



GREEN VALLEY ACADEMY

Disability Disclosure and Learning Support Policy

Approved: 5 October 2026

DOCUMENT CONTROL

Reference	GVA-21 (expands the reasonable-adjustment provisions of the earlier Tier 1 framework, and incorporates the accessibility and disabled students support provisions in a single instrument)
Policy owner	Wellbeing Team Leader
Approved by	Academic Board, through the Student Support, Safeguarding and Wellbeing Committee — 5 October 2026
Effective from	5 October 2026
Next review	August 2027
Applies to	All applicants and students; all staff engaged in admissions, teaching, assessment operation and support
Linked documents	EDI Policy (Equity, Diversity and Inclusion Policy); Admissions Policy; Mental Health and Wellbeing Referral Policy; Health and Safety Policy for PEEPs; University of Wolverhampton reasonable-adjustment and assessment procedures

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1. PURPOSE

- 1.1** This policy sets out how Green Valley Academy encourages the disclosure of disability, long-term health conditions, specific learning differences and neurodivergence; how it responds to disclosure with practical support delivered to defined timescales; how reasonable adjustments are identified, approved, implemented and kept working from application through to completion; and how the effectiveness of the whole system is monitored. The test the Academy sets itself is a demanding one, and every provision of this policy serves it: no student should ever perform below their ability, or leave their course, for want of an adjustment which the Academy could reasonably have made or an item of support it could reasonably have provided.

2. LEGAL FRAMEWORK AND THE ANTICIPATORY DUTY

- 2.1** Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities, a definition which includes many conditions that are not visible — among them specific learning differences such as dyslexia and dyspraxia, autism and ADHD, long-term mental health conditions, chronic illness and sensory impairment. The Academy owes disabled students two connected duties, and this policy implements both. The first is the anticipatory duty: to plan its provision in advance on the assumption that disabled students will be part of every cohort, designing teaching, materials, systems and premises inclusively rather than waiting to retrofit them upon request, as provided in Section 6. The second is the duty to make reasonable adjustments in the individual case: to change provisions, criteria and practices, to provide auxiliary aids and services, and to address physical features, wherever a disabled student would otherwise be placed at a substantial disadvantage. Adjustments to the assessment of the course are governed by the University of Wolverhampton's procedures, within which the Academy is responsible for identifying needs, assembling evidence, submitting applications by the University's deadlines, and implementing every approved arrangement on the ground.

3. ENCOURAGING DISCLOSURE

- 3.1** A student may disclose at any point — on application, at enrolment, during induction, or at any time in their studies — and to any member of staff, and every route shall lead within one working day to the Wellbeing team. The Academy shall actively invite disclosure rather than merely permit it: application and enrolment forms shall ask in plain, encouraging language; induction shall include a dedicated session on the support available and how to reach it; Personal Academic Tutors shall ask about support needs in their first meeting with every tutee as a matter of standard practice; and the Academy's published materials shall make clear that disclosure is welcomed, acted upon and never held against anyone. Disclosure shall never disadvantage an application, as the Admissions Policy provides; information disclosed is special category data handled under the IT, Data Protection and Data Security Policy, shared only with the student's recorded consent and on a need-to-know basis; and a student who chooses not to

disclose, or to disclose only in part, shall be supported to whatever extent their disclosure permits, with the door left open without pressure.

4. THE LEARNING SUPPORT INSTRUMENTS: LSA, LSP AND TLA

4.1 The Academy's individual support operates through three named instruments, used consistently across every case and aligned with the University of Wolverhampton's own support framework, so that students, staff and the University always know which document governs what. The Learning Support Agreement (LSA) provides additional, non-evidence-based academic and study-skills support — typically for mature learners returning to study, students building academic confidence, and students whose needs do not require formal evidence — delivered through agreed guidance, skills development and structured check-ins with the Personal Academic Tutor; an LSA is developmental and supplementary only, it does not permit assessment adjustments, deadline extensions or alternative assessment formats, and all academic regulations and submission deadlines remain unchanged under it. The Learning Support Plan (LSP) is the evidence-based operational plan for disability and long-term conditions — physical and mental health conditions, specific learning differences and neurodivergence — recording the specific adjustments for each teaching setting, the arrangements for materials and assistive technology, the assessment adjustments sought through the University of Wolverhampton's Learning Support Plan procedures, and the campus, access and evacuation arrangements of Section 5, reviewed with the student on a stated cycle; the Academy's LSP is aligned with, and feeds, the University's LSP so that the student holds one coherent set of adjustments across both institutions. The Temporary Learning Agreement (TLA) is the fast, time-limited instrument for short-term circumstances — a fracture or injury, recovery from surgery, a pregnancy-related condition, an acute episode of ill-health, bereavement or a temporary combination of medical and family pressures — recording proportionate temporary adjustments for a stated period of not more than twelve teaching weeks, extendable once on review, after which the TLA either lapses, is renewed, or is converted to an LSP where the condition proves long-term; because temporary needs cannot wait, a TLA shall be issued within three working days of the request being substantiated, aligned with the University of Wolverhampton's Temporary Learning Agreement arrangements. Every instrument records the student's consent to what may be shared and with whom, and each is issued on the Academy's approved template, with a completed specimen example maintained alongside each template for staff training.

