

# City Football Leadership Institute

## Equalities and Special Educational Needs Policy

### INTRODUCTION

The City Football Leadership Institute (the “**Institute**”) celebrates a diverse community of students and is committed to creating a supportive and non-discriminatory environment for all who study at the Institute. The Institute is opposed to any form of discrimination, harassment or bullying on the grounds of any protected characteristic. The Institute welcomes students with disabilities, including special educational needs.

The aim of this policy is to embed a culture of inclusion, including for students with disabilities.

The objectives of this policy are:

- To provide fair and equal treatment of, and promote equality of opportunity for, all students;
- To commit to having an inclusive environment, which facilitates disclosure of disability and gives all students the opportunity to demonstrate and realise their full potential; and
- To comply with the legislative requirements under the Equality Act 2010, and in particular the need to avoid discrimination and provide reasonable adjustments for disabled students.

The Institute will ensure:

- That the requirements of those students who disclose a disability are assessed on an individual basis;
- That all discussions and information regarding a disability, including a specific learning difficulty, are treated in a confidential manner;
- That personal information regarding a disability will only be disclosed as set out in the [Student Privacy Notice](#).

We use the term ‘disability’ as it is used in the Equality Act 2010. 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.***

The Institute will operate its programmes without discrimination on the basis of race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation, age, disability, gender reassignment, citizenship, marital or civil partner status, pregnancy or maternity or any other characteristic protected by law, except where explicitly provided for by law.

### APPLYING TO THE INSTITUTE

Applicants to any of our programmes are encouraged to declare any disabilities before application via email at [admissions@cityfootball-leadership.com](mailto:admissions@cityfootball-leadership.com) 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.

Where a student discloses a disability as part of their application, they will be offered the opportunity to liaise with the Head of Operations and Student Services and any relevant programme staff members to gauge whether any specific and reasonable adjustments may be required.

There are many benefits to disclosure at the time of application, including ensuring that Institute staff are able to liaise with students to ensure that reasonable adjustments are in place at the start of, and throughout, their studies with the Institute.

If a student chooses not to declare a known disability prior to commencing a programme, and subsequently makes that disability known, the Institute is committed to putting appropriate support in place as soon as is practicable.

A student's consent to information regarding their disability being disclosed will be valid until the completion of the Programme. A student may withdraw their consent at any time by contacting [admissions@cityfootball-leadership.com](mailto:admissions@cityfootball-leadership.com) in writing.

Similarly, if a previously un-diagnosed disability is identified during the programme, the Institute is committed to ensuring that that student receives appropriate support to be able to continue and succeed in their studies. This Policy applies to all students who may have an existing disability or who develop a disability while studying at the Institute.

## **REASONABLE ADJUSTMENTS AND SUPPORT ARRANGEMENTS**

Students will be required to provide basic personal details upon enrolment on Institute programmes. At this point there will be a further opportunity for students to disclose disabilities.

It will be necessary for the student to provide documentary evidence of their condition with associated and expected consequences of their disability in order for the Institute staff to assess their needs. This is likely to take the form of a report from an accredited health care professional (see Appendices A and C). In order to qualify for reasonable adjustments, the documentation will need to show that the student has had their condition, or is likely to have their condition, for more than a year. Any evidence submitted 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.

Reasonable adjustments may include, but are not limited to, the adaptation of the way in which oral presentations are delivered, recording teaching sessions, access to specialist computer hardware and software packages to support learning, being permitted extra time to submit assignments, or being offered additional working time in examinations.

Student Services will wish to share relevant information about the student, and their disabilities, with those who have a role in implementing support and adjustments, including external support services. With the student's consent, the Head of Operations and Student Services will ensure that all appropriate members of staff are made aware of arrangements, and that any specific support which has been agreed is provided. Students can request that no information about their disability is passed on to others outside Student Services. However, this may restrict or adversely affect the level of support the Institute can offer and could limit the types of adjustments which can be put in place.

If a student does not have a disability within the meaning of the Equality Act 2010, but nonetheless has a medical request it would like the Institute to consider, the Institute should be notified at least two weeks prior to the course start date so that any non-standard adjustments be considered and, if deemed appropriate, made.

## **Sporting & Recreational Activities**

The Programme includes sporting and recreational activities. CFLI will work to provide equal access to all course activities for disabled students, within the constraints of the activities, the budgetary costs, the health and safety implications and the difficulties of supervision. Individual risk assessment and management strategies will be provided for disabled students engaged in trips or activities.

## **CONFIDENTIALITY AND DISCLOSURE**

Under the Data Protection Act 2018 all data relating to disability is regarded as sensitive personal data which must be stored securely, kept in confidence, and only passed on with the individual's informed consent.

Students are not required to disclose any disability, or might choose to provide evidence of the impact of a disability on without disclosing exact details of the disability itself.

As with all matters of a personal nature, Institute staff will respect the confidentiality of the information provided unless there are exceptional circumstances which require information to be shared with others. The Institute will

not normally disclose personal information about individual students to external agencies or third parties (including family, friends or health care professionals) without the student's express permission.

If Institute staff decide to disclose information about a student without their knowledge, or where they have refused consent, they will do so only where it is judged that there is a significant risk of harm coming to either the student 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.

