

# Sotheby's INSTITUTE OF ART

## STUDENT SUPPORT POLICY: DISABILITIES, NEURODIVERSITY AND CHRONIC HEALTH CONDITIONS

**This procedure is applicable to all SIA - London students registered with the  
University of Manchester**

### Introduction

1. Sotheby's Institute of Art London (SIAL) celebrates a diverse community of students and is committed to creating a supportive and non-discriminatory environment for all who study at the Institute. This Policy applies to all students who may have existing disabilities, neurodiversity with specific learning difficulties such as Dyslexia, ADHD, and long-term medical conditions including mental health issues, or when any the above develop while studying at SIAL.
2. Disabilities are considered by government legislation such as the Equality Act 2010<sup>1</sup>, which entitles students to suitable support and specific reasonable adjustments in respect of their participation in a programme of study and as service users of the Institute. In order to provide appropriate support with academic studies we will require clear and detailed documentary evidence. The evidence is required to show the diagnosis and that the student's disability has lasted, or will last, for more than one year (see section 3 below). SIAL also recognises that there may be some conditions or injuries which may not last a year, but for which reasonable adjustments need to be made.
3. This Policy outlines SIAL's support for students experiencing disabilities, our approach to protecting their personal information, to whom and in what circumstances we may disclose information, the limitations that exist on the support that we can provide, and how we will promote understanding and raise awareness of disabilities.<sup>2</sup> We use the term 'disability' as it is used in Equality Law. A person is considered disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. The legislation states that the definition of disability is "*any condition which has a significant, adverse and long-term effect on a person's ability to carry out normal day-to-day activities*"<sup>3</sup>.

### Applying to Sotheby's Institute of Art London

4. It is the policy of SIAL that every applicant is primarily assessed on academic grounds. Needs associated with disabilities are taken into consideration in parallel with academic performance.
5. Applicants to any of our programmes are encouraged to declare any disabilities before application via the [student.support@sia.edu](mailto:student.support@sia.edu) email address provided on the public website, during the

---

<sup>1</sup> <https://www.gov.uk/guidance/equality-act-2010-guidance#overview>

<sup>2</sup>We take guidance from our accrediting University, the University of Manchester, on our policies and procedures. This policy has been developed with guidance from the Disability Advisory and Support Service of the University of Manchester, see <http://www.dso.manchester.ac.uk/who-do-we-support/prospective-students/>

<sup>3</sup> <https://www.gov.uk/definition-of-disability-under-equality-act-2010>

application process, or at the commencement of studies. Students can declare their disability on their application, or if they would rather not do this, can contact any member of the academic or administrative staff at any time during their studies.

6. If you disclose disabilities as part of your application, you will be offered the opportunity to liaise with the Student Support team to gauge whether any specific and reasonable adjustments may be required.
7. There are many benefits to disclosure, but you can request that no information about your disability is passed on to others outside the Student Support Service. However, if you do this, it may restrict or adversely affect the level of support the Institute can offer you and could limit the types of adjustments which can be put in place.
8. Your consent to information regarding your disability being disclosed will be valid until the completion of your academic studies. However, you may withdraw your consent at any time by contacting the Registrar in writing, or from your student email account.
9. If you choose not to declare a known disability prior to commencing a programme/course, and subsequently make that disability known, SIAL is committed to putting appropriate support in place as soon as is practicable. Similarly, if a previously undiagnosed disability is identified whilst you are studying with us, we are committed to ensuring that you receive appropriate support to be able to continue and succeed in your studies.

### **Teaching, Assessment and Examination: Reasonable Adjustments and Study Support Arrangements**

10. You will be required to provide basic Personal Details upon enrolment on SIAL programmes/courses and will be encouraged to disclose disabilities, after which you will have the opportunity to request a meeting called an Internal Needs Assessment to discuss your needs and how we can help.
11. It will be necessary for you to provide documentary evidence of your condition with associated and expected consequences of your disability for us to assess your needs in the meeting. This is likely to take the form of a report from an accredited health care professional (see appendix A and C). In order to qualify for reasonable adjustments, your documentation will need to show that you have had your condition, or are likely to have your condition, for more than a year. SIAL also recognises that there may be some conditions or injuries which may not last a year, but for which reasonable adjustments need to be made.
12. Any evidence that you submit will be treated confidentially and only divulged on a 'need to know' basis and in support of the purpose for which it was submitted. All such evidence is treated as sensitive data under the Data Protection Act (2018) 4[see also section 4 below]).
13. Agreed study support arrangements, as adhered to by both the student and SIAL, will be intended to satisfy the requirement under the Equality Act 2010 for reasonable adjustments to be made for students with disabilities (although in some situations further issues may arise that cause a need for additional adjustment). Such adjustments may include, but are not limited to, the adaptation of

