding making a reasonable adjustment.

## **6.6 Effect on other people, including students**

If an adjustment would cause significant disadvantage to other students, then it may not be reasonable to make it. This has to be a significant disadvantage, not merely some inconvenience. The level of disadvantage to other students must be weighed against the substantial disadvantage to the disabled student in deciding which adjustments might be reasonable.

# **7. Disclosing information before applying for a degree**

It is the express policy of LSBM that every applicant is assessed principally on academic grounds. Needs associated with disabilities are taken into consideration in parallel with academic assessment of applications and only influence offer decisions in the very small number of instances where the disability is such that it may not be possible for the applicant to follow their chosen programme of study.

It is essential to make it as straightforward and comfortable as possible for students to disclose information which will enable all staff to support them well. For some students, declaring a disability is straightforward. Their disability may be obvious or they may be familiar with the support systems involved, having previously received support in education. For other students may be concerned that they would be put them at risk by declaring this disability, perhaps because their disability is hidden (impaired hearing) or carries a social stigma (mental health difficulty), or because it is new for the student concerned.

Students do not have an obligation to tell us about their disability. The purpose of a student telling us about their disability is so that suitable support can be arranged. However, as we have an 'anticipatory duty' to have systems in place which will accommodate the needs of students with disabilities, thus negating the need for ad hoc arrangements.

Students with a disability/medical condition/SpLD are strongly encouraged to make early contact with the Disability and Student Welfare Advisor before submitting their application. This will enable us to inform them of the support available and to discuss with them which reasonable adjustments they will require during their course of study. Knowing about a student's requirements in advance will enable us to prepare and arrange support in time for the start of the student's course. We would therefore encourage students to disclose their disability/medical condition/SpLD to us as soon as possible. Not doing so may affect our ability to make the requisite adjustments.

If a student declares a disability/medical condition/SpLD, after an offer is made, their details are sent to the Disability and Student Welfare Advisor who will contact them and arrange a meeting. We will not pass any information about a student's support needs related to any disability to any other member of staff or external bodies without the student's expressed consent.

In order to meet a student's academic or personal support needs, specific information may need to be conveyed to other members of staff and external agencies. The Disability and Student Welfare Advisor will then ask the student to sign a disclosure consent form before any information is passed onto others and before support arrangements are put in place.

## 8. Non-disclosure

When a student asks for information about their disclosure not to be passed on, this must be respected, even if it means we are then unable to implement reasonable adjustments.

It is important to record that the student has been given the opportunity to disclose, and that they have decided that the information is not to be passed on. The student will be informed of this record.

The student should be made aware that in this situation:

- it may not be possible for us to implement reasonable adjustments, including exam accommodations.
- if they need help to evacuate a building in the event of an emergency, non-disclosure may mean putting themselves at risk.
- for programmes with Fitness to Practice criteria, non-disclosure may later compromise their professional registration.
- it remains open to the student to disclose the disability at a later date, at which point appropriate support can be considered, but not necessarily guaranteed.

## 9. Initial assessment of needs: The Disability and Student Welfare Advisor

Students are advised to make contact with the Disability and Student Welfare Advisor as soon as possible, either prior to starting their studies or on their arrival. An initial assessment of a student's academic needs will be carried out in a discussion with the Disability and Student Welfare Advisor. This discussion will include their previous experiences, any previous support arrangements within an educational context; and consideration of any supporting medical or educational psychological evidence. This discussion will identify potential barriers in the learning environment and ways in which these barriers can be eliminated or overcome.

The outcomes of any discussions with the Disability and Wellbeing Advisor will be recorded in a Student Learning Support Agreement (SLSA) report, which will be stored in the student's confidential file held by the Student Engagement and Success Division.

The SLSA report will be summarised and may be used (only with the student's prior written consent) to inform relevant members of staff and/or external agencies of any agreed reasonable adjustments or support measures that we should make.

The SLSA records the support the student can and cannot expect to receive throughout their studies at London School of Business and Management. A copy of the student's SLSA and a full record of all support arrangements and associated correspondence will be retained by the Disability and Wellbeing Advisor in the Student Engagement and Success Division. These documents will be held securely in accordance with our policy on confidentiality and the Data Protection Act.

The student will be offered the opportunity to review their academic arrangements on a semester basis, or as required, with the Disability and Student Welfare Advisor.

