



<b>Disability and Neurodivergence Procedure</b>	
<b>Enabling Policy Statement; Executive Owners; Approval Route:</b>	Our Colleagues - Chief People Officer - Operations Committee
<b>Is the Procedure for internal use only (Non- disclosable)?</b>	Disclosable
<b>Associated Policy Statements:</b>	Our Students - Chief Student Officer
<b>Authorised Owners:</b>	Director of HR
<b>Authorised Co-ordinator:</b>	Head of HR Performance Delivery
<b>Effective date:</b>	February 2024
<b>Due date for full review:</b>	January 2027
<b>Sub documentation:</b>	Tailored Adjustment Plan and Guidance

#### Approval History

<b>Version</b>	<b>Reason for review</b>	<b>Approval Route</b>	<b>Date</b>
1.0	Policy out of date and migration to POPP template	Operations Committee	20 Feb 2024

**Table of Contents**

<b>Section</b>	<b>Content</b>	<b>Page</b>
1	<a href="#">Purpose</a>	3
2	<a href="#">Scope and Exceptions to the Procedure</a>	3
3	<a href="#">Definitions and Terminology</a>	3
	3.1 What is Disability?	3
	3.2 What is Neurodiversity and Neurodivergent?	4
	3.3 Examples of disabilities and neurodivergence	4
	3.4 What are Reasonable Adjustments?	4
	3.5 What is a Tailored Adjustment Plan?	5
	3.6 What is AccessAble?	5
4	<a href="#">Procedural Principles</a>	5
	4.1 Who is responsible for this procedure?	5
	4.2 Disability and Neurodivergence Equality for Staff	6
	4.3 Disability and Neurodivergence Equality for Students (including PGRs)	8
	4.4 Visitors	10
	4.5 Campus estate and services	10
	4.6 Confidentiality and Information Sharing	10
5	<a href="#">Governance Requirements</a>	11
6	<a href="#">Stakeholder Engagement and Equality Impact Assessment</a>	12

## 1 Purpose

- 1.1 Equality, Diversity and Inclusion are core to the University's [strategic vision](#). A key principle of this vision is to create an inclusive environment where all individuals are valued and are able to succeed. Our values of Inclusion, Inspiration, Innovation and Integrity are integral to all that we do and we are embedding inclusion in our working practices and culture to provide an excellent student experience and to be an employer of choice. We continue to strive for Surrey to be a place where everyone feels welcomed, valued and safe.
- 1.2 The objective of the procedure is to ensure that members of the University community with disabilities, long-term conditions and neurodivergence have access to facilities and a learning/working environment that is, wherever reasonably possible, equal to that of their non-disabled peers. We believe in the need for equity which refers to fairness and justice. Whilst equality means providing the same to all, equity means recognising that we do not all start from the same place and must acknowledge and make adjustments to counter imbalances. This procedure recognises that disabled staff and students are an integral part of the University community. It takes as its starting point the premise that accessible, inclusive and appropriate provision is core to the values of the University. The broad procedure aims are based on the [Equality Act 2010](#).
- 1.3 To advance disability and neurodivergence equality, the University will:
- Ensure prospective and current staff, students and visitors with disabilities, neurodivergence and long-term conditions are treated fairly and not discriminated against
  - Ensure that anticipatory action is taken as far as is reasonably practicable to provide inclusive working, learning and teaching and access to our facilities, processes and services
  - Ensure that wherever possible reasonable adjustments are put in place for staff, students, prospective staff and students and visitors with disabilities and neurodivergence
  - Provide equality of opportunity for disabled and neurodiverse staff and students to promote the recruitment, retention, development and progression of disabled staff and students
  - Promote a positive working and studying environment for disabled staff and students
  - Provide disability confidence training and support for managers and personal tutors. All staff will have access to training materials to support their understanding of disability and neurodivergence and create a culture of inclusion and support for all staff.

## 2 Scope and Exceptions to the Procedure

- 2.1 This procedure applies to all staff and registered students, without exception. Where relevant, this procedure also applies to applicants and those who have accepted an offer of employment or a place of study at the University. The procedure applies to conduct on our campuses, off campus and online.

## 3 Definitions and Terminology

### 3.1 What is Disability?

**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 (Equality Act 2010).

**Long term** means a condition that has lasted for at least 12 months, it is likely to last at least 12 months or longer or may even last for the rest of the person's life. People who have had a disability in the past are covered, which may be particularly relevant for people with fluctuating and/or recurring conditions. There are many kinds of disability, some more widely understood

and visible than others. Many people may have a disability or long-term condition that is covered by the Equality Act 2010 without even realising it.