4.2 Upon any disclosure, the process at Figure 1 shall operate to the following timescales, each of which is a commitment and not an aspiration: a confidential conversation with a Wellbeing Officer within five working days (or, for TLA requests, within two); evidence advised precisely and proportionately, with interim support in place while it is awaited, and no more evidence ever demanded than the adjustment in question requires; the LSA signed; the LSP or TLA drafted with the student, containing the elements listed in the Appendices; applications for assessment adjustments submitted to the University of Wolverhampton by the Academic Registrar and Admissions Officer within the University's deadlines, with the student kept informed of progress and outcome; and, wherever the student's condition affects evacuation, mobility, or medical safety on

campus, the practical mechanisms of Section 5 initiated in parallel, never as an afterthought.

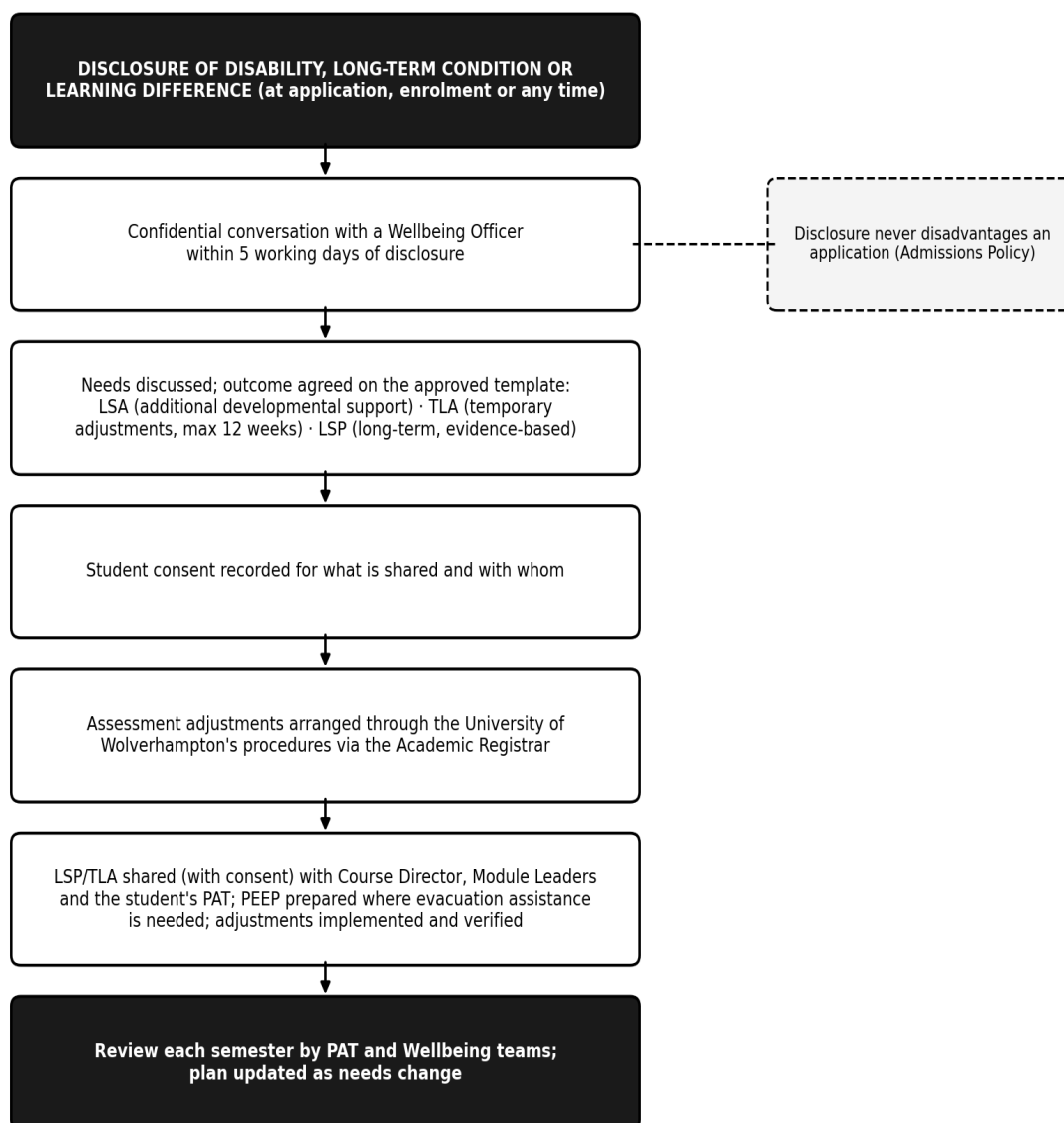


Figure 1: Disability disclosure and learning support process (LSA · LSP · TLA)

- 4.3** Once agreed, the LSP or TLA shall be shared, in accordance with the consent recorded in the LSA, with the Course Director, the relevant Module Leaders and the student's Personal Academic Tutor, each of whom shall confirm in writing the implementation of the adjustments within their responsibility; the Wellbeing team shall verify implementation on the ground within the first two teaching weeks after issue, by checking with both the student and the teaching team rather than assuming that a circulated document is a delivered adjustment; and every LSP shall be reviewed with the student each semester, and every TLA at its stated expiry, with amendments processed under the same procedure. Students who may be eligible for Disabled Students' Allowance shall be identified, informed and supported through the application, and no Academy support shall be delayed or withheld pending a DSA outcome.

5. PRACTICAL MECHANISMS: EVACUATION, CAMPUS AND DAY-TO-DAY DELIVERY

- 5.1** A plan that cannot survive a fire alarm, a timetable clash or a broken lift is not support, and this Section therefore fixes the practical mechanisms and the named responsibilities behind every LSP and TLA. Where a student's impairment would affect their ability to evacuate The Atrium unaided — including mobility impairments, sensory impairments that may prevent hearing or seeing an alarm, and conditions causing seizure or collapse — a Personal Emergency Evacuation Plan (PEEP) shall be prepared before the student's first week of