## 10. Examination and Timetabling Arrangements

Student Services are responsible for the final determination of arrangements, after consultation where appropriate with relevant staff or bodies. You will not necessarily be given extra time to complete your

assignments. If you are having difficulties with keeping up with the workload because of your disability then you should discuss this with your tutor and with the Disability and Wellbeing Advisor. A tutor may grant a student an extension on their assignment for a maximum of two weeks. If the student needs more than two weeks, they need to apply for Mitigating Circumstances.

However, it is the responsibility of the student to request an extension to a deadline from the member of staff responsible for the particular piece of work or the designated staff member within department and raise a request in Student Service Portal (SSP). The request needs to be raised before the initial assessment deadline.

**PLEASE NOTE:** that except for circumstances in which a disability could not have been anticipated, the following deadlines will operate for notification of requests for special arrangements to your Personal Academic Tutor or to the Disability and Wellbeing Advisor:

January exams	no later than the last Friday of November
April exams	no later than the last Friday of February
Summer exams	no later than the last Friday of May

OR

End of teaching week 8 – for Exams in week 15  
End of teaching week 21 – for Exams in weeks 28-37  
End of teaching week 39 – for Resit Exams in August

Please note that LSBM will NOT normally grant special examination arrangements for any requests which are made after the appropriate deadline which relate to circumstances which are not unexpected and could reasonably have been anticipated.

If requests are made after the deadline we cannot guarantee that they will be implemented until the next exam period.

Students with temporary conditions such as broken limbs can also apply for special examination arrangements, although these would only apply for one round of exams and they would need to reapply in the following academic session should they feel that there was still sufficient cause to merit the award of additional time. Students in this situation should also be advised of the LSBM's 'fit to sit' rule, i.e. that if they are not well enough to take their examinations they should complete mitigating circumstances form so they can resit their exams.

Submitting a falsified claim for a special examination arrangement could be regarded as an attempt to gain an unfair advantage, which would be an academic offence that would be dealt by the Registry department.

All students requiring alternative arrangements of any nature must be assessed by the Disability and Wellbeing Advisor. Academic staff should refer any student with a timetabling issue directly to the Disability and Wellbeing Advisor as a matter of urgency, since the definitive teaching timetable is published at the end of July and there is limited scope for revisions after that date.

Disability Support will undertake an assessment with the student and will pass recommendations for timetabling to the Timetabling Officer where rooms will be allocated/reallocated accordingly. Timetabling and allocation of rooms can usually take account of the needs of individual students.

## 11. Examination and coursework adjustments

Most students with disabilities find that standard departmental and institutional arrangements for delivering the curriculum, for producing coursework and for sitting exams are appropriate for them. However, some students with disabilities do find that additional adjustments are required, for example:

- the production of examination papers in an alternative format

- separate accommodation for examinations
- the use of IT facilities for examinations
- additional time to complete examinations
- respite breaks during the course of examinations
- meeting dietary needs during examinations
- extended deadlines for assignments
- one-to-one specialist support (delivered by external providers)

## **12. General guidance on examination arrangements for students**

### **12.1 Guidance on the role of readers in examinations**

Any student who is permitted a reader as an exam arrangement should be placed in a separate room, with an invigilator present to ensure there is no academic misconduct. The reader should be given a copy of the examination script.

The reader **may**, at the request of the student:

- read all or any part of the examination paper, as many times as the student requests. This includes any formulae sheet or additional materials students are permitted to take into the examination.
- read back all or any part of the student's answers at the student's request.

The reader **may not**:

- explain or clarify any of the paper. The reader may only read word-for-word from the paper or from the student's answers.
- prompt the student to move onto the next question or help the student to choose which question to answer.
- explain abbreviations and symbols. Readers may read out symbols or abbreviations but may need to be given guidance as to whether a student should be expected to understand the symbol/abbreviation as a part of the examination question.

### **12.2 Guidance on the role of scribes in examinations**

Any student who is permitted a scribe as an exam arrangement should be placed in a separate room, with an invigilator present to ensure there is no academic misconduct. The scribe should be given a copy of the exam script.