### 3.2 What is Neurodiversity and Neurodivergent?

**Neurodiversity** - recognising the diversity or variations in cognitive functioning within a society. Everyone has a unique brain and therefore different strengths, abilities and needs.

**Neurodivergent** - describes an individual who may behave, think and learn differently compared to those who are neurotypical within a society.

### 3.3 Examples of disabilities and neurodivergence

A disability can arise from a wide range of conditions, including (but not limited to) the following:

- Specific learning difference such as dyslexia, dyspraxia or ADHD
- Social/communication conditions such as Autistic Spectrum Condition or a speech and language impairment
- Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
- Mental health condition such as depression, schizophrenia or anxiety
- Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying)
- D/deaf or have a hearing impairment/hearing loss
- Blind or have a visual impairment/sight loss uncorrected by glasses
- Developmental condition that you have had since childhood which affects motor, cognitive, social and emotional skills, and speech and language

The University may work with [Occupational Health](#) and other medical providers to assess whether a staff member's condition might meet the legal definition but will assume the individual is protected by the Equality Act and focus on making reasonable adjustments that remove or significantly reduce the barriers faced. For students, the University does seek to determine (and evidence) whether the individual's condition meets the legal threshold; to be eligible for reasonable adjustments, particularly in relation to exams and assessments, we need to be reasonably confident this threshold has been met. Where a student does not have a formal diagnosis, decisions relating to adjustments will be considered on a case-by-case basis and can be helped/informed by relevant medical information (where available).

### 3.4 What are Reasonable Adjustments?

A Reasonable Adjustment is defined as a decision taken by the University to make reasonable changes to standard arrangements to remove or significantly reduce the barrier(s) that a disabled student or staff member may face. The adjustment will depend on the challenges faced, and role requirements will still need to be fulfilled, but examples for staff might include:

- reasonable adjustments such as reallocation of duties
- altering working hours
- changing work location
- modifying equipment and work environment
- consideration of other roles

For students this could include, where appropriate:

- alternative exam arrangements, for example, additional time
- provision of lecture notes in advance, and

- consideration of alternative forms of assessment
- additional support such as tutoring, mentoring, note taking, BSL interpretation
- alterations to accommodation
- provision of auxiliary or ergonomic aids
- accessible taught content and materials e.g. presentation formats
- movement breaks during lectures, exams or assessments

Assistance can also be provided to help with accessing external resources such as the Disabled Students' Allowance. Further information on student disability support can be provided by the [Disability and Neurodiversity Team](#).

Some staff and students may become disabled during their working lives or studies and the opportunity to consider appropriate reasonable adjustments should be provided to reduce the impact of the individual's disability on their employment or studies. Reasonable adjustments will also apply to those applying to the University for employment, study or visiting.

### 3.5 What is a Tailored Adjustment Plan?

A 'Tailored Adjustments Plan' is a living record of adjustments agreed between an employee and their line manager.

The purpose of this plan is to:

- provide a framework for discussions in relation to reasonable adjustments.
- ensure that the employee and line manager have a record of what has been agreed;
- minimise the need to re-negotiate adjustments each time the employee changes jobs, is re-located, or assigned a new manager within the organisation.

### 3.6 What is AccessAble?

[AccessAble](#) is a partner organisation who specialise in providing information about venues to ensure people are equipped to know all the accessibility information they need to know. Their detailed Access Guides share information about all buildings on campus and the campus environment including facts, figures and photographs. All of this information is identified by an accessibility surveyor and updated with an annual survey. See here for [Surrey's AccessAble website](#).

## 4 Procedural Principles

### 4.1 Who is responsible for this procedure?

#### 4.1.1 University Leaders, Managers and Supervisors (including academic leaders, Deans, Heads of Schools)

All Professional Services and Academic Staff have a responsibility to demonstrate and promote good practice, and use guidance such as [inclusive language](#) in relation to disability support to ensure a working and studying environment that is inclusive and respects the expectations laid out in this procedure. Managers are required to implement this procedure in their area and to ensure that all of their staff and students are aware of this procedure. Training and support are provided for managers to have the skills to discharge this responsibility.