attendance and reviewed alongside the LSP. The responsibilities are explicit and personal: the Wellbeing Team Leader drafts the PEEP with the student and the competent health and safety adviser; the Principal approves it under the Health and Safety Policy; every fire marshal is briefed on every live PEEP, and a named evacuation partner and named substitute are assigned to each; the refuge points and any evacuation chair at The Atrium are agreed with the building management, inspected termly, and covered in marshal training; the PEEP register is held at reception and carried on the fire marshals' evacuation checklists; and every termly fire drill tests at least one live PEEP, the outcome being recorded and the plan revised wherever the drill exposes weakness. No student with a live PEEP shall ever depend on improvisation in an emergency.
- 5.2** The same practicality governs daily delivery. Timetabling shall place the classes of students with mobility impairments in step-free, ground-floor or lift-served rooms as a scheduling rule applied before the timetable is published, not as a correction afterwards, and any lift outage at The Atrium shall trigger same-day room changes for affected classes, coordinated by the Academic Registrar and Admissions Officer with the building management. Accessible parking and step-free entry arrangements shall be agreed with the landlord and communicated to the student before enrolment. Assistive equipment loaned by the Academy — recording devices, ergonomic equipment, portable hearing support — shall be recorded in an equipment loan register maintained by the Wellbeing team, checked at each LSP review. Accessible-format materials shall be produced within published lead times agreed in the LSP, and Module Leaders shall supply materials to the Wellbeing team early enough to meet them. Where a condition carries medical risk on campus — epilepsy, diabetes, severe allergy, cardiac conditions — an individual medical care plan shall, with the student's consent, be prepared with the first aiders and held with the first aid arrangements under the Health and Safety Policy, so that the people who would respond to an emergency know the person, the condition and the response before the emergency happens. And where the course involves placements, visits or fieldwork, the Academy shall engage the host early enough for the student's adjustments — and where relevant their PEEP and care plan — to travel with them, no student being excluded from any activity on grounds of disability where reasonable adjustment could enable participation.

