



WARWICK

Policy

Disability, Mental Health
and Inclusion - for staff
and students



WARWICK

In Summary

To set out the University's commitment to creating an inclusive environment for staff and students with disabilities.

To provide a framework to contribute to the ongoing development of an enabling environment which promotes positive mental health and wellbeing for all members and service users of the University.

To inform on legislation, definition of disabilities and processes to be followed.

The formal definition of a disability as defined in the Equality Act 2010 is:

"A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities."

If you require this publication in hard copy or a different format please email:
socialinclusionpa@warwick.ac.uk.

(Please note that Warwick 'GO' web addresses are not used throughout this document)

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A. Staff and Students

Definitions used in this policy:

Disability:

“A physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day to day activities”.

1. Purpose

- 1.1. This policy reinforces the University’s commitment to ensuring equality for the diverse staff and student body and to review its policies and practices in light of developments in the Higher Education sector, the legislative framework, and the University strategy.
- 1.2. This document outlines the University’s duties and the options available to staff and students with disabilities, including mental health disabilities, in seeking support or adjustments to their working and studying environment.
- 1.3. The University is committed to addressing the barriers to inclusion (structural, cultural, organisational and attitudinal) which adversely impact upon people with disabilities, affecting the ability to meet their needs, rights and requirements.

2. Aims

- 2.1. This policy sets out the University’s commitment to staff and students with disabilities including mental health disabilities, providing a framework to contribute to the ongoing development of an enabling environment for all members and service users of the University. It addresses some of the specific operational aspects for staff and students, and aims to provide guidance for managers, staff and students.
- 2.2. This policy should be read in conjunction with the University’s *Equality Objectives and the University Equality, Diversity and Inclusion Policy* which outlines the main priorities, overarching objectives and aims relating to disability. Information on the equality objectives can be found at:

<https://warwick.ac.uk/services/equalops/equalityobjectives>

3. Overarching principles

- 3.1. The University of Warwick is committed to creating an inclusive, safe and supportive environment for all staff and students regardless of disability (or other protected characteristic), promoting positive mental health and wellbeing for all members of the University.
- 3.2. The University encourages a climate of openness and positive disclosure for staff and students with disabilities, including mental health disabilities; nevertheless it is acknowledged that staff and students may find it difficult to disclose a disability. The [Staff Disability Framework](#) has been introduced to facilitate the discussion around disclosure and appropriate support. Similarly, Wellbeing Support Services offer a safe and supportive environment for students to disclose their disability related requirements.
- 3.3. All disclosed disability information is kept confidentially in accordance with the University's Data Protection Policy, in line with GDPR guidance. Sensitive personal data is only shared with the person's consent (unless it is deemed that they or others are at risk of harm) with University services, such as Campus Security, the University Safety Office (for PEPs), Wellbeing Support Services and HR Advisers, who may be responsible for supporting that individual.
- 3.4. The University takes appropriate steps to make reasonable adjustments for staff and students with disabilities including mental health disabilities that meet their individual needs, are relevant, appropriate, anticipatory, inclusive and in accordance with the University's policies and procedures and equality legislation.
- 3.5. Reasonable adjustments are evidence based and are determined through an assessment of the individual's disability related requirements, taking into consideration additional factors such as the environment, academic standards, and principles of employment law to prevent substantial disadvantage.
- 3.6. Training and opportunities for increasing disability awareness is recommended and offered to all staff and are integrated within the University's Learning and Development processes. Line managers who need information or advice on a particular disability in order to support a member of their team, should in the first instance speak with their HR Adviser.

4. Responsibilities

- 4.1. In line with the General Duty of the Public Sector Equality Duty of the Equality Act 2010, the University has responsibility for promoting wellbeing and embedding support for all current staff and students, including those with disabilities, together with actively encouraging disabled prospective staff and students to join the University. These responsibilities are delegated via the Social Inclusion Committee to Heads of Departments and appropriate representatives on the staff and student side to ensure support for staff and students with disabilities. In addition, certain

departments are accountable to ensure that specific activities are achieved as part of their objectives. Individuals also have a responsibility to disclose/discuss disabilities so that the University can ensure that the appropriate reasonable adjustments can be put in place to support them in their roles.