#### 4.1.2 Individual members of the University

The University expects all members to treat others with respect, dignity, courtesy and consideration. All members of the University have the right to expect professional, respectful and inclusive behaviour from each other and have a reciprocal responsibility to behave professionally,

respectfully and inclusively towards others. All members of the University have a personal responsibility to ensure that their conduct is in accordance with the standards set out in this procedure and the overarching [Our Colleagues](#) and [Our Students](#) policy statements. Training will be made available to support all staff to fulfill these expectations.

## 4.2 Disability and Neurodivergence Equality for Staff

It is unlawful to discriminate in employment against anyone for reasons relating to their disability. This applies to all areas of employment, including recruitment, onboarding, training and development, promotion, performance management and change programmes. The law also provides protection for those with caring responsibilities related to disability. For support and information visit [www.carersuk.org](http://www.carersuk.org). Information about Carers Leave is set out in the [Leave Policy](#).

The University will:

- provide equal opportunities for individuals who are disabled in relation to recruitment, education, training, promotion, transfer and terms and conditions of employment;
- ensure that disabled staff are given reasonable support, equipment and facilities necessary for them to carry out their duties successfully and comfortably;
- make reasonable adjustments, wherever possible, to working arrangements and/or the physical working environment, where they disadvantage a disabled member of staff;
- conduct a review, following a reasonable request by a disabled staff member, of their current employment needs and future training requirements specific to their requirements, to ensure their skills and abilities can be fully utilised at work and to discuss any reasonable adjustments which may be identified. A review may also be reasonably requested or agreed between the member of staff and their line manager as part of their annual appraisal or at any point during the year and decisions will be recorded in the Tailored Adjustment Plan (TAP).
- ensure that guidance and best practice is followed from external advisors such as Advance HE with regards to defining what is 'reasonable' and will seek confidential advice and guidance from Occupational Health and the HR Advisory team.

### 4.2.1 Recruitment and Selection

All University vacancies will be open to suitably qualified people irrespective of disability. It is the responsibility of the hiring manager to ensure that the employment criteria shown in the Job Purpose and job advert must be objective and appropriate to that particular post, e.g. it would be inappropriate to specify a high level of mobility for a sedentary post. Job advertisements should be non-discriminatory and written in a style that encourages applications from underrepresented groups including those with disabilities and neurodivergence. All prospective staff who accept the offer of an interview will be asked in advance if they require any adjustments to be made for them at the interview. Adjustments can be made in the selection process such as (but not limited to) ensuring ground floor interview rooms, changing fonts on question papers, allowing more time to complete written assessments/tests and printing of assessments on coloured backgrounds.

### 4.2.2 Retention

The University will do all that it reasonably and practically can to enable a member of staff who becomes disabled or whose disability progresses, to continue working in the post in which they were originally employed. Staff may discuss making an application to [Access to Work](#) or similar resources with their Line Manager to make an external assessment of their working environment and to recommend adjustments and assistive equipment.

Where a disabled staff member is unable to continue with their existing duties, reasonable efforts will be made to find suitable alternative employment or alternative employment with no loss of

status or grade within the University and appropriate training will be provided if required. Any decisions regarding whether a person can continue their duties will normally be taken with the involvement of the [Occupational Health Service](#). In situations where suitable alternative current work cannot be identified, or where an employee is unable to continue in the University's employment for reasons relating to their disability, the University will provide reasonable assistance to help that individual in their departure. This may include, but is not limited to, investigation into the possibility of retirement on grounds of ill health; and identification of appropriate external sources of advice and assistance.

#### 4.2.3 Tailored Adjustment Plans

The support and adjustment requirements of staff will be reviewed annually or as may become necessary with fluctuating needs. This conversation will take place between the staff member and their line manager (with support from HR Advisory Team if needed) and will be captured in their Tailored Adjustment Plan (TAP). This will outline the challenges the individual experiences as well as the proposed adjustments to address these challenges. A TAP can be reviewed at any time e.g. if the individual's condition changes or deteriorates or if their role changes and alternative adjustments need to be considered. Staff who have shared information about a disability may choose to include this discussion as part of their appraisal review or as a separate discussion at any point with their line manager to ensure the support they require is in place. Where roles change within the University, the Tailored Adjustment Plans can be used to seamlessly ensure ongoing support throughout a career at the University. The TAP will be stored securely in HR files with access granted to employee and line manager.

