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| 1.0 | May 2013 | First version |
| 2.0 | June 2020 | Updating with additional sections 5,6,7,8,12,13 and 14 Changes of named staff roles following changes to role titles  Changes made by Head of Disability and Inclusion Services |
| 3.0 | September 2023 | All references to Disability and Inclusion Service changed to Disability and Inclusive Practice Service  Links checked for currency.  Clarity provided regarding scope of policy and process.  Reference to our commitment to the implementation of the Disabled Student Commission’s Commitment Statements.  Dawn Procter, Head of Disability and Inclusive Practice Service is responsible for the making of these changes. |

**Referenced policies and documents**

[Equality, Diversity and Inclusion](https://www.lancaster.ac.uk/edi/) at Lancaster University

[Accessibility Regulations](https://www.lancaster.ac.uk/accessibility-regulations/) at Lancaster University

[Review and Appeals](https://www.lancaster.ac.uk/student-and-education-services/disability/policies/reviews-and-appeals/) process

Lancaster University [Privacy Notices](https://www.lancaster.ac.uk/privacy/)

Lancaster University [Records Management](https://www.lancaster.ac.uk/strategic-planning-and-governance/records-management/)

Lancaster University [Admissions Policy](https://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/strategic-planning--governance/publication-scheme/5-our-policies-and-procedures/Admissions-Policy.pdf)

# Lancaster University Disabled Student Policy

Lancaster University is fully committed to the principles of equality, diversity and inclusion. This policy document describes Lancaster University’s approach for supporting disabled students.[[1]](#footnote-1)

## 1. Legal Context

1.1 The Equality Act 2010 harmonises, consolidates and replaces previous equality legislation (including the Disability Discrimination Act), with respect to the nine protected characteristics, including disability. The Act sets out the types of discrimination which in the context of disability includes direct and indirect discrimination, discrimination arising from disability, harassment, victimisation and/or failing to make a reasonable adjustment.

1.2 Further information on the University’s duties under the Equality Act 2010 relating to all protected characteristics is available on the Lancaster University [Equality, Diversity and Inclusion](https://www.lancaster.ac.uk/edi/) [website](https://www.lancaster.ac.uk/edi/). The University [Accessibility Regulations](https://www.lancaster.ac.uk/accessibility-regulations/) website sets out institution and staff responsibilities with respect to information accessibility.

[Equality objectives](https://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/edi/LancasterUniversityEqualityObjectivesFinal2022-2026.pdf)

[EDI Statement 2022](https://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/edi/LUEDIStatement2022-Final.docx)

[Digital Accessibility Regulations](https://www.lancaster.ac.uk/accessibility-regulations/)

## 2. Definitions

2.1 Disability is defined as a physical or mental impairment that has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.

2.1.1 Disability covers a wide range of physical and mental impairments that may co-occur and may or may not be visible. This includes but is not limited to; physical or sensory impairments; mental health conditions; specific learning difficulties including dyslexia; autism spectrum disorders; chronic medical conditions like diabetes or multiple sclerosis; severe disfigurement; progressive conditions; HIV infection; or cancer.

2.1.2 Long term means it has lasted for at least 12 months, or it is likely to last at least 12 months, or it is likely to last for the rest of the life of the person.

2.1.3 Additionally, people who have been disabled in the past are covered, which may be particularly relevant for people with fluctuating and/or reoccurring impairments.

2.1.4 Reasonable adjustment is defined as a decision taken by the University to allow students non-standard arrangements in relation to their experience at Lancaster. Adjustments will be made within the parameters of the following factors.

2.1.5 The nature of student circumstances and needs following consultation with the student and examination of available evidence and relevant assessments.

2.1.6 The nature of the academic programme of study including the existence of competence or fitness to train/practice standards set by the institution or applied by the institution on behalf of or recommended by a Professional, Statutory or Regulatory Body (PSRB).

2.1.7 The likely effectiveness of the adjustment in removing the disadvantage posed by the disability.

2.1.8 The practicality of the adjustment, taking account of: disruption, health and safety issues, the reasonable expectations of others and external factors (for example, factors in relation to student placements).

2.1.9 The costs, including the availability of external funding sources to assist in the implementation of the adjustment.