5. The legal framework

- 5.1. The Equality Act 2010 came into force on 1 October 2010 and the public sector Equality Duty from 5 April 2011. The Equality Act consolidates and brings together previous anti-discrimination law (such as the Disability Discrimination Act 1995) into one piece of legislation. The Equality Act establishes nine 'protected characteristics', on the grounds of which it is unlawful to discriminate against a person. These are:
- Age (all ages and age groups);
 - Disability (physical and mental impairments);
 - Gender reassignment;
 - Race (including ethnic or national origin, colour and nationality);
 - Religion or belief;
 - Sex;
 - Sexual Orientation,
 - Pregnancy and Maternity
 - Marriage and Civil Partnership.
- 5.2. The Equality Act 2010 places a general duty on all higher education institutions to promote inclusion and disability equality. Under these duties the University is required to:
- Eliminate unlawful discrimination.
 - Eliminate harassment of disabled people.
 - Promote equality of opportunity for disabled people.
 - Involve disabled people in the formulation of actions.
 - Promote positive attitudes towards disabled people.
 - Encourage participation by disabled people in public life.
 - Meet disabled people's needs, even if this requires more favourable treatment.
 - Identify and analyse potential discriminatory policies, practices and procedures in all aspects of the University's activities.
- 5.3. The University supports an anticipatory approach which requires pro-active consideration of inclusion and disabled access to services and facilities to ensure adjustments are made in advance of individual disabled people attempting to use the service or access education.

- 5.4. Our equality objectives, as required by the Equality Act 2010, include an action plan for the institution on all aspects of equality, diversity and inclusion to include the protected characteristics under the act. The objectives can be viewed on the diversity and inclusion webpages: <https://warwick.ac.uk/services/equalops/equalityobjectives/>

6. Definition of disability

- 6.1. The University recognises it has a duty under the Equality Act, but also aims to, where possible, support staff and students in accordance with recognised good practice. The Equality Act 2010 uses a wide definition of disability which includes but is not limited to those with physical or mobility impairments, visual impairments, hearing impairments, dyslexia, dyspraxia, dyscalculia, attention deficit (hyperactivity) disorder (AD(HD)), medical conditions, mental health conditions, autistic spectrum conditions, Chronic Fatigue Syndrome (CFS)/myalgic encephalomyelitis (ME) and 'unseen disabilities' (e.g. asthma, epilepsy, heart conditions, diabetes). The formal definition included in the Act is:

"A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities"

- 6.2. The definition of 'day to day activities' includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand. The Act defines 'substantial' as being more than trivial and 'long-term' as being more than 12 months or likely to last 12 months.
- 6.3. An impairment which would substantially affect a person, but which is controlled by medical treatment or prosthesis, is still covered by the definition of disability. This includes cancer, HIV/AIDS and Multiple Sclerosis effectively from the point of diagnosis.
- 6.4. The University recognises that the impact of a disability and the way it is experienced varies from person to person and that some disabilities may recur. Individual reasonable adjustments are informed by and independent supporting evidence (such as a consultant letter, a diagnostic report, etc.) and determined by comprehensively examining the way disability affects the individual and their experience. The University strives to provide an inclusive environment for all staff and students. Therefore, students who are affected by a disability but cannot provide the required evidence will be supported with provisional arrangements to mitigate any impact on their studies and enable them to seek the relevant evidence. Similarly, line managers/HR advisers/Occupational Health and Wellbeing Support Services will work collaboratively to explore appropriate and reasonable support options as required for members of staff who do not have the required evidence of a disability.

- 6.5. Further information on disability for staff is available under the FAQ's on the disability section of the Equality, Diversity and Inclusion website:
<http://www2.warwick.ac.uk/services/equalops/disability>.
Staff can also be referred, via their line manager or HR Adviser to the occupational health team as required:
<http://www2.warwick.ac.uk/services/healthsafetywellbeing/guidance/occupationalhealth>
- 6.6. Information on disability for students is available on the Wellbeing Support Services website at:
<https://warwick.ac.uk/services/supportservices>

7. Temporary conditions and disabilities occurring during employment or course of study

- 7.1. The University recognises that not all disabilities are identified at the start of an individual's employment or period of study and some staff and students may experience and disclose disabilities at a later stage. It is also recognised that certain conditions are likely to fluctuate and may deteriorate over time.
- 7.2. The University will follow the same process of making reasonable adjustments for staff and students who experience a disability at a later stage to that of staff and students who have disclosed an existing disability at the start of their employment or course of study.
- 7.3. For temporary conditions such as broken limbs, adjustments are considered locally by the individual's Department in liaison with relevant parties such as HR and Occupational Health for staff and Wellbeing Support Services for students.