---

<sup>4</sup> [http://www.legislation.gov.uk/ukpga/2018/12/pdfs/ukpga\\_20180012\\_en.pdf](http://www.legislation.gov.uk/ukpga/2018/12/pdfs/ukpga_20180012_en.pdf) See section #35

the way in which oral presentations are delivered, recording teaching sessions (see Appendix D), access to specialist computer hardware and software packages to support learning, the use of a real-time interpreter, flexibility with deadlines for assignment and dissertation submissions, or being offered additional working time in examinations.

### **Assistance Animals**

14. Under the Equality Act (2010) people with disabilities are allowed to bring Assistance Animals onto campus as a reasonable adjustment.
15. Definition of an Assistance Animal:
  - An animal that has been specifically and highly trained to perform tasks to assist disabled people.
  - An animal that has been qualified and accredited by the appropriate organisation, for example, registered as a member of Assistance Dogs UK (ADUK) or equivalent, to prove the dog has undergone adequate training.
16. Assistance Animals will have formal identification in the form of a branded jacket or lead slip and are permitted to accompany their owners at all times and all places in the UK, unless there is a genuine health and safety risk.
17. In the wider interest of health and safety, the Institute reserves the right to refuse access to any animal that is not an Assistance Animal.  
Examples of an Assistance Animal include Guide Dogs, Hearing Dogs for Deaf people, animals that detect the onset of seizures/ changes to blood glucose levels, which may highlight an imminent health issue.

### **Pets, Animal Assisted Therapy (AAT) and Emotional Support Animals**

18. These animals are used to support people with a range of support needs, including mental health and autism. However, these animals are not specifically trained to carry out a particular task, as in the case of Assistance Animals, but rather their role is to be a source of comfort or support to their owners. Whilst the Institute understands the benefits that having a support animal can bring, any animal accompanying a student, staff member or visitor must be an ADUK registered Assistance Animal. Unfortunately, pets, Animal Assisted Therapy and Emotional Support Animals are not classified as Assistance Animals in the UK and not permitted on campus or on organised visits.
19. Students who are eligible may apply for **Disabled Students' Allowance (DSA)** for information on eligibility; please visit <https://www.gov.uk/disabled-students-allowances-dsas/eligibility>. DSA may provide additional funding for assistive software and equipment, non-medical helper support (such as a study skills tutor or specialist mentor), travel costs and other support. If you have any questions about applying for DSA, please contact the Student Support Team.  
For additional sources of funding see the Snowdon Trust: <https://www.snowdontrust.org/>.
20. If you disclose an existing disability, a meeting will be offered to ensure you receive the support you need and so that the Sotheby's Institute of Art London meets its obligations to you under the Equality Act 2010. The Student Support Team will need to share relevant information about you

and your conditions with those who have a role in implementing support and adjustments, including external support services where necessary.

21. We may also need to share information with your student finance funding bodies to confirm your entitlement to financial support. If you receive externally provided disability support, such as an approved Disabled Students' Allowance, we may need to share information with providers of this support.
22. The Programme Director, Unit Leaders for the Electives, Programme Manager and Co-ordinators, Registrar and Student Support team all have an active role in implementing study support arrangements and will ensure that appropriate members of staff are made aware of arrangements with the appropriate informed student consent and that any specific support which has been agreed is provided.
23. Study support arrangements can be reviewed on request, or when there is a significant change to the way teaching is delivered; this can be as often as needed to ensure the adjustments continue to meet your needs throughout the course.
24. You also have responsibility to ensure you take appropriate and timely actions to safeguard your own physical and mental wellbeing so that, for example, you register with a General Practitioner (family doctor) in the UK on arrival so that any treatment or medication is properly managed and in line with good practice.