2.1.10 Legal precedent/case law.

## 3. Principles of the Disabled Student Policy

Lancaster University acknowledges that the disadvantage and exclusion faced by many disabled people is not an inevitable result of an impairment or health condition but can arise from environmental, social and attitudinal barriers and institutional practices.

Lancaster University will:

3.1 not discriminate against disabled students by subjecting them to 'less favourable treatment';

3.2 as far as possible through reasonable adjustments, change practices or environments to remove any disabling effects or barriers to participation, in order that disabled students can fully participate in the education, facilities and services provided by the University;

3.3 endeavour to be anticipatory in making reasonable adjustments and in taking proportionate steps to overcome barriers which potentially impede or disadvantage disabled people;

3.4 promote a culture of positive attitudes towards disability and endeavour to increase disclosure of disability, as greater disclosure will help the university improve support for disabled students;

3.5 review our services and embed our response to the Disabled Student’s Commission’s Commitment in our Equality Objectives.

## 4. Scope

4.1 This policy applies to current students as well as former students where there is a continuing relationship or students holding qualifications conferred by the institution, who are defined as having a disability, for example, those accessing Careers Services Specifically, the University will not act in a way which disadvantages former disabled students in comparison with former non-disabled students. This only applies if the disadvantage arises out of and is closely connected with them having been a student.

4.2 This policy applies to all disabled students regardless of nationality, fee status, place of residence or any other equality characteristic.

4.3 This policy applies to all students enrolled on an undergraduate programme, postgraduate taught programme, postgraduate research programme or other programme of study offered by Lancaster University with the Bailrigg campus as their primary affiliation, including distance learners. Students registered with partner institutions will be subject to separate policies and procedures in relation to disabled students at the partner institution which would typically be in adherence with local equality laws in their host country.

4.4 Where there are variants to arrangements on Bailrigg Campus students will be advised before, and where possible consulted regarding reasonable adjustments. Placements and opportunities with variations will be flagged to enable students to make informed decisions.

4.5 This policy applies within the UK, but students will be subject to their disability policy of their host institution where studying abroad. The University commits to working with overseas hosts to support disabled students during an international year. This policy also applies to students studying at Bailrigg campus through the Global Partnership Programme.

## 5. Declaring a Disability

5.1 If an individual wants to declare a disability to the University to enable consideration of reasonable adjustments, there are several opportunities to report this information.

5.1.1 Applicants can declare their disability on their University Central Admissions Systems (UCAS) or University application form. This information will be passed to the Disability and Inclusive Practice Service who will then contact the prospective student to request further information and supporting documentation.

5.1.2 If an applicant chooses not to declare their disability at applicant stage, they can choose to do so on entry during the registration and enrolment process.

5.1.3 Acknowledging that students may develop a disability at any point of the year, applicants or students can contact the Disability and Inclusive Practice Service directly at any time of the year to declare their disability (by phone, email, or in-person) or they can register with the Disability and Inclusive Practice Service online via the [Disability and Inclusive Practice Service website](https://www.lancaster.ac.uk/disability-and-inclusion-services/) or via a link to the online registration from the [[iLancaster app](https://portal.lancaster.ac.uk/ask/mobile/)](https://portal.lancaster.ac.uk/ask/mobile/).

## 6. Process for consideration of individual reasonable adjustment

6.1 Following declaration of a disability, the Disability and Inclusive Practice Service (DIPS) will request further information from the individual including, as a minimum, relevant medical evidence. Other additional information will be requested to inform the assessment of reasonable adjustments including other relevant assessments and documentation (e.g. Disabled Students Allowances Study Needs Assessment reports) and information obtained through consultation with the individual.

6.2 Where the Disability and Inclusive Practice Service recognises that a student may have enhanced individual needs, the individual will be referred for a Support Review (SR). A SR is a discussion of support needs between the individual and a Disability and Inclusive Practice Service (DIPS) Adviser. The DIPS Adviser will consider the individual’s circumstances and make recommendations to the Disability and Inclusive Practice Service Manager regarding support recommendations.