8. Harassment and Unlawful Discrimination

- 8.1. The general legal duty requires the University to have due regard to the need to eliminate harassment of disabled people that is related to their disabilities or to the disabilities of others associated with them. Harassment may take the form of verbal abuse or other actions which make an individual feel uncomfortable, intimidated or degraded.
- 8.2. The *Dignity at Warwick Policy* applies to both staff and students and is available from:
<http://www2.warwick.ac.uk/services/equalops/dignityatwarwick/>
(which contains further information for staff).
- 8.3. A more detailed explanation of types of disability discrimination such as direct, victimisation and disability related discrimination may be found in the Equality, Diversity and Inclusion Policy or

under the FAQs on the disability section of the Equality, Diversity and Inclusion website at:

<http://www2.warwick.ac.uk/services/equalops/disability/>

- 8.4. Discrimination and harassment is not limited to people with a disability but may also apply to those associated with disability, i.e. a carer for a disabled child, this would be indirect discrimination, and staff and students who feel that they have been subject to indirect discrimination are encouraged to refer to The Dignity at Warwick Policy (see 8.5 below).
- 8.5. If staff and students feel they have been subject to discriminatory treatment, they are encouraged to refer to The Dignity at Warwick Policy which contains information on steps that staff can take to report such incidents, as well as a section on the Student Complaint Resolution Process.
- 8.6. Information and support in relation to sexual violence, hate crime and harassment can be found here: <https://warwick.ac.uk/services/supportservices/preventionandsupport>

9. Monitoring and Reporting

- 9.1. The University is legally required under the Equality Act 2010 to monitor and report annually its disability disclosure figures for staff and students. These figures are collected via the personal staff record forms, student admission data and student records.
- 9.2. Early disclosure of a disability at application stage for students, or to Human Resources or your line manager for staff is encouraged so that all reasonable adjustments can be put in place as early as possible to meet any individual work-related and study needs.
- 9.3. The University will continue to collect and monitor these statistics and encourage disclosure as part of its commitment to the provision of an inclusive and equitable working environment.
- 9.4. All reporting will be of a statistical nature (no individuals will ever be identified). Statistics on staff and students will be reported in the annual *University Equality Monitoring Report* and HESA student returns.
- 9.5. Information on staff and students who disclose a disability will be kept confidentially on the appropriate HR or student data system, in line with the Data Protection Act.

10. Car Parking for Disabled Staff and Students

- 10.1. Registered blue badge holders have the same rights on the University campus as they have on the public highway.
- 10.2. Parking on campus is free for blue badge holders and there are disabled spaces near all buildings on campus. Some disabled bays are behind an entrance barrier. If you require regular access to one of these, you should email: carparking@warwick.ac.uk to inform the car parking team.

- 10.3. The University also recognises that there may be staff or students who have recognised mobility or other disability related impairments, that make travelling by car essential, but are not entitled to a blue badge. In such scenarios, or for wider advice on the car parking process and/or applying for a car parking permit, please contact the car parking team on: carparking@warwick.ac.uk
For more information, please go to: <https://warwick.ac.uk/services/carparks/accessibility>

11. Equality Impact Assessment

- 11.1. An Equality Impact Assessment (EIA) is a tool that will assist in the analysis of policies and practices, such as this Disability Policy, to ensure that the said policy does not disadvantage or inadvertently discriminate against any individual or groups of individuals with a protected characteristics.
- 11.2. The University recognises its responsibility to ensure that no-one is discriminated against or disadvantaged because of a protected characteristic. Discrimination is defined as when someone is treated less favourably or put at a disadvantage because of their protected characteristics (such as disability, race, age, sexual orientation, religion or belief, gender, sex, pregnancy and maternity and marriage and civil partnership) than others without that characteristic. For additional information please refer to the University's Equality, [Diversity and Inclusion website](#).
- 11.3. This policy has been assessed using the screening process of the EIA and will be reviewed on a regular basis in conjunction with annual monitoring to ensure that the policy remains fit for purpose. Further details on the Equality Impact Assessment Process can be found at: http://www2.warwick.ac.uk/services/equalops/impact_assessment/.