The scribe will:

- write down answers exactly as the student dictates them

- read back any of the answers if the student requests this
- change an answer if the student asks them to write something different
- strictly follow the student's instructions when drawing maps, diagrams and graphs (if required)

The scribe **may not**:

- explain or clarify any of the paper
- prompt the student to move onto the next question or help the student to choose which question to answer
- read any of the exam paper, unless they are working as both reader and scribe
- continue writing answers once the examination has finished

The student **must**:

- dictate punctuation in English language papers. In other examinations this is not necessary and punctuation can be completed by the scribe
- dictate spelling in foreign language examinations when answering in the foreign language

**Note:** If a student is entitled to rest breaks and a scribe, rest breaks will only start once the scribe has finished writing down the student's answer.

### 12.3 Guidance on the role of prompters in examinations

Some students may be granted a prompter in examinations if they lose concentration or need to be prompted to move on to the next question in exams. Any student permitted a prompter should be placed in a separate room, with an invigilator present to ensure there is no academic misconduct.

To keep the student focussed on the paper, the prompter **may**:

- tap on the table or the student's arm to encourage them to regain concentration
- speak to the student to tell them to focus, to move on to the next question or remind the student of how long is left
- show the student a visual cue (flashcard) to encourage them to focus or move on to the next question

The prompter **may not**:

- advise the student on which questions to answer
- tell the student in which order to do the questions

### 12.4 Guidance on using approved rest breaks in examinations

- rest breaks should be considered as pauses in the exam. The exam time should be stopped when a student takes a rest break. Students will normally have up to 30 minutes of rest breaks per examination (10 minutes per hour), although this is subject to review.

- students should tell the invigilator when they want to have a rest break. They can use as much or as little out of their half hour as they wish at any one time e.g. one break of 30 minutes, three of 10 minutes, six of five minutes. If the student does not need to use any of the break time on the day, they may continue to work without interruptions.
- students can choose to stay in the exam room for their rest break, or they may leave the room if supervised by a member of staff. This can include going to the toilet, taking a drink or snack if recommended, or moving around to relieve physical discomfort.
- the invigilator should tell the student at regular periods how long they have left in the exam and how much rest time they have left.
- students may not talk about or work on the examination during their rest break. The student's exam papers should be turned over during rest breaks.
- departments will advise the student on where they will sit their examination as it may be in a different venue to the main halls.
- rest breaks, additional extra time, and other reasonable adjustments may be approved for examinations.

## **12.5 Guidance on the use of computers in examinations**

The following should be noted for students permitted the use of a word processor in exams:

- students should label answers clearly.
- students must not be able to see one another's screens.
- students may be permitted to change the background colour of screens if required. This should be supervised by the invigilator.
- computers should have the following disabled:
  - internet access
  - calculator
  - thesaurus
  - any assistive software (e.g. text to speech software) unless this is specifically recommended as an exam arrangement

The spelling/grammar checker should only be disabled if English language competence is an assessed element (i.e. an English language exam for international students).

Computers need to be connected to a central printer and/ or the invigilator(s) will need to have a portable storage device available to store the students' work.

A student may ask for the script to be printed during the exam for proofreading purposes.

The student's final script will be printed after the exam. The student should be given the printed script to confirm that it is his/her work and should be asked to sign the script to confirm this. Students may, however, not alter the script at this stage.

## 13. Disabled Students Allowance (DSA)

Students who are eligible for assistance towards tuition fees, grants or student loans may be entitled to an additional allowance called the Disabled Students Allowance (DSA). To be eligible for the DSA, a student has to be classified as a 'Home status' student, and be registered on an eligible course of study as a full-time student or a part-time student following at least 50% of a full-time course. Some postgraduate students on funded courses are also entitled to claim DSA.

For full details on DSA eligibility please check the government services and information website: [www.gov.uk/disabled-students-allowances-dsas/overview](http://www.gov.uk/disabled-students-allowances-dsas/overview)

The Disabled Students Allowance is divided into three categories:

- basic Allowance (towards e.g. ink cartridges, photocopying costs, small items of equipment)
- large Items of Equipment Allowance (towards e.g. IT equipment, ergonomic furniture)
- non-Medical Personal Help Allowance (towards e.g. the costs of a note taker or interpreter)

Students may apply for a DSA after they receive a conditional or unconditional offer, or during their studies. Students are entitled to make a new application every year for ongoing costs such as photocopying, ink cartridges, note taking.

The Disability and Student Welfare Advisor will be able to provide advice and assistance with the student's claim.