The University's [Occupational Health Service](#) will be used where appropriate to provide assessment and ongoing monitoring of the needs of staff members who fall within the scope of this procedure. Adjustments that are operationally feasible can be agreed with the line manager and put in place at the earliest opportunity. They will not always need to be reviewed by Occupational Health. Guidance on this can be provided by HR Advisory and recorded in a Tailored Adjustment Plan.

#### 4.2.4 Support

Support is available to staff via a range of services including through their line manager, the Purple Network, the Neurodivergence Network, Employee Assistance Programme (EAP), Health and Safety team, Cordell Occupational Health, HR Advisory Team and HR Operations Team and the Equality, Diversity and Inclusion Team. The [Hidden Disability Sunflower](#) lanyard is used on campus to support people living with non-visible disabilities and to encourage inclusivity, acceptance and understanding. All staff wellbeing information can be accessed via the [Staff Wellbeing Hub](#).

#### 4.2.5 Health and Safety

Staff are encouraged to bring to the attention of their line manager any potential or actual health and safety issues, for example, individual requirements in relation to fire or general evacuation, so that appropriate plans and arrangements can be made in the form of a risk assessment and/or Personal Emergency Evacuation Plan (PEEP). Advice for managers and assistance with the risk assessment process is available from [Faculty/Professional Services Health and Safety Managers/Advisors](#).

#### 4.2.6 Complaints and Appeals

The University has in place processes to address complaints and appeals arising directly or indirectly in relation to staff disability. Please refer to the University's [Grievance Policy and Procedure](#). All staff, students and visitors to campus can also report something anonymously or with their contact details via [Report & Support](#).

### 4.3 **Disability and Neurodivergence Equality for Students (including Postgraduate Researchers)**

#### 4.3.1 **Recruitment and Admissions**

As part of the Widening Participation Programme, the University accepts applications via the In2Surrey scheme. This scheme encourages applications from students who have the desire and ability to study at Surrey regardless of their personal circumstances or adversities, which includes disability. Further details about the scheme and the application criteria can be found on the [In2Surrey webpage](#).

The University of Surrey is committed to social mobility. We believe that to have a diverse and representative society we must ensure all learners with the potential to succeed at university can do so regardless of their background or personal experience. As part of this commitment to widening participation, we use contextual admissions and make contextual offers. In particular, students are automatically considered for an alternate entry requirement if they disclose a disability or long-term health condition in their UCAS application. For more information see [Contextual offers for applicants | University of Surrey](#)

Specific enquiries or concerns from prospective students regarding disability and neurodivergence at any time of the year will be responded to by the Disability and Neurodiversity Team. [Admissions advice for disabled students | University of Surrey](#)

#### 4.3.2 **Offer-holder days or interviews**

Anyone who may have any additional requirements when visiting the University on an Offer-holder day or for an interview e.g. if they need a British Sign Language interpreter or other assistance or equipment, they can contact the University in advance of their visit. Disability Advisers together with the Programme Director are happy to meet with prospective students to discuss support in labs, or arrangements for ADUK registered assistance dogs. Further information can be found on the University website.

Disability support requirements can be declared at the point of application, but they do not have to be, and any information shared is not considered when reviewing an application. The University follows the relevant [UCAS guidance](#). All applications will be assessed on the basis of academic suitability for the programmes in question. Discussions about the support requirements of students will be separate from any academic decision. Criteria and procedures used for selecting students will relate to the requirements of the programme, including any professional and statutory body requirements.

All places for taught and/or research programmes are open to all suitably qualified applicants regardless of disability providing there are no Professional or Statutory Body bars to entry to a programme. If there are professional / statutory body requirements then an Occupational Health screening prior to the course would be a requirement and these would pick up on any unsuitability for the course.

#### 4.3.3 **Current Students: Teaching and Learning**

The University will ensure that students with disabilities will have access to the full range of support services, appropriate to their needs, which are available to their non-disabled peers. Where existing services cannot be made accessible, the University will make reasonable alternative services and arrangements available. See [Disability and Neurodiversity Team](#).

The University will provide information about building accessibility and support facilities via our partner [AccessAble](#) and the University's disability webpage. This will enable current students with a disability to make informed choices and gain knowledge of what facilities are available e.g. lecture capture.



The University will ensure that the requirements of disabled students are considered during programme validation and review and that appropriate and reasonable amendments are made.