### **Confidentiality and Disclosure**

25. Under the 2018 Data Protection Act all data relating to disability is regarded as sensitive personal data<sup>5</sup>, which must be stored securely, kept in confidence, and only passed on with the individual's informed consent. The law regards every person over the age of 18 as being capable of giving consent unless a medical opinion has stated otherwise.
26. You are entitled not to disclose such information or might choose to provide evidence of the impact of a disability on you without disclosing exact details of the disability itself.
27. As with all matters of a personal nature, we will respect the confidentiality of the information you provide us with, unless there are exceptional circumstances that require information to be shared with others, and we will not normally disclose personal information about individual students to external agencies or third parties without the student's express permission. In normal circumstances, our definition of third parties includes family, friends, doctors, or equivalent.
28. We would expect to share certain information within the Institute with those members of staff who need it in order to implement the appropriate level of support and we will normally obtain your consent before we do so. Exceptionally, there may be circumstances in which confidentiality has to be broken (as explained in section below).

### **Disclosure without Consent and Emergencies**

29. If we make a decision to disclose information about you without your knowledge, or in the face of your refusal of consent, we will do so only in circumstances when we judge that there is a

---

<sup>5</sup> See the Data Protection Act 2018 [http://www.legislation.gov.uk/ukpga/2018/12/pdfs/ukpga\\_20180012\\_en.pdf](http://www.legislation.gov.uk/ukpga/2018/12/pdfs/ukpga_20180012_en.pdf) Section 35- 8(a)

significant risk of harm to either yourself or to others. Such a decision will not be taken lightly nor, except of an emergency, will it be taken without consultation with senior members of staff.

30. Please see the Serious Incident Action Plan Policy for details about dealing with an emergency situation.
31. The interests of individual students will always be considered in the context of the interests of the community as a whole and there may be rare occasions when the interests of others take priority over the interests of individuals.

<b>Title</b>	Student Support Policy: Disabilities, Neurodiversity and Chronic Health Conditions
<b>Date first implemented</b>	September 2022
<b>Approving body</b>	Academic Board
<b>Version</b>	September 2022
<b>Supersedes</b>	N/A
<b>Next review date</b>	Summer 2025
<b>Frequency of review</b>	Every three years
<b>Policy owner</b>	Quality Team/Student Support Team

## STUDENT GUIDELINES FOR EVIDENCE

In order for you to register with the Student Support Service, you'll need to complete our registration form that includes making an initial self-assessment of your needs, as well as providing us with appropriate evidence of your disability. This evidence should then be returned to the Student Support, along with the registration form by email.

### **What evidence of my disabilities or health conditions, including mental health-related, do you need?**

If you do not have existing and current evidence you will need to take the guidance sheet (or form), below, to your doctor and ask them to write you a letter that contains the requested information, or complete the form that is provided. The letter must be written in English or officially translated to English (your embassy may be able to assist you in finding an official translator). Please ensure that the letter talks about the impact of your condition. Letters/ forms should be recent, ideally no older than 6 months from your course start date.

### **What evidence of my neurodiversity or specific learning difficulty, such as ADHD, dyslexia or dyspraxia, do I need?**

If you have an existing diagnostic assessment report for ADHD, dyslexia or dyspraxia, please send this to us. We can then see whether this can be accepted for use at the Institute, or whether you will need a new report. If you are planning on being assessed for dyslexia, it's important that you make sure that the person completing the report holds a current Practising Certificate and certifies that this assessment has been conducted and the report written in accordance with the SpLD Working Group 2005/DfES Guidelines for Assessment of SpLDs in Higher Education.<sup>6</sup>

---

<sup>6</sup> See the [https://www.sasc.org.uk/\(S\(2j2fuq45af3c3qafusymmw45\)\)/SASCDocuments/SpLD\\_Working\\_Group\\_2005-DfES\\_Guidelines.pdf](https://www.sasc.org.uk/(S(2j2fuq45af3c3qafusymmw45))/SASCDocuments/SpLD_Working_Group_2005-DfES_Guidelines.pdf)

## REGISTRATION FORM AND ASSESSMENT OF STUDENT SUPPORT NEEDS

To register with Student Support for adjustments/ accommodations on course, please complete all  
four sections in this appendix

### 1. Release of Information

Please tick the relevant box to indicate consent for details about your support requirements to be held on the Institute’s manual and electronic files and for relevant details to be disclosed to professional staff having a legitimate need to see them in the course of their work (for example your tutor, lecturers etc).

**IMPORTANT** - You have the right to request that information about your disability is kept confidential or you can limit the information that is released; however, this may make it difficult for the Institute to fully support your needs.