12. Review

- 12.1. This policy will be reviewed annually in light of possible government/legislative changes. Any amendments to the policy will be discussed at the University's Social Inclusion Committee and any significant changes communicated to the wider University community.

13. Contacts and Further Information

- 13.1. Further information on disability in employment is available from Sandra Beaufoy, Equality, Diversity and Inclusion Manager, at s.beaufoy@warwick.ac.uk, extension 74479 or via your link HR Adviser.
- 13.2. Additional information on the services available to staff can be found at: <http://www2.warwick.ac.uk/services/equalops/disability/staff/>
- 13.3. Information for students with disabilities, including mental health disabilities, is available through Wellbeing Support Services at <https://warwick.ac.uk/services/supportservices>

- 13.4. Departmental Equality, Diversity, Inclusion and Wellbeing Champions also act as reference points for staff across the University and contribute towards raising ED&I and disability awareness, disseminating information and signposting to relevant services. Further information is available at: <http://www2.warwick.ac.uk/services/equalops/disability/>
- 13.6. Personal tutors, senior tutors and student experience managers across the University can also act as a point of contact, referral and signposting on disability matters for students.
- 13.7. Additional information on the services offered to students can be found on the Wellbeing Support Services website at <https://warwick.ac.uk/services/supportservices>
- 13.8. Specialist assistive software is either networked or available through IT services at the University for both staff and students. Further details are available at: <http://www2.warwick.ac.uk/services/its/service-support/>
- 13.9. The University's Social Inclusion Committee, Equality, Diversity and Inclusion Network and Disability Taskforce meet termly to also address disability related matters for staff and students.
- 13.10. If you require this publication in hard copy or a different format please email: socialinclusionpa@warwick.ac.uk.

14. Related policies

- 14.1. The University's Equal Opportunities statement, Equality, Diversity and Inclusion Policy and the Equality Objectives can be found at: http://www2.warwick.ac.uk/services/equalops/equal_opportunities_statement
- 14.2. The University's Dignity at Warwick policy is available at: <http://www2.warwick.ac.uk/services/equalops/dignityatwarwick>
- 14.3. The University's policy on reasonable adjustments in examinations for students with disabilities can be found at: https://warwick.ac.uk/services/academicoffice/examinations/students/special_examination_arrangements
- 14.4. The University's Fitness to Attend protocol for students is available at: <https://warwick.ac.uk/services/supportservices/fitnesstoattend>

15. Complaints and Mitigation

- 15.1. The University aims to provide all staff and students with a high quality level of service. We recognise though that there may be occasions where expectations are not met and on these occasions we encourage staff and students to provide feedback. Staff and students can also

submit a complaint if the level of service that the University provides falls significantly short of what might reasonably be expected. The University's comprehensive feedback and complaints resolution policy for both staff and students is available at <http://www.warwick.ac.uk/go/feedbackandcomplaints/>.

B. Students with disabilities

1. Admissions

- 1.1. The University welcomes applications from students who have a disability including a mental health disability. The University's admission statements are available at: <http://www2.warwick.ac.uk/study/undergraduate/apply/admissionsstatement> and <http://www2.warwick.ac.uk/study/postgraduate/apply/admissionspolicy>
- 1.2. We encourage applicants to disclose their disability including a mental health disability on their application and provide an outline of their support needs, in order that we can make them aware of the range of support and guidance that is available and to also plan ahead for any reasonable adjustments.
- 1.3. Admissions decisions are based on academic suitability and where applicable, the requirement of professional bodies. Information regarding disability on applications is separated from the admissions decision process.
- 1.4. Wellbeing Support Services offer advice and guidance to prospective applicants with disabilities on the range of support available in order to help them make informed decisions. In addition to disclosure via UCAS applications, full time undergraduate applicants may also use the AWARDS – Access to Warwick degrees scheme - to provide additional information about their circumstances. <http://www2.warwick.ac.uk/study/undergraduate/apply/awards/apps>
- 1.5. Applicants who disclose a disability, including a mental health disability receive information from Wellbeing Support Services about potential support available and they are asked to provide more information about their support needs in advance in accordance with our anticipatory legal duties. Where appropriate, applicants are encouraged to visit the campus when individual support needs can be discussed. Information provided to the University is held in confidence and in accordance with the University's Data Protection and GDPR requirements.