6.3 All evidence, assessments and information collected are used to create an Inclusive Learning and Support Plan (ILSP) for the individual. The ILSP is created based upon the requirements of the learning and teaching disciplinary context, required competence standards and any professional, statutory and regulatory body (PSRB) considerations. How these requirements may have an impact upon the individual given the nature of the student’s condition will be considered. The ILSP details the conditions and any appropriate reasonable adjustments given the above context. The ILSP represents the University formal record of the individual’s support and reasonable adjustments requirements.

6.4 Responsibility for the implementation of any reasonable adjustments lies with teaching and learning related to the student's main academic department.

6.5 Students are asked to inform the Disability and Inclusive Practice Service if there are any challenges with the implementation of the reasonable adjustments outlined in their ILSP and if their needs are not being met.

6.6 The Disability and Inclusive Practice will endeavour to work with the academic department concerned to overcome any challenges.

## 7. Reviews and Appeals

7.1 Where an ILSP is not proving to be effective in meeting an individual’s needs or their circumstances change, the individual or member of staff can request a reassessment of their ILSP at any time by contacting the Disability and Inclusive Practice Service.

7.2 Individuals dissatisfied following a reassessment of their ILSP are entitled to seek a review or appeal, subject to conditions. Details are outlined on the [Review and Appeals](https://www.lancaster.ac.uk/student-and-education-services/disability/policies/reviews-and-appeals/) website.

7.3 The decision of the appeal panel will be final.

## 8. Record Keeping and Retention

8.1 Records will be kept and retained in the Disability and Inclusive Practice Service in line with the University’s Retention Schedule  
[V2Public-RetentionScheduleAcademicAdmin.pdf (lancaster.ac.uk)](https://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/strategic-planning--governance/records-management/V2Public-RetentionScheduleAcademicAdmin.pdf)

8.2 The University will manage the process of information sharing and will treat all personal data in accordance with the General Data Protection Regulations (GDPR); access to disability-related information will be provided to colleagues on a need-to-know basis only, for reasonable adjustments to be implemented.

8.3 LU [Privacy Notices](https://www.lancaster.ac.uk/privacy/) give further details of how the University collects, uses, discloses and protects personal data.

## 9. Policy Implementation

9.1 The Disabled Student Policy will be available from the [Disability and Inclusive Practice Service](https://www.lancaster.ac.uk/student-and-education-services/disability/policies/) website: [Disability policy and FAQs - Lancaster University](https://www.lancaster.ac.uk/disability-and-inclusive-practice-service/policies/disability-policy-and-faqs/)

9.2 Staff will be informed about the Policy and its implementation through:

(a) staff induction;

(b) Staff Digital Services Portal: [Digital skills training | ASK - Lancaster University](https://portal.lancaster.ac.uk/ask/digital-skills/) where staff can be made aware of what is available to ensure delivery and resources are inclusive of all students;

(c) relevant staff professional development offered by the Curriculum & Education Development Academy (CEDA) and other staff training and development service areas, as appropriate.

(d) People and Organisational Effectiveness who are responsible for the general EDI and Mental Health awareness training for staff.

(e) Advice from the Disability and Inclusive Practice Service.

## 10. Responsibilities arising from the Policy

10.1 All staff and students of Lancaster University have a personal responsibility to adhere to and to apply this policy in their dealings with others, both internal and external to the University.

10.2 Lancaster University expects all staff to be aware of this policy and the related legislation, and to treat disabled people in accordance with this policy.

10.3 Any staff member or student in breach of this Policy may be personally liable for their actions and may be subject to university disciplinary processes defined by other University policies.

10.4 Students are responsible for disclosing their disability to the University to ensure that reasonable adjustments can be considered and implemented.

10.5 Students have the right not to disclose a disability or to request that the existence or nature of their disability be treated as strictly confidential and therefore not shared with relevant staff across the University. Requests for strict confidentiality may mean that a less satisfactory adjustment is provided or that no adjustment can be provided.

10.6 Where a disability impacts upon professional fitness to train/practice standards, students are personally responsible for disclosing relevant information about their disability/disabilities or medical condition(s) and any adjustments to their professional body in line with their professional registration requirements.

10.7 Students are encouraged to disclose their disability/disabilities and to discuss their support needs as early as possible with the Disability and Inclusive Practice Service to enable reasonable adjustments to be implemented.

