

Sotheby's INSTITUTE OF ART

DISABILITY ACCESS POLICY - LONDON

MA and PG Diploma Programmes

Semester and Summer Study Courses

2020/2021

1. INTRODUCTION

- 1.1. 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 an existing disability or who develop a disability while studying at SIAL. Disabilities are considered by government legislation such as the Equality Act 2010¹ 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, detailed, documentary evidence. The evidence is required to show a clear diagnosis and that the student's disability has lasted, or will last, for more than one year (see section 3 below).
- 1.2. 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.² We use the term 'disability' as it is used in Equality Law. This 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***³.

2. APPLYING TO SOTHEBY'S INSTITUTE OF ART LONDON

- 2.1. 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.
- 2.2. Applicants to any of our programmes are encouraged to declare any disabilities before application via the student.support@sia.edu contact email address provided on the public website; during the 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.

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

²We 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.dass.manchester.ac.uk/who-do-we-support/prospective-students/>

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

- 2.3. If you disclose disabilities as part of your application, you will be offered the opportunity to liaise with the Student Support team, Director's Office Manager and any relevant Programme-/Course-specific staff members to gauge whether any specific and reasonable adjustments may be required.
- 2.4. There are many benefits to disclosure, but you can request that no information about their 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.
- 2.5. 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 Director's Office Manager in writing, or from your student email account.
- 2.6. If you choose not to declare a known disability prior to commencing a programme/course, and subsequently makes that disability known, SIAL is committed to putting appropriate support in place as soon as is practicable. Similarly, if a previously un-diagnosed 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.

3. TEACHING, ASSESSMENT AND EXAMINATION: REASONABLE ADJUSTMENTS AND STUDY SUPPORT ARRANGEMENTS

- 3.1 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 follow up meeting called an Internal Needs Assessment (INA) - (see Appendix A and B).
- 3.2 It will be necessary for you to provide documentary evidence of your condition with associated and expected consequences of your disability in order for us to assess your needs in the INA 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.

- 3.3** 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]).
- 3.4** 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 which cause a need for additional adjustment). Such adjustments may include, but are not limited to, the adaptation of 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, being permitted extra time to submit assignments, or being offered additional working time in examinations.
- 3.4.1** Students who are eligible may also apply for **Disabled Students Allowances (DSA)** for information on eligibility please visit: <https://www.gov.uk/disabled-students-allowances-dsas/eligibility> DSAs 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 DSAs, please contact the Student Support Team.
- Alternative sources of funding include the Snowdon Trust: <https://www.snowdontrust.org/>
- 3.4.2** If you disclose an existing disability, a meeting will be arranged 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 disabilities and specific learning difficulties with those who have a role in implementing support and adjustments, including external support services.
- 3.5** 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 approved by Disabled Students’ Allowances, we may need to share information with providers of this support.
- 3.6** Programme Directors, Programme Co-ordinators, the Director’s Office Manager and Student Support Manager all have an active role in implementing study support arrangements and will

⁴ http://www.legislation.gov.uk/ukpga/2018/12/pdfs/ukpga_20180012_en.pdf See section #35
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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.

- 3.7** Study support arrangements will be reviewed at regular intervals, when requested by you, or as often as needed, as agreed with the student and relevant members of staff to ensure that the adjustments continue to meet your needs. This will usually be once per Semester and will be co-ordinated from the Student Support team in collaboration with the Personal Tutor.
- 3.8** 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 so that any treatment, or medication, is properly managed and treatment offered is in line with good practice.

4. CONFIDENTIALITY AND DISCLOSURE

- 4.1** Under the 2018 Data Protection Act all data relating to disability is regarded as sensitive personal data⁵, 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.
- 4.2** 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.
- 4.3** 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 which 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.
- 4.4** 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 5 below).

⁵ See the Data Protection Act 2018 http://www.legislation.gov.uk/ukpga/2018/12/pdfs/ukpga_20180012_en.pdf Section 35- 8(a)

5. DISCLOSURE WITHOUT CONSENT AND EMERGENCIES

- 5.1** 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 either in circumstances when we judge that there is a significant risk of harm coming to either you or to others. Such a decision will not be taken lightly nor, except in an emergency, will it be taken without consultation with senior members of staff.
- 5.2** Please see the Serious Incident Action Plan Policy for details about dealing with an Emergency situation.
- 5.3** 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.

APPENDIX A

STUDENT GUIDELINES FOR EVIDENCE

What evidence do I need?

In order for you to fully register with the Student Support Service, you'll need to complete our registration form below, 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, either by email, post, or in person.

What evidence of my mental health difficulty, physical, medical or sensory condition 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/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 not be older than 6 months from your course start date.

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

If you have an existing report diagnosing dyslexia or dyspraxia, please send this in 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're 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.⁶

⁶ See the [SpLD Working Group 2005/DfES Guidelines](#)
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Appendix B

**INTERNAL NEEDS ASSESSMENT AND
STUDENT REGISTRATION FORM**

A. 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 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 NOT give permission for any information regarding my disability or additional support needs to be disclosed to anyone outside the Student Support Team.	

Signed

Date

Print

B. Personal Details

Surname (block letters)	First Names (in full)	
Home address	Term address (if known)	
Post Code	Post Code	
Mobile Number		
Personal E-mail	Today's Date	
Institute E-mail		
Name of Course/Programme:		

C. DETAILS OF ADDITIONAL SUPPORT NEEDS

Please tick the box(es) you feel most accurately represent your disability(ies):

Specific Learning Difficulty – eg dyslexia, dyspraxia, ADHD etc

Blind or visual impairment Deaf or hearing impairment

Wheelchair user Mobility Impairment

Need personal care Mental Health Condition

Medical Condition Autism Spectrum Condition

Other

Please give details of any conditions below (including diagnosis):

D. SUPPORT NEEDED

Please detail any other assistance required in the course of your daily life in addition to reasonable adjustments have been granted to you during previous study programmes - this includes study visits, and day-to-day learning.

A large, empty rectangular box with a thin black border, intended for the user to provide details on support needed. The box is currently blank.

E. SUPPORTING DOCUMENTATION

Please supply either:

- Medical evidence, e.g. a letter from doctor or consultant (see the guidance sheet below to take with you), or other health care professional.
- A report, 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.

F. RETURNING THIS FORM

- Scanned copies (must have been printed and signed first – Word documents not acceptable) can be sent to student.support@sia.edu
- Posted copies can be sent to: **Student Support, Sotheby's Institute of Art London, 30-31 Bedford Square, London WC1B 3EE.**
- You can bring the form to us in person to the above address (Mon-Fri 09:00-17:00)

G. ANY QUESTIONS?

- **Email us** student.support@sia.edu
- **Phone us** 0207 462 3227

APPENDIX C

GUIDANCE FOR HEALTH PROFESSIONALS WRITING MEDICAL LETTERS FOR STUDENTS

To whom it may concern,

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 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.⁷

The letter, or template, should be on headed paper, dated and signed (Word documents emailed in 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**
- **Does any medication prescribed have 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:

- By scanning in and emailing to student.support@sia.edu
- By posting the letter to Student Support, Sotheby's Institute of Art, 30 Bedford Square, London, WC1B 3EE.
- By bringing the letter to the above address (Opening Hours Mon-Fri 09:00-17:00)

⁷ '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 his/her 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

APPENDIX D:

SIAL/STUDENT RECORDING LECTURES AGREEMENT

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 authorized, 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 then 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.....