More information about the support services offered to students is available via Wellbeing Support Services at: <https://warwick.ac.uk/services/supportservices>.

2. Fitness to Practise (medical, teaching, social work, counselling, psychotherapy and digital healthcare science students).

- 2.1. Disability or a specific learning difficulty does not preclude application to study for qualifications in medicine, teaching, social work, counselling, psychotherapy or digital healthcare science. However, students who take these courses are required to comply with the Fitness to Practise guidance and policies of the bodies which govern their respective professions (General Medical Council, Department for Education and Employment, Social Work England, the United Kingdom Council for Psychotherapy, the British Association for Counselling and Psychotherapy and the Academy of Healthcare Science).
- 2.2. In accordance with the General Medical Council and Medical School's Council's Guidance, conditional offer holders for the Joint Bachelor of Medicine and Bachelor of Surgery course must complete a Health and Conduct survey as a condition of their offer and declare any and all, past or current, health issues that may affect their fitness to study medicine and practise as a doctor following successful completion of the course.

The Department for Education places a responsibility upon initial teacher education providers to establish that all trainees have the health and physical capacity to teach, and will not put children or young people at risk of harm. Applicants are therefore required to declare any conditions which could potentially have the capacity to impact on their fitness to practise. The activities that a teacher must be able to perform are set out in the [Education \(Health Standards\) \(England\) Regulations 2003](#).

Social Work England places a responsibility upon education and training providers to make sure that everyone who is registered as a Social Worker is 'physically and mentally fit' to undertake the work they are training to do. Applicants are thus required to declare conditions which could be viewed as having a potential impact on their fitness to practise.

The Academy of Healthcare Science's 'Good Scientific Practice' sets out the principles, values and standards of behaviour for the Healthcare Science workforce. As its benchmark the 'Good Scientific Practice' uses the Health and Care Professions Council Standards of Proficiency and Standards of Conduct, Performance and Ethics expressed within the context of the specialities within Healthcare Science. This includes an individual making changes on how they practise or to stop practising if their physical or mental health may affect their performance or judgement, or put others at risk for any other reason.

- 2.3 Advice, guidance and support to applicants, conditional offer holders and students is provided by relevant academic departments (Warwick Medical School, Centre for Teacher Education, Centre for Lifelong Learning, and Warwick Manufacturing Group as appropriate). Further support to students is available via Wellbeing Support Services.

3. Disclosure

- 3.1. The University endeavours to offer an environment that encourages disclosure but acknowledges that it is the individual's decision not to disclose. We encourage students to disclose any disability including a mental health disability at the earliest opportunity and ideally on application. Students who choose not to disclose at application stage or whose disability occurs during their studies are encouraged to disclose at any time thereafter. Students who identify that they have disability related support needs are strongly encouraged to discuss these with teams in Wellbeing Support Services at the earliest opportunity so that they are aware of the support available.
- 3.2. Disclosing a disability enables the University to inform students about the support options available and to make reasonable adjustments. These are aimed at minimising any disadvantage in accessing their academic course and contributing towards a positive student experience.

4. Confidentiality

- 4.1. All disclosures relating to disability including mental health disabilities are treated sensitively and in accordance with the [Data Protection 2018](#) and the University of Warwick's [Data Protection Policy and GDPR requirements](#), which contains guidance on the processing of sensitive information and should be consulted by staff. No information given by a student to a member of staff from Wellbeing Support Services will be disclosed to any person outside Wellbeing Support Services unless the student has given their explicit permission, or with the exception of certain circumstances, which include the following:
- 4.1.1. Where a student or staff member discloses information or behaves in a manner which indicates that there is a possible risk of significant harm to self;
 - 4.1.2. Where a student or staff member discloses information or behaves in a manner which indicates that there is a possible risk of harm to others;
 - 4.1.3. Where a student or staff member's behaviour or mental health condition is affecting the health, safety or wellbeing of other students, staff or visitors to the University;
 - 4.1.4. Where a student or staff member discloses information pertaining to an offence which has been or is about to be committed which involves a serious breach of the law.