10.8 Once an Inclusive Learning Support Plan is created it is the student’s responsibility to approve the document and share this with the relevant academic department(s) quickly; failure to do so may mean that the adjustments recommended may not be implemented or delayed.

10.9 Where a student is on an exchange to another institution or on a UK/International placement as part of their degree programme, relevant information in accordance with GDPR and sharing agreements may be shared to ensure reasonable adjustments will be provided at the host institution/organisation and to ensure no disadvantage is experienced by students engaged on exchanges and placements. For further details refer to the LU [Privacy](https://www.lancaster.ac.uk/privacy/) [Notices.](https://www.lancaster.ac.uk/privacy/)

10.10 Students are responsible for requesting any review of implemented reasonable adjustments, if such adjustments are not proving to be effective in meeting their entitlements.

10.11 The University cannot be held liable for not implementing reasonable adjustments retrospectively (i.e. prior to the disclosure of a disability).

## 11. Responsibilities for the Policy and Governance

11.1 The Pro-Vice Chancellor for Education is the accountable officer for this Policy; accountability exercised through their chairing of the Student Experience Committee (SEC), or equivalent body. The University’s Head of Student Support and Wellbeing is responsible for the operational implementation and review of this Policy.

11.2 The Senate, as the body with overall responsibility for students, has delegated the duty to make reasonable adjustments to Student and Education Services, through procedures operated in the Disability and Inclusive Practice Service.

11.3 The Head of Student Support and Wellbeing has delegated authority to make minor changes to Policy wording and content. Such changes will be reported to and approved by the Associate Director – Student Wellbeing and Inclusion/Director of Student and Education Services.

11.4 Major changes to the Policy, such as significant content changes, changes to responsibilities, policy application or changes resulting from new legislation, must be approved directly by the PVC (Education) through the Student Experience Committee.

## 12. Review

12.1 The Policy will be formally reviewed every 3 years.

## 13. Contact details

13.1 For information related to this policy, see the [Disability and Inclusive Practice Service website](https://www.lancaster.ac.uk/student-and-education-services/disability/).

13.2 Questions can be sent to [disability@lancaster.ac.uk](mailto:disability@lancaster.ac.uk)

## 14. Useful links

14.1 [Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents)

14.2 [Public Sector Bodies Accessibility Regulations](https://eur-lex.europa.eu/eli/dir/2016/2102/oj)

14.3 [Disabled Students Allowances](https://www.gov.uk/disabled-students-allowances-dsas) gov.uk webpage

14.4 Lancaster University [Disability and Inclusive Practice Service](https://www.lancaster.ac.uk/student-and-education-services/disability/) [Disability and Inclusion Service](https://www.lancaster.ac.uk/student-and-education-services/disability/staff-guidance/)

14.5 [EDI Student Data](https://www.lancaster.ac.uk/edi/understand-edi-data/)

14.6 [Disability, Mental Health and Accessibility](https://www.lancaster.ac.uk/edi/inclusive-lancaster/#disability-mental-health-and-accessibility-457727-4)

14.7 [Disabled Employees Network](https://www.lancaster.ac.uk/edi/staff-networks/#disabled-employee-network-552111-4)

14.8 [Accessibility Regulations](https://www.lancaster.ac.uk/accessibility-regulations/) at Lancaster University

14.9 [Review and Appeals](https://www.lancaster.ac.uk/student-and-education-services/disability/policies/reviews-and-appeals/) process for disabled students

14.10 Lancaster University [Privacy Notices](https://www.lancaster.ac.uk/privacy/)

14.11 [Records Management](https://www.lancaster.ac.uk/strategic-planning-and-governance/records-management/) at Lancaster University

14.12 [Staff Induction](https://www.lancaster.ac.uk/new-staff/) website

1. The term ‘disabled student’ is used in this policy in line with the social model of disability to recognize that while an impairment is a given, a disability is not but rather arises from disabling environmental, attitudinal or cultural factors. We acknowledge that identity is multi-faceted and people with impairments assimilate them into their identity in different ways and therefore individual preferences with respect to terminology will differ. [↑](#footnote-ref-1)