## 14. Specific Learning Difference Diagnostic Assessment Fund

Some students will not discover that they have a Specific Learning Difference (SpLD) such as dyslexia until they reach Higher Education. If a student believes that they have a SpLD after they enrol, then the student should:

- inform their Personal Academic Tutor (PAT); and
- contact the Disability and Welfare Advisor [disability@lsbm.ac.uk](mailto:disability@lsbm.ac.uk) for an appointment to discuss the difficulties they are experiencing and to do a screening interview to identify what may be the cause of these difficulties

or

- an alternative to the above action would be to complete a short screening interview using a [questionnaire](#). This will not provide a 'diagnosis' but it should allow possible problem areas to be recognised and provide a good starting point for an action plan

The characteristic difficulties associated with dyslexia and other SpLDs and their effects on learning are identified on the [British Dyslexia Website](#)<sup>1</sup>.

The Disability and Student Welfare Advisor may refer students with a previous history of SpLD, and whose last assessment was completed prior to the age of 16 years, for a full diagnostic assessment by an independent educational psychologist. This is to ensure that students have the required evidence to

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<sup>1</sup> The British Dyslexia website is available at [www.bdadyslexia.org.uk/about-dyslexia/adults-and-business/dyslexia-and-specific-learning-difficulties-in-adu.html](http://www.bdadyslexia.org.uk/about-dyslexia/adults-and-business/dyslexia-and-specific-learning-difficulties-in-adu.html)

access the Disabled Students Allowance. It also ensures appropriate support from us for the duration of their studies.

The Disability and Wellbeing Advisor can provide guidance on where to find a qualified assessor or students can choose a psychologist or other qualified professional by contacting:

- [Dyslexia Association](#)
- [British Psychological Society](#)
- [Dyslexia Action](#)
- [Dyslexia Teaching Centre](#)<sup>15</sup>
- [Helen Arkell Dyslexia Centre](#)
- [Independent Dyslexia Consultants](#)

Students should take care to ensure that assessors are suitably qualified to carry out a full dyslexia assessment to meet the requirements of the [Disabled Students Allowances](#)<sup>2</sup>. A full assessment will include all the requisite details and tests for it to be accepted as evidence. Students will be asked to pay the full cost of the SpLD assessment. The cost varies.

## 14.1 How can I apply?

Students may apply to the London School of Business and Management for financial support once they have undertaken an approved assessment. This will be considered as part of an assessment of the student's overall financial position. Awards are generally £150.

Completed applications, accompanied by all the required supporting evidence, should be submitted within the application window given below in order to be considered for the academic year the student is studying. We encourage students to submit applications in good time and in person to the Disability and Wellbeing Advisor.

## 14.2 When can I apply?

Applications can be made between 15/10 and 30/05 of each academic year and they are accepted on a first-received, first-served basis; the application window may therefore be closed earlier. Only one application can be made. Final year undergraduate students must apply by 10/12 of their current academic year.

Applications made outside of these dates will not be accepted for the current academic year and a new application will have to be made during the following study year.

## 14.3 Timescale for processing an application

Processing an application usually takes 15 working days and a decision will be sent to a student by the end of this period. Please avoid contacting us during this time unless absolutely necessary as this will slow the application processing down.

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<sup>2</sup> The Disabled Students Allowance requirements can be found at [www.gov.uk/disabled-students-allowances-dsas/overview](http://www.gov.uk/disabled-students-allowances-dsas/overview)

## 14.4 Awards

Awards made from the Fund are usually non-repayable grants and awards are paid shortly after the closure of the application window. This could be earlier than 30/05 of the current academic year the student studies if eligible cases exhaust the available funds of the academic year.

Financial assistance is limited. This means that we can only make a contribution towards assessment costs. Should funding for an academic year be spent, then additional funds will only be made available in the following academic year.

## 14.5 Eligibility

To apply the student must be a UK National, or:

- an EU National, who has lived in the UK for a minimum of three years prior to the first day of the first academic year of study
- someone who has lived in the UK for a minimum of three years prior to the first day of the first academic year of study
- fully enrolled with the London School of Business and Management (not hold Provisionally Enrolled status)
- class attendance must be satisfactory

**Note:** Students need to fill in the application form available from the Disability and Wellbeing Advisor.

## 15. Other Related Policies and Procedures

- Academic Strategy
- Admissions Policy
- Equality, Diversity and Inclusion Policy
- Student Success Strategy