- 4.2. Where possible, the student or staff member will be informed of the need to breach confidentiality, except in cases where:
- 4.2.1. There is a legal obligation to breach confidentiality without discussion with the student or staff member;
 - 4.2.2. The health and safety of the student or staff member or others may be adversely affected by doing so.
- 4.3. Wellbeing Support Services make students aware of confidentiality, its limits and the sharing of information when they engage with one of the services. For students whose studies include external placements specific consent is sought to enable reasonable adjustments to be made.
- 4.4. In the case of students who choose not to disclose their disability or do not give consent for information to be shared for the purposes of support, there will be restrictions or limitations to the level of support and the nature of reasonable adjustments the University or external placement providers can offer without prior disclosure. For that reason students are positively encouraged to disclose their disabilities and seek support.
- 4.5. In addition, it is difficult for the University to ensure that students who experience mobility, visual or hearing impairment are given the benefit and protection of a Personal Evacuation Plan (PEP) if they chose not to disclose or share information appropriately regarding their particular disability.

5. Reasonable adjustments

- 5.1. The Equality Act 2010 imposes an anticipatory duty on Higher Education Institutions to make 'reasonable adjustments' for students in relation to:
- A provision, criterion or practice (for example teaching and assessment methods).
 - Physical features (for example access to lecture theatres, labs, teaching rooms).
 - Auxiliary aids (whose definition includes auxiliary services, e.g. for example hearing loops).
 - Information in accessible formats or the provision of Non-Medical Assistance (NMA support).
- 5.2. The purpose of reasonable adjustments is to facilitate inclusion, remove barriers to learning, and to contribute towards a positive student experience.
- 5.3. Reasonable adjustments on disability grounds including mental health disabilities are evidence based and could involve:
- Changes to existing practices and procedures.

- Changes to course delivery and assessment in accordance with academic standards.
- Inclusive teaching and learning practices.
- Special examination arrangements.
- Alternative methods of assessment in accordance with academic standards.
- Changes to the accessibility of the physical environment.
- Provision of non-medical one to one support.
- Access to assistive technology.
- Consideration when marking.
- Providing Information in alternative accessible formats.
- Accessible on campus accommodation.
- Accessible parking when available parking facilities are not suitable.
- Facilitating communications between relevant parties.
- Increasing disability awareness across the institution.

6. Wellbeing Support Services

- 6.1. The University offers a comprehensive range of Wellbeing Support Services to students to support them in managing the impact of a disability on their studies, to promote positive mental health and wellbeing, and to enable students to reach their full academic potential. More information about Wellbeing Support including how to access services can be found here:
<https://warwick.ac.uk/services/supportservices>

7. The Disabled Student' Allowances (DSAs)

- 7.1. UK students have the option to apply for the Disabled Student Allowances (DSAs) which are administered by UK student funding bodies. DSAs can contribute towards the additional costs associated with studying that are incurred as a direct result of a disability.
- 7.2. Further information regarding the Disabled Students Allowances can be found at Student Finance England, Student Finance Wales the Student Awards Agency Scotland and for students in receipt of the NHS bursary at the NHS.
- 7.3. Further information on the DSAs can also be accessed via the Disability team web pages:
<http://www2.warwick.ac.uk/services/tutors/disability/allowances> or by emailing disability@warwick.ac.uk
- 7.4. International and EU students are not eligible to apply for the DSAs. Reasonable adjustments for EU and International students who are not eligible for the DSAs aim to be met through University funding in consultation with Wellbeing Support Services and other relevant parties. Reasonable

adjustments for all students are based on independent supporting evidence. The University is committed to meeting its legal obligation to support students with disabilities regardless of DSA funding.

8. Physical Accessibility

- 8.1. The University aims to continually improve the accessibility of the campus and its facilities. The campus has good level access with the Gibbet Hill area of the campus on a steeper gradient.
- 8.2. Access to buildings is via lifts and ramps.
- 8.3. Accessible on campus accommodation is offered in several Residencies on campus. Accommodation blocks are in close proximity to teaching blocks and other facilities (please see the [Campus Map](#) for further details).
- 8.4. The [Warwick Arts Centre](#), Warwick Student Union and Warwick Sport all offer a range of accessible facilities.
- 8.5. There is a regular accessible bus service to the local area. Accessible taxi services are also available on campus as well as a free on campus shuttle bus service with accessible buses available on request.
- 8.6. Most centrally timetabled lecture theatres have induction loops and there are portable loops available in the library.
- 8.7. The Library is accessible and offers a range of services and facilities to staff and students with disabilities. Additional information is available at:
<http://www2.warwick.ac.uk/services/library/using/disability/>
- 8.8. Further information on the Emergency Evacuation from Buildings for People with Disabilities is available at:
<http://www2.warwick.ac.uk/services/healthsafetywellbeing/guidance/fire/assistedevacuation/>

