

1.12 DISABILITY ACCESS POLICY

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External Reference points	- Higher Education Commission (HEC) Pakistan – Quality Assurance Framework and relevant policies (where applicable) - Academic Regulations of Partner Universities and Awarding Bodies

Version Control			
Previous Version	New Version	Date	Update/Notes
V01	V02	14-04-2026	Enhanced the reasonable adjustments section and clarified the process for requesting support.

POLICY FRAMEWORK

IVY Academic Network is committed to providing an inclusive learning and campus environment in which students and prospective students with disabilities, long-term health conditions, or specific learning difficulties are able to access, participate in, and benefit fully from their programme on an equal footing with their peers.

This policy sets out IVY Academic Network's commitment to identifying and removing unnecessary barriers to access, providing reasonable adjustments and support, and ensuring that decisions relating to admission, teaching, assessment, and campus life are made fairly and without unlawful discrimination on the grounds of disability, consistent with Article 25 of the Constitution of Pakistan and IVY Academic Network's wider Equality and Diversity Policy.

This policy applies to all prospective and enrolled students at IVY Academic Network campuses studying on programmes leading to an award from a Partner University or Awarding Body, and to all staff, departments, and third parties involved in delivering teaching, assessment, and student support.

DEFINITION OF DISABILITY

For the purposes of this policy, disability is understood broadly to include any physical, sensory, mental health, cognitive, or learning-related impairment or condition, whether visible or hidden, permanent or



long-term, that may have a substantial and adverse effect on a student's ability to carry out day-to-day academic activities. This includes, but is not limited to, mobility impairments, visual or hearing impairments, specific learning difficulties (such as dyslexia or dyspraxia), autism spectrum conditions, chronic health conditions, and mental health conditions.

A student is not required to hold a specific diagnosis to seek support, but IVY Academic Network may request appropriate supporting documentation, such as a medical report or an educational psychologist's assessment, in order to identify reasonable and proportionate adjustments.

PHYSICAL ACCESS TO CAMPUS AND FACILITIES

IVY Academic Network will take reasonable steps to ensure that its campuses, teaching spaces, libraries, and student facilities are as physically accessible as possible to students with mobility or sensory impairments. Where a specific facility presents a physical barrier that cannot immediately be resolved, IVY Academic Network will work with the affected student to identify a practical alternative, such as relocating a class, providing priority seating, or arranging alternative access routes.

Students who anticipate needing physical access adjustments are encouraged to notify the Student Support Office as early as possible, ideally prior to enrolment or at induction, so that arrangements can be considered and, where practicable, put in place before teaching begins.

ACADEMIC ADJUSTMENTS AND LEARNING SUPPORT

IVY Academic Network will consider reasonable adjustments to teaching and learning arrangements for students with a disclosed disability, which may include, depending on individual need and academic requirements:

- provision of lecture materials, handouts, or reading lists in advance or in alternative formats;
- permission to record lectures or use assistive recording and note-taking technology;
- access to assistive software, screen-reading, or magnification tools;
- flexibility in seating arrangements or classroom layout;
- additional academic support sessions or study skills guidance; and
- adjusted deadlines for coursework where supported by appropriate evidence and agreed in advance with the relevant Programme Manager or Academic Coordinator, subject always to the programme regulations and assessment requirements of the relevant Partner University or Awarding Body.

Any adjustment to academic requirements remains subject to the academic standards, regulations, and assessment requirements set by the relevant Partner University or Awarding Body, and IVY Academic Network cannot agree to any adjustment that would compromise these standards or the fairness of the assessment process.

EXAMINATION AND ASSESSMENT ADJUSTMENTS

Students who require adjustments to examination or assessment arrangements because of a disability should submit a request, together with appropriate supporting evidence, to the Student Support Office in line with



the timelines set out in the applicable examination guidance. Where a request is supported by appropriate evidence, IVY Academic Network will submit it to the relevant Partner University or Awarding Body for consideration in accordance with that institution's examination access arrangements.

Possible examination adjustments may include, subject to approval by the relevant Partner University or Awarding Body, extra time, use of a separate examination room, rest breaks, use of assistive technology, or provision of examination papers in an alternative format. IVY Academic Network cannot guarantee a specific adjustment; all examination access arrangements remain subject to approval by the relevant Partner University or Awarding Body.

DISCLOSURE, CONFIDENTIALITY AND DOCUMENTATION

Disclosure of a disability by a student is voluntary. Students are, however, encouraged to disclose relevant information as early as possible so that appropriate support can be identified and put in place in good time.

Information disclosed by a student in connection with this policy will be treated confidentially and shared only with staff who have a legitimate need to know in order to implement agreed adjustments, or where disclosure is necessary for safety, safeguarding, or institutional duty of care. Supporting medical or educational documentation will be retained securely and used only for the purpose of assessing and implementing reasonable adjustments.

STAFF RESPONSIBILITIES

Programme Managers, Academic Coordinators, tutors, and Student Advisors are expected to be aware of agreed adjustments for students in their classes, to implement them consistently, and to treat disability-related information with discretion and confidentiality. Staff who are uncertain how to implement an agreed adjustment should seek guidance from the Student Support Office.

IVY Academic Network will provide staff with guidance and, where appropriate, training on disability awareness, inclusive teaching practice, and the practical implementation of reasonable adjustments.

COMPLAINTS AND APPEALS

A student who believes that a reasonable adjustment has not been properly considered or implemented, or who believes that they have been treated unfairly because of a disability, may raise the matter through IVY Academic Network's Complaints Policy. Complaints relating to disability access will be handled sensitively, confidentially, and without any adverse effect on the student's academic standing.

IMPLEMENTATION & ENACTMENT

IVY Academic Network will take active steps to give effect to this policy. In particular, it will:

- maintain a clear process through which students can disclose a disability and request adjustments;
- consider each request for adjustment on an individual basis, in a timely manner, and in consultation with the student wherever possible;



- communicate agreed adjustments to relevant teaching and support staff on a need-to-know basis;
- monitor the effectiveness of adjustments and review them where a student's circumstances or programme requirements change;
- work towards improving the physical and digital accessibility of its campuses and learning resources over time;
- provide staff with guidance and training on disability awareness and inclusive practice; and
- review this policy periodically to ensure it continues to reflect institutional practice, the requirements of the relevant Partner University or Awarding Body, and applicable regulatory expectations.