Academic and academic support staff must plan and employ teaching and learning strategies, which make the delivery of the programme as inclusive as possible and, where reasonable, allow adaptation to accommodate disabled students' individual requirements. The Assistive Technology Centre (ATC) offers specialist assistive technology to support students with disabilities.

The University will ensure that, wherever possible, disabled students have equal opportunity to access academic and vocational placements, including field trips, Professional Training Year and study abroad. The University may seek further guidance in cases where a student requires additional support on work placements or to study abroad. The Disability and Neurodiversity Team will work with the Employability and Careers service to support the student before, during and after a period of study abroad or work placement.

Disabled research students are entitled to the same level of support, information and guidance to address the barriers faced and facilitate their inclusion in their research programmes. They are encouraged to share information about their disability with the Disability and Neurodiversity Team.

#### 4.3.4 **Assessment and examinations**

Assessment and examinations: All assessments should provide disabled students with equitable opportunities to demonstrate the achievement of learning outcomes as their non-disabled peers. To this end, a student may require reasonable adjustments which may include examination arrangements and/or alternative assessments. Implementing reasonable adjustments is subject to the relevant student regulations and codes of practice and outlined in a set of recommendations agreed between the student and Disability and Neurodiversity Team.

#### 4.3.5 **Retention**

Where studying is impacted as a direct result of a disability-related cause the student may require reasonable adjustments to their assessments etc. The University will ensure that the student is provided with the relevant documentation to allow them to apply for reasonable adjustments through the normal channels to ensure as far as is reasonably practicable that the student's academic progress is not compromised.

The University will make reasonable efforts to ensure a student can continue their programme of study. The University may initiate a Support to Study procedure under its regulations to ensure that the student is fully supported and able to continue to complete their studies. Where applicable the student will need to meet the Professional Body's requirements in order to continue with their studies.

Where appropriate evidence is provided and the relevant regulations followed to agree the delayed completion of assessed work, non-attendance at examinations, deferral or withdrawal, which has been due to a disability related cause, the University will ensure that this is recorded in non-prejudicial terms in all academic progress files and appropriate adjustments will be made (e.g. study plans, D&N/ AS&D support, exam extensions, etc.)

#### 4.3.6 **Support**

Support is available to students via a range of services including through the [Disability and Neurodiversity Team](#), [Centre for Wellbeing](#), [Students' Union](#) or [Personal Tutor](#). The [Hidden Disability Sunflower](#) lanyard is used on campus to support people living with non-visible disabilities and to encourage inclusivity, acceptance and understanding. Information about dyslexia, dyspraxia, ADHD and Autism enquiries can be accessed [here](#).

#### 4.3.7 **Health and Safety**

Students are encouraged to bring to the attention of their personal tutor or supervisor any potential or actual health and safety issues, for example, individual requirements in relation to fire or general evacuation, so that appropriate plans and arrangements can be made in the form of a risk assessment and/or Personal Emergency Evacuation Plan (PEEP). Advice for personal tutors and supervisors and assistance with the risk assessment process is available from [Faculty/Professional Services Health and Safety Managers/Advisors](#).

#### 4.3.8 **Complaints and Appeals**

The University has in place regulations to deal with complaints and appeals arising directly or indirectly from student disability. These only apply to current students and timeframes for submissions apply. See the [Procedure for complaints](#), [Regulations for academic appeals](#) and the [Admissions Complaints Procedure](#).

#### 4.4 **Visitors**

The University wants to ensure it provides an inclusive and welcoming environment for visitors to the University and will provide reasonable adjustments enabling them to use the University's facilities and services. Depending on the nature of the visit, this may include access to hearing assistance systems, accessibility to public events and venues, parking and arrangements for emergency evacuations. Where possible we will provide a named contact for events, to ensure that accessibility needs are met.

#### 4.5 **Campus Estate and Services**

Our estates strategy seeks to help create the conditions for success and deliver an unrivalled student experience, to enable all our members of our community to succeed in their endeavours and to create a fulfilling, appropriately resourced environment and culture that supports all. We are committed to disability representation and inclusion in the development of the physical estate for the benefit of staff, students and visitors. We will work collaboratively with Estates, Facilities and Campus Services (EFCS) to review facilities in areas of most need and aim to prioritise improvements in these areas on a yearly basis.

We work in partnership with national disability organisation [AccessAble](#) who provide detailed online access guides to many of our campus buildings and facilities. Details on the buildings audited by AccessAble can be found throughout our site.