### **RELIGIOUS REQUIREMENTS**

Should a student have any particular requirements for religious reasons, the Institute should be notified at least two weeks prior to the course start date so that any non-standard adjustments be considered and, if deemed appropriate, made.

### **MONITORING AND REVIEW**

The Institute will collate feedback received from disabled students, in order to monitor the effectiveness of the policy.

The policy will be reviewed on an annual basis.

## **APPENDIX A**

### **STUDENT GUIDELINES FOR EVIDENCE**

#### **What evidence do I need?**

In order for you to receive reasonable adjustments, 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 Student Services 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. Please ensure that the letter talks about the impact of your condition on you, and your normal day-to-day activity. 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 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.

**Appendix B**

**INTERNAL NEEDS ASSESSMENT**

**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). Where a student is under the age of 18, the parent or guardian should provide consent on their behalf.

**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.

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**STUDENT CONSENT FOR STUDENT SERVICES TO HOLD AND DISCLOSE INFORMATION WITHIN THE INSTITUTE**

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

1. I give full consent for Student Services to disclose information regarding my disability and additional support needs as appropriate.	
2. I consent for Student Services 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 Student Services.	

Signed

\_\_\_\_\_

Date

\_\_\_\_\_

Print

\_\_\_\_\_

## B. Personal Details

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

**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

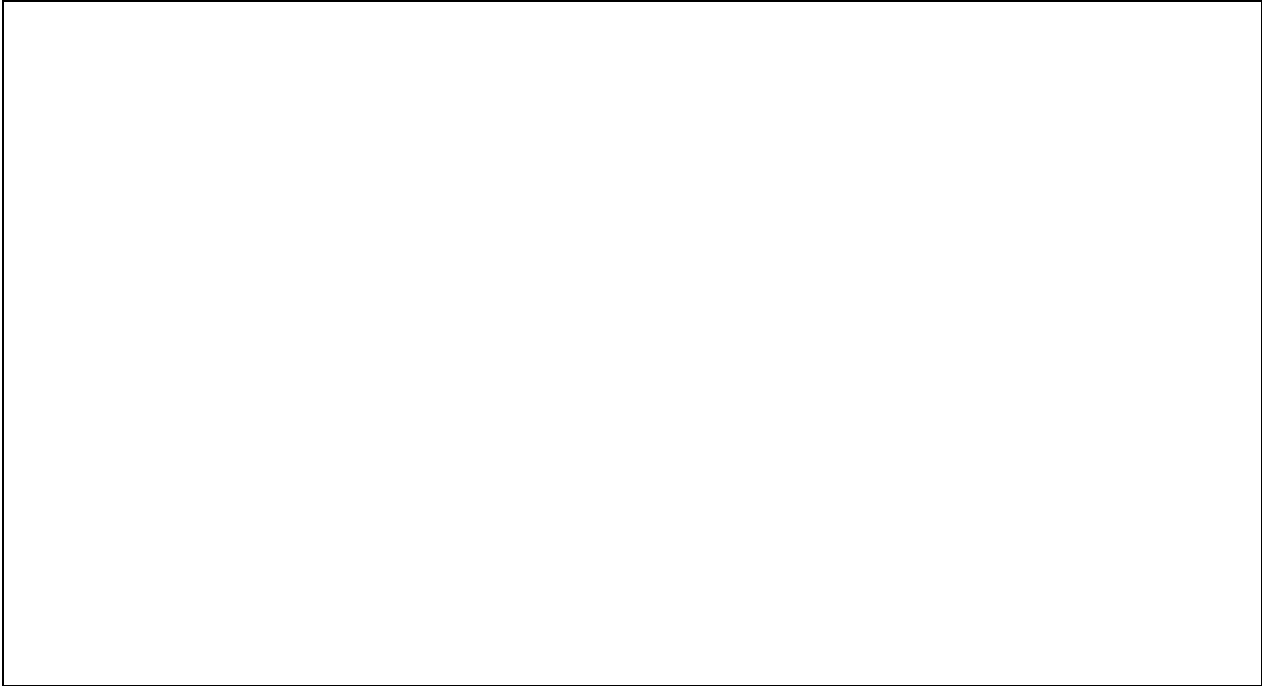
Medical Condition  Autism Spectrum Condition

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.**

## **F. RETURNING THIS FORM**

- Scanned copies (must have been printed and signed first – Word documents not acceptable) can be sent to [admissions@cityfootball-leadership.com](mailto:admissions@cityfootball-leadership.com)
- Posted copies can be sent to: 30 Bedford Square London, United Kingdom, WC1B 3EE.

## **G. ANY QUESTIONS?**

- **Email us**      [admissions@cityfootball-leadership.com](mailto:admissions@cityfootball-leadership.com)
- **Phone us**     +44 20 8609 1570

## **APPENDIX C**

### **GUIDANCE FOR HEALTH PROFESSIONALS WRITING MEDICAL LETTERS FOR STUDENTS**

The City Football Leadership Institute 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.<sup>1</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**
- **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 [admissions@cityfootball-leadership.com](mailto:admissions@cityfootball-leadership.com)
- By posting the letter to +44 20 8609 1570

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<sup>1</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 City Football Leadership Institute**

(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.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

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

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

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**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**