6. INCLUSIVE DELIVERY BY DEFAULT

- 6.1** Because anticipatory design prevents disadvantage at its source and reduces the need for individual adjustment, the Academy commits to the following universal standards, monitored through teaching observation and the annual quality cycle: teaching materials

produced in accessible formats as standard, including readable fonts, structured documents and captioned audiovisual content; lecture materials released on the virtual learning environment in advance of teaching; flexibility of participation formats within the requirements of the validated curriculum; digital platforms meeting WCAG 2.2 AA; step-free access, accessible facilities and appropriate signage at The Atrium, kept under review with the landlord through an annual accessibility audit whose findings are reported to the Student Support, Safeguarding and Wellbeing Committee; and annual staff development in inclusive teaching practice for every member of the teaching team.

7. CONFIDENTIALITY, ROLES AND MONITORING

- 7.1** The Wellbeing Team Leader owns this policy, holds the secure register of LSAs, LSPs, TLAs, PEEPs and care plans, and is accountable for the timescales in Section 4; Module Leaders and Personal Academic Tutors are accountable for delivering the adjustments recorded in each plan they receive; the Academic Registrar and Admissions Officer manages the interface with the University of Wolverhampton and the timetabling rules in Section 5; the Principal is accountable for the evacuation arrangements under the Health and Safety Policy; and the Student Support, Safeguarding and Wellbeing Committee shall monitor each term the number of disclosures, the time from disclosure to plan, the currency of PEEPs and care plans, the verification of implementation, and the continuation, completion and attainment of disabled students against the cohort as a whole, reporting annually to the Academic Board with any gap treated as an action. A student dissatisfied with any aspect of their support may use the Student Complaints route without prejudice to their adjustments, and this policy shall be reviewed annually in the light of the monitoring data and of students' own feedback.

8. SUPPORTING DOCUMENTS

- 8.1** The following operational documents give effect to this policy, shall be prepared before teaching commences, and shall be version-controlled by the Wellbeing Team Leader: the Learning Support Agreement (LSA) template; the Learning Support Plan (LSP) template, aligned with the University of Wolverhampton's LSP form; the Temporary Learning Agreement (TLA) template; the Personal Emergency Evacuation Plan (PEEP) template and the PEEP register; the individual medical care plan template; the assistive equipment loan register; and the annual accessibility audit checklist for The Atrium.

APPENDIX A — LEARNING SUPPORT AGREEMENT (LSA) — REQUIRED CONTENTS

- A.1** Every LSA shall record: the student's details, course, level and Personal Academic Tutor; the category of support and the fact that it is additional and non-evidence-based; the purpose, nature and scope of the support, stating expressly that no assessment adjustment, extension or alternative format is conferred; the agreed support activities, their frequency and the named staff providing them; the student's contact preferences and availability; the review frequency and duration of the agreement; the consent record,

specifying what may be shared, with whom and for what purpose; the signatures of the student and the Wellbeing Team Leader with dates; and the linkage record showing whether a TLA, an LSP, a PEEP or a care plan also exists for the student.

APPENDIX B — LEARNING SUPPORT PLAN (LSP) — REQUIRED CONTENTS

- B.1** Every LSP shall record: the specific adjustments agreed for each teaching setting, stated as actions with named owners rather than aspirations; the arrangements for materials, formats and assistive technology, with lead times; the assessment arrangements sought from and approved by the University of Wolverhampton, with application and outcome dates; the timetabling and campus access requirements applying under Section 5; the reference of any PEEP and any medical care plan; the Disabled Students' Allowance position; and the review record, showing each semester review, the changes made and the student's confirmation.

APPENDIX C — TEMPORARY LEARNING AGREEMENT (TLA) — REQUIRED CONTENTS

- C.1** Every TLA shall record: the temporary circumstance and its evidence; the proportionate adjustments agreed, stated as actions with named owners; the start date and the expiry date, which shall be not more than twelve teaching weeks after the start; any interim evacuation or medical arrangements required for the period; the single permitted extension, where used, with its review date; and the closure outcome — lapsed, renewed, or converted to an LSP — signed off by the Wellbeing Team Leader.