---

### STUDENT CONSENT FOR STUDENT SUPPORT TO HOLD AND DISCLOSE INFORMATION WITHIN THE INSTITUTE

Please tick **ONE** box only and sign below ✓

1. I give full consent for Student Support to disclose information regarding my disability and additional support needs as appropriate.	
2. I consent for the Student Support to disclose that I have a disability, but I do not want the nature of my disability to be disclosed.	
3. I do <b>NOT</b> give permission for any information regarding my disability or additional support needs to be disclosed to anyone outside the Student Support Team.	

**Signed:**

**Date:**

**If completing electronically, please tick this box**

Return the completed form to us at [student.support@sothebysinstitute.com](mailto:student.support@sothebysinstitute.com) using your SIAL email address, or an external address that you have already registered with us.

## 2. Personal Details

<b>Second name</b>	<b>First Names (in full)</b>	
<b>Home address</b>	<b>Term time address (if known)</b>	
<b>Post Code</b>	<b>Post Code</b>	
<b>Mobile Number</b>		<b>Today's Date</b>
<b>Personal E-mail</b>		
<b>SIAL E-mail</b>		
<b>Programme title:</b>		
<b>Start date:</b>		

## 3. Details of Conditions

**Please tick the box(es) that you feel most accurately represent your conditions:**

- |  |                          |
|--|--------------------------|
| Neurodiversity or Specific Learning Difficulty e.g. Dyslexia, ADHD, Autism | <input type="checkbox"/> |
| Blind or visual impairment   | <input type="checkbox"/> |
| Wheelchair user  | <input type="checkbox"/> |
| Personal care needs  | <input type="checkbox"/> |
| Long term medical condition  | <input type="checkbox"/> |
| Deaf or hearing impairment   | <input type="checkbox"/> |
| Mobility Impairment  | <input type="checkbox"/> |
| Mental Health Condition  | <input type="checkbox"/> |
| Other  | <input type="checkbox"/> |

**Please give information in box below, including the diagnosis with further details**

**4. Assessment of Support Needs**

Please detail the assistance required in your daily life and studies, in addition to any reasonable adjustments that have been granted to you during previous study programmes (with evidence) – this should include accommodations for study trips and visits, careers placements and in your day-to-day learning activities.

## Supporting Documentation

Please supply one of the following:

- Medical evidence e.g. a letter from your doctor or consultant (see the guidance sheet below to take with you) or other qualified health care professional.
- A report of diagnostic assessment produced from a registered psychologist /specialist teacher holding an approved qualification (as noted in the SpLD Working Group 2005/DfES Guidelines) or current practising certificate (please include number and issuing body).

**The Institute will endeavour to meet your assessed needs, although we cannot guarantee that all the support requested on this form can be arranged, due to academic criteria and other factors.**

## Returning This Form

- The Registration Form and Assessment of Support Needs, together with *signed electronic documents*, can all be sent by email to [student.support@sia.edu](mailto:student.support@sia.edu)
- The Registration Form and Assessment of Support Needs with *signed printed documents* can all be scanned or clearly photographed and can be sent by email to [student.support@sia.edu](mailto:student.support@sia.edu)
- You can also post or bring the Registration Form and Assessment of Support Needs with all accompanying documents to us in person to **Student Support, Sotheby's Institute of Art London, 30-31 Bedford Square, London WC1B 3EE** (Mon-Fri 09:00-17:00). We ask you to let us know by email when this has been delivered or posted.

## Any Questions?

- **Email us** [student.support@sia.edu](mailto:student.support@sia.edu)
- **Phone us** 0207 462 3227

## GUIDANCE FOR HEALTH PROFESSIONALS WRITING MEDICAL LETTERS FOR STUDENTS

The Student Support Service at Sotheby's Institute of Art - London supports students with a range of disabilities, mental health needs and/or medical conditions in order to enable them to participate as fully as possible on our study programmes.

We require independent medical evidence from a health professional/practitioner as part of this process. This document and template outline the information that we require.

The student must have a disability as defined by the Equality Act 2010. A person is disabled under the [Equality Act 2010](#) if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.<sup>7</sup>

The letter, or template, should be on headed paper, dated and signed (Word documents emailed to the office are not acceptable), and include:

- **What the condition is (diagnosis)**
- **When it was first diagnosed**
- **The duration of this condition and the length of time it is likely to have a negative impact on the student's academic work**
- **Whether any medication prescribed has side effects which may impact on learning**
- **Any other information that you think might help us assess appropriate support for this student while studying**
- **State the impact (or potential impact) on day-to-day activities/studies.**

Completed letters, or templates, should be given to the student. The student should then return the letter/template to us by:

- Scanning or photographing documents and emailing to [student.support@sia.edu](mailto:student.support@sia.edu)
- Posting the letter to Student Support, Sotheby's Institute of Art, 30 Bedford Square, London, WC1B 3EE.
- Bringing the letter to the above address (opening hours Mon-Fri 09:00-17:00)

---

<sup>7</sup> 'substantial' is more than minor or trivial – e.g., it takes much longer than it usually would to complete a daily task . 'Long-term' means 12 months or more

**Template request for medical evidence from Sotheby's Institute of Art – London**

(this is an alternative to the production of a letter as described, above. Please transfer this template to headed paper).

