

WEA Disclosure of Disability Policy

1. Purpose

- To ensure that all learners have sufficient opportunity to disclose disabilities and additional learning needs to WEA staff, so that the WEA can take make appropriate reasonable adjustments to meet those needs
- To provide a framework for the WEA to meet its responsibilities under the Part 4 of the Disability Discrimination Act.

2. Values

The WEA believes that all learners should be:

- Given opportunities to disclose any disabilities or additional learning needs throughout their learner journey
- Assured that their disclosure will be treated sensitively and confidentially
- Made fully aware where it may be necessary to pass on information to others for referral purposes
- Enabled to agree or decline the referral or the process at any stage and to give feedback on the process
- In control of the disclosure and follow up processes
- Confident that reasonable adjustments will be made to accommodate their needs

3. Scope

Disclosure of disability or needs can be made at any stage of the learner journey.

4. Policy

The WEA policy is to

- Encourage learners to disclose their needs at the earliest possible stage so that their learning experience is not affected
- Provide an open and supportive culture in which learners feel comfortable about disclosing their disabilities, and see the benefit in doing so.
- Offer opportunities to disclose
 - At pre-enrolment meetings
 - Through publicity and induction materials
 - At interview with tutors or organisers
 - At enrolment/induction
 - When registering for examinations
 - At the start of each course/term/year
 - Confidentially and informally on any occasion
- Ensure that any disclosure to any member of staff is acted upon, with the learner's agreement
- Ensure that agreed disclosures are recorded, and the learner referred to the regional named contact for Additional Learning Support or to other colleagues/agencies for support
- Ensure that all staff are trained to support disclosure sensitively, and to comply with the Confidentiality Policy.

5. Implementation

Section 6 of the Tutor Handbook provides guidance for tutors on supporting learners with disabilities.

There is further guidance for staff on disclosure, assessment of initial need and on how to provide Additional Learning Support in "Support for Learners: LSF and ALS Guidance Notes for All Staff", and their associated Master Forms, on First Class Education Zone/Learner Support Fund. This is revised and sent to all regions on an annual basis.

Further information for learners about entitlements to disclosure and support is given in the national learner induction leaflet "Services for Learners".

6. Management

By Regional named contacts for Additional Learning Support and by Regional Management Teams, supported by the Education Strategy Manager for Learner Support.

7. Monitoring

- By Education Strategy Manager for Learner Support through Learner Support and IAG Networks
- Through completed Induction Checklist in tutors' Course Files
- Through CAM (Management Information System) reports for:
 1. Identifying follow up of those ticking Enrolment Form for support
 2. Numbers receiving Additional Learning Support (ALS)
 3. Numbers being followed up and/or receiving ALS for LLN.

8. Links to other policies and documents

This policy is part of a suite of Learner Support Policies defining learner support entitlements. There are particular links with:

- Confidentiality Policy
- Recruitment and Admissions Policy
- Learner Induction Policy
- Learner Support Policy
- Learner Feedback Policy, including Complaints and Appeals Procedures.

There are also links to:

- Support for Learners - LSF and ALS Guidance Notes for All Staff
- The Health and Safety Policy
- The Equality and Diversity Policy
- WEA national Learner Induction Standards.

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