9. Teaching and Learning

- 9.1. The University of Warwick is committed to the ongoing development of inclusive approaches to teaching and learning through the design of curricula and methods of delivery and assessment. More information on the University's Education Strategy can be found here:
<https://warwick.ac.uk/about/strategy/education>
- 9.2. The University seeks to ensure that all learning opportunities are accessible to students with disabilities and is committed to removing barriers which may lead to those students being disadvantaged.

9.3. The University will, as far as possible, make reasonable adjustments in order that students with a disability students can participate in their courses of study and access the facilities and services available to support them in their learning, while maintaining equity for all those being assessed.

9.4. Further reference points:

- [Disability Information](#)
- [University Assessment Strategy](#)
- [Special Examination Arrangements](#)

10. Training and Support for Staff

10.1. All staff should be aware of their own personal and professional limitations. If they are concerned that a student is experiencing mental health problems and requires additional support, they should refer the student to Wellbeing Support Services. If this proves difficult they should seek advice in confidence from Wellbeing Support Services.

10.2. The University will endeavour to provide the appropriate training and support to all staff to enable them to undertake their roles and responsibilities confidently and effectively. Disability Awareness and Mental Health Awareness training is available to staff and may be accessed through the [Learning and Development Centre](#).

10.3. The University seeks to ensure that all staff and students have experienced any distress are supported, either through the line-management structure, [Human Resources](#) or by referral to appropriate professional services, such as the EAP or Counselling and Psychology.

C. Staff with disabilities

1. Recruitment/Selection and Training

1.1. It is the aim of the University to recruit, train, develop and retain talented staff, regardless of any protected characteristic they may have, such as a disability. The University monitors self-declaration of disability at both application and appointment stage. As part of staff recruitment, applicants have an opportunity to disclose any disability on the equality monitoring slip of the application form. This is not available to view by the recruiting department, but is retained by HR. If invited for interview, the applicant will be asked, when invited for interview, if they require any reasonable adjustments to attend the interview.

- 1.2. The University offers a variety of training opportunities to meet the requirements of all staff. These are normally held in accessible venues with consideration of the needs of staff with disabilities including larger print handouts for those with visual impairments, or printed on different coloured paper to assist those with scotopic sensitivity. All staff attending a training programme are asked whether they have any access requirements, reasonable adjustments or requirements that need to be accommodated.

2. Disclosure

- 2.1. Disabled staff are encouraged to disclose their disability on their starters form (personal record form) and as soon as possible to their line manager and/or link HR Adviser. This is to ensure that at the earliest opportunity, appropriate reasonable adjustments and support can be put in place through the [Disability Framework](#) procedure, to assist the member of staff to carry out the duties of their role. New staff members can disclose at recruitment stage and on their personal record form.
- 2.2. New staff are encouraged to disclose a disability on their Personal Record Form when they begin their employment at the University. Existing staff, who are disclosing for the first time or who have recently been diagnosed with a disability are also encouraged to discuss with their line manager/HR adviser, any support or reasonable adjustments that will help them to respond to the duties of their role. Existing employees will also have the opportunity of updating their own personal details on the HR System.

3. Confidentiality

- 3.1. All information disclosed to the University by staff with a disability will be treated with respect and confidence and in accordance with data protection legislation in line with GDPR. Only staff with monitoring responsibilities will have access to data and only statistical data will ever be reported.
- 3.2. Line managers and HR advisers consulting on reasonable adjustments with the employee, will keep information confidential, but will be available to support the employee if they wish to disclose their disability to their immediate team members. The [Staff Disability Framework](#) further reinforces the above, and informs the role of the line manager in supporting individual requirements.
- 3.3. In the case of staff who choose not to disclose their disability or do not give consent for information to be shared for the purposes of support, there will be restrictions or limitations to the level of support and the nature of reasonable adjustments the University can offer without prior disclosure. For that reason staff are positively encouraged to disclose their disabilities and seek support.

