

LSBU Disabled Student Commitment

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The
Disabled Student
Commitment

Foreword



The Disabled Student Commitment is based on the work produced by the Disabled Students Commission of which I was proud to be a commissioner and I am delighted that LSBU has taken the proactive steps in implementing the Commitment.

The actions within the Commitment have been shaped by student voices, and I believe it reflects our dedication to further removing barriers, fostering inclusion, and enabling disabled students to fully engage in all that the university offers.

We understand that true accessibility goes beyond policies—it's about listening, learning, and taking action to ensure that every student can thrive. We are dedicated to ensuring that every disabled student feels valued, supported, and empowered to achieve their full potential.

Our goal is to build a community where all students, regardless of disability, can flourish academically, socially, and personally.

Together, we will make London South Bank University a leader in inclusive education and build a community where all students, regardless of disability, can flourish.

Professor Deborah Johnston,
Deputy Vice Chancellor

Introduction



Welcome to the London South Bank University (LSBU) Disabled Student Commitment. This has been informed by Disabled Student Commission's Disabled Student Commitment and sets out our key projects between academic years 24/25–26/27. This document isn't exhaustive, and a more detailed action plan sits below it.

At LSBU, we recognise that academic and professional success is intertwined with the disabled student experience. We recognise that it can be challenging as a disabled student to engage in all aspects of the higher education journey.

We believe that an environment that promotes inclusive practice and addresses the individual needs of our disabled students is fundamental to the success and retention of all students.

This strategy is a product of extensive collaboration with our students through our Disabled Student Panel and Disabled Student Forum. Your experiences, ideas, and aspirations have been fundamental in shaping this strategy. Our partnership with you, the Students' Union, the Mental Health and Disability Strategy Working Group, and the wider LSBU community will continue to be key as we deliver this Commitment and develop further iterations. Your feedback and participation in the evaluation of this process are vital to its success.

This document is structured around the Disabled Student Commitment,

reflecting LSBU's dedication to a whole-university and sector-wide approach to the disabled student experience.

The Commitment found that disabled students wanted four things: communication, consistency, certainty, and choice. Our Commitment aims to address this by enhancing the tailored support we provide to students and implementing initiatives that span across the whole institution from choosing a course of study to moving into employment.

We are excited to continue this journey alongside our students. Your success is our success.

Luke Howson, *Head of Wellbeing and Advice*

Jonathan Thompson, *Disability Manager*

Phoebe Cleary, *Disability Advisor*



Touch Points

After each action we've referenced where this relates to the points within the Disabled Student Commitment.



1. Requests to share information

The sharing or disclosure of information is a key touchpoint for students, and it is important that this is viewed as a positive step. We recognise that LSBU has a range of record systems and repeated requests to a student for information about their disability can be frustrating.

To address this, LSBU will:

- 1.1 Reduce duplication of data sharing across the student journey (1, 2)
- 1.2 Ensure there is seamless information sharing across the LSBU Group for Higher Education students (1)
- 1.3 Refine the Disability and Dyslexia Support Team's (DDS) data protection and support arrangement sharing process to give students more control over their data (3, 4, 20)
- 1.4 Produce a resource that provides clarity to all parties around who recommends adjustments and shares information when on placement (1, 28)

2. Choosing a course of study

It is important that all applicants and students at LSBU fully understand and engage with the nature of the course they wish to study. However, it is even more crucial that a disabled student understands how the course will be delivered and the support available.

To address this, LSBU will:

- 2.1 Add examples of disabled student's success stories to the LSBU website (11, 18)
- 2.2 Add a section on each course webpage with information about what to expect when studying the course as a disabled student (12, 18)
- 2.3 Introduce Wellbeing Student Ambassadors to provide peer guidance and information at Open Days, Outreach and Widening Participation events (12, 13, 21)
- 2.4 In conjunction with students, enhance existing disability awareness training to ensure it is regular and bespoke to the staff in attendance (18, 20, 27, 28)

3. Transition into the higher education community

First experiences at LSBU are crucial in enabling integration and establishing a sense of belonging. It is important that LSBU and the Students' Union work collaboratively to support disabled students' transition into higher education and to ensure that they can participate confidently in all activities.

To address this, LSBU will:

- 3.1 Enhance the visibility of policies relevant to disabled students and commit to seeking their participation in their creation and review (15, 16, 17)
- 3.2 Alongside students and key stakeholders, create a Student Disability and Inclusion Policy (17)
- 3.3 Further enhance the support provided to Clearing students through 'Get to Know Us' events and effective signposting on the Clearing helpline (19)
- 3.4 Create a clear and consistent way of sharing information about out of order facilities and effectively signpost students to alternatives (22)

4. On-course experience

For disabled students to excel, their support requirements should be met so that they can fully engage with their learning and achieve positive outcomes without unnecessary and stressful distraction.

To address this, LSBU will:

- 4.1 Promote the use of inclusive practice through baseline requirements and pre-emptive reasonable adjustments (20, 25, 27)
- 4.2 Involve the DDS Team in module validation to ensure inclusive assessments are offered (26)
- 4.3 Supported by the DDS Team, academics to produce clear and justified guidance around which areas of a module are competency standards (26)
- 4.4 Introduce a Mentoring service within the Mental Health and Wellbeing Team and embed our existing Study Skills Tutors to enhance the student experience

5. Moving forward

We recognise that many of our students are apprentices or are on vocational courses which involve placements. Moving out of study and into employment is a crucial step for disabled students.

To address this, LSBU will:

- 5.1 Develop a mechanism that allows students to share their disability and support arrangements when booking a Careers appointment (1, 34)
- 5.2 Provide disabled students with tailored information, advice, and guidance about how to navigate recruitment and interview processes as well as the support they could receive in the workplace (34, 36)
- 5.3 Embed and share positive messaging about employing disabled graduates with employers (11, 34, 35)
- 5.4 Promote the benefits of using a disability passport (6, 34)