**Name of student:**

**Address:**

**Date of Birth:**

In order to assist the above-named student with their application for support, please could you provide the following information:

**Nature of the condition (diagnosis):**

**When was the condition first diagnosed?**

**Likely duration of the condition (temporary or permanent; how long has it lasted?)**

**Briefly, how does the condition affect the student on a day-to-day basis? Does this condition affect the student's day to day activities, including the ability to study?**

**Any prescribed medication - please state any expected side effects that may impact on the student's academic work:**

**Any other coping strategies used to manage the condition – please describe:**

---

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Professional capacity: \_\_\_\_\_

Institution (e.g. Health Centre, Hospital): \_\_\_\_\_

**Please return the form to us:**

**Email:**

**Fax:**

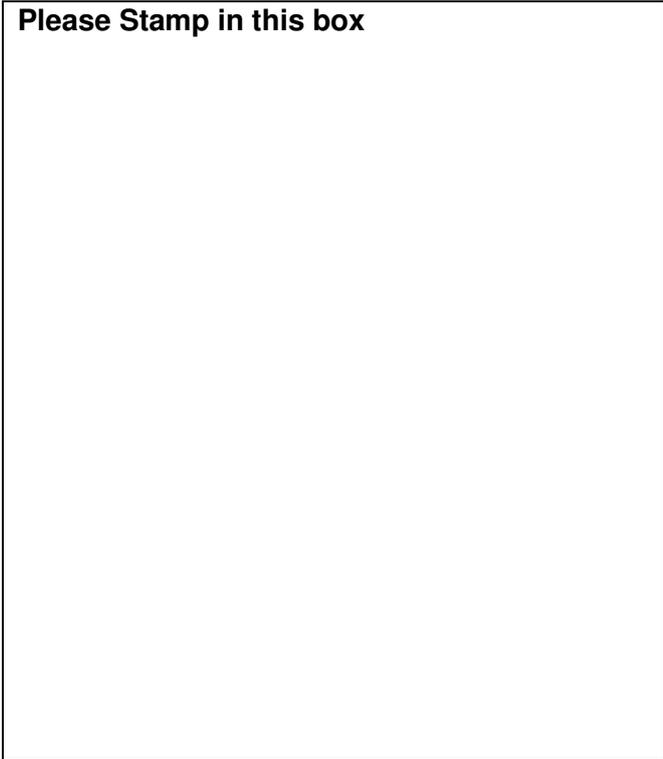
**Phone:**

**Address:**

Please call, or email, should you have any questions regarding this request.

Thank you.

**Please Stamp in this box**



# Sotheby's INSTITUTE OF ART

## STUDENT/ SIAL AGREEMENT AUDIO RECORDINGS OF TAUGHT SESSIONS

Students who have specific diagnosed learning difficulties, and who are able to present valid documentation confirming these difficulties, may be authorised, subject to prior agreement, to make audio recordings of their taught sessions. This is a reasonable adjustment put in place to support your academic learning.

Individual lecturers have the right to withhold permission for audio recording at any time and, if this is the case, you will be provided with advance notice.

Recorded material may be used to support you in accessing programme related material and may be used to support assessed written work.

Recordings will not be distributed or broadcast to any third parties external to Sotheby's Institute of Art, nor must you seek commercial gain from these.

No more than six recordings will be held by you, the student, at any one time, and recordings are to be kept in a safe and secure place. The recordings of previous sessions must be deleted. Please ensure that all recordings made from the programme or course have been deleted six weeks after the completion of your course. You may be asked to stop recording during a lecture if the lecturer feels that the material being covered is particularly sensitive.

Please note that if any of the above terms are contravened you may be subject to disciplinary procedure.

I, .....(PRINT NAME)

agree to comply with this policy when using audio recording of Sotheby's Institute of Art sessions.

Programme or Course on which I am studying.....

Signature.....Date.....