- 3.4. Staff should note that if they choose not to disclose that they experience mobility, visual or hearing impairment, it is also difficult for the University to ensure that they are given the benefit and protection of a Personal Evacuation Plan (PEP).

4. Reasonable Adjustments and the Disability Framework

- 4.1. The University will make reasonable adjustments for disabled staff, including mental health difficulties. Examples of reasonable adjustments for staff might include:
- Making reasonable adjustments during the recruitment process.
 - Making reasonable adjustments to premises (e.g. widening a doorway, or building a ramp).
 - Exploring flexible working hours (where operationally possible).
 - Acquiring or modifying equipment, e.g. providing an adapted keyboard or telephone.
 - Providing assistive software, as required for the role.
 - Supporting employees who become disabled with a phased return to work – e.g. working flexible hours.
- 4.2. To assist the staff member, line manager and HR Adviser in exploring what adjustments are required, the University Disability Framework (<http://www2.warwick.ac.uk/services/equalops/disability/framework>) will assist and guide through this process.

5. Sickness Absence Relating to a Disability

- 5.1. The University acknowledges that sickness absence may result from a disability and staff have an opportunity on the University Sickness Absence Form to disclose their absence as 'disability related'. The University records disability related absences separately from other categories of sickness absence.
- 5.2. Any disability related absence will still form part of a member of staff absence record, but it will provide an opportunity for the relevant HR Adviser to work with the individual and their line manager to identify any further specific reasonable adjustments or support that could be put in place.

6. Time Off for Medical Appointments related to a Disability

- 6.1. The University acknowledges that employees with on-going health condition(s) may require on-going treatment and time off from their work to attend medical appointments (which may include disability related programmes, such as pain management), these appointments will be accommodated wherever possible and will not normally be counted as sickness absence.

Employees should discuss their need to attend such medical appointments with their manager as early as possible.

- 6.2. Where possible, staff are asked to make appointments at a time that causes minimum disruption to their work, i.e. at the beginning or end of the normal working day. Part-time staff and shift workers should try to schedule appointments for when they are not working. However it is recognised that this is not always possible, and that is why it is important to inform line managers as soon as possible, so that the appropriate arrangements can be made.

7. Access to Work

- 7.1. Access to Work is a government fund run by the Department of Work and Pensions and provides support to disabled people to help them overcome work-related obstacles resulting from their disability. An Access to Work grant can pay for practical support if you have a disability, health or mental health condition that makes it hard for you to do parts of your job or get to and from work. You are eligible to get help if you:

- Are about to start working.
- In paid employment.
- Move into self-employment or start a business (not for business start-up costs).

The money does not have to be paid back and will not affect your other benefits.

- 7.2. Not all reasonable adjustments will have a cost, for instance if a change is made to someone's working hours but they still work the same number of hours overall. However when there is a potential cost, employees are able to approach 'Access to Work' to visit the University and assess the individual and their workplace to determine what support may be required. Access to work will make a contribution to the cost of any reasonable adjustments identified.
- 7.3. To be eligible for an Access to Work grant, applicants must be over 16 and their disability or health condition must either:
- Affect their ability to do a job.
 - Mean they have to pay work-related costs, e.g. special computer equipment or travel costs because they cannot use public transport.
 - Their conditions must be likely to last **at least** a year.

Mental health conditions must both:

- Affect their ability to do a job.
- Mean they need support to start a new job, reduce absence from work or stay in work.

- More information on Access to Work can be found here: www.gov.uk/access-to-work/eligibility, or alternatively contact your link HR Adviser.

8. Support for staff

- 8.1. The University is committed to providing a supportive environment for all staff. By offering staff access to Health Assured EAP package of support including counselling.
<https://warwick.ac.uk/services/healthsafetywellbeing/well-being/employeeassistanceprogramme/>
- 8.2. The Health, Safety and Wellbeing webpages offer a variety of support resources with regard to individuals taking due care whilst at work. The Health and Safety Team provide specialist advice on a variety of subject, such as: fire control, chemical safety, laser use, biosafety, food safety, stress risk assessments, well-being and other areas.

<https://warwick.ac.uk/services/healthsafetywellbeing>