If a disabled staff member or student has potential health and safety issues or has individual requirements in relation to fire or general evacuation, the University would encourage them to bring this to the attention of their line manager, personal tutor or supervisor, so that appropriate plans and arrangements can be made in the form of a risk assessment and/or Personal Emergency Evacuation Plan (PEEP).

#### 4.6 **Confidentiality and information sharing**

The University will act in compliance with data protection legislation and regulatory practices.

For staff: it may be necessary to share sensitive information with relevant teams in order to facilitate the provision of adjustments, but permission will be sought and data will only be used for the purposes for which it is gathered.

For students: when a student discloses a disability to University of Surrey this information will only be shared with the people that need to know the information in order to support them and ensure reasonable adjustments are in place to facilitate the best possible experience while they

are a student at Surrey. This will include your Personal Tutor, academics, and technicians on your course and in some cases other central support services.

## **5 Governance Requirements**

### **5.1 Implementation: Communication Plan**

This procedure will be communicated in a variety of ways:

- SurreyNet launch
- A Leader's Alert
- Inclusion at Staff Induction
- Inclusion at Faculty/Department Induction
- Referenced in the Staff Handbook
- Process infographics and video case studies to be produced for students and staff to 'demystify' and instill confidence in process.
- Disability and Neurodivergence web page (on Equality, Diversity and Inclusion pages) providing FAQs and procedure info broken down into clear sections with strong links to D&N webpages, Human Resources, Students Union and Wellbeing
- Appropriate communications for PGRs, Supervisors' alert, update to PGR Handbook, PGR Induction
- Data will be gathered, monitored and used to address ongoing concerns and ensure effectiveness of procedure. Mechanisms include: EDI dashboard including People survey data (quantitative and qualitative monitoring); Equality networks; Trade Unions; Faculty and Departmental EDI Committee feedback. For student feedback, the NSS, the SU's Student Pulse survey, the MySurrey Voice platform, Postgraduate Research Experience Survey (PRES) and the Student Disability and Accessibility Forum will be used.

### **5.2 Implementation: Training Plan**

Training and learning will be provided for all staff and students to set expectations of behaviour and for managers to equip them to respond and support. The principles of this procedure will be embedded within the following training:

Staff will be provided with an appropriate level of training to ensure they are equipped to assist and support disabled staff and disabled students or prospective staff/students. Training includes a mandatory E&D e-learning module, Anti Bias training and bespoke programmes in partnership with Student Services.

#### **Staff training:**

- Diversity in the Workplace e-learning module
- Allyship e-learning module
- Unconscious and Anti Bias training
- Personal Tutor training
- Doctoral College Training for Supervisors and PGRs.
- Manager Foundation Programme
- Managers at Surrey website
- A set of webpages on EDI website with toolkit/factsheet style info explaining this procedure and relevant process.

#### **Student training:**

- Zero tolerance to Hate e-learning module
- Social media campaign/Instagram takeovers
- Inclusive Curriculum review

### 5.3 **Advice about this procedure**

Advice about the operation of this procedure can be obtained via the Equality, Diversity and Inclusion team, the Human Resources Department and the Disability and Neurodiversity Team.

### 5.4 **Complaints**

Staff who feel they have been unfairly treated or discriminated against on the grounds of disability are encouraged to speak with their manager in the first instance, but may also raise a complaint through the University's grievance procedure, copies of which are available on the [HR website](#) or from the HR department. Students who feel they have been unfairly treated or discriminated against on the grounds of disability may raise a complaint through [OSCAR's](#) student complaint's procedure. Staff and students can also raise concerns through [Report+Support](#).

### 5.5 **Review**

5.5.1 This procedure will be formally reviewed every three years by the Operations Committee.

5.5.2 Major changes may be reviewed and agreed by EDI Executive before being submitted to Operations Committee for approval.

5.5.3 Minor changes will be agreed by the Executive Owner before becoming operational.

5.5.4 This procedure will be monitored on an ongoing basis by Equality, Diversity and Inclusion. Equality, Diversity and Inclusion reports to the Executive Board and Council regularly via the EDI Executive.

### 5.6 **Legislative Context and Higher Education Sector Guidance or Requirements**

- Equality Act 2010
- Inclusive Teaching and Learning in Higher Education as a route to Excellence, DSSLG, 2017
- OIA: The good practice framework: Supporting disabled students, 2017
- The Disabled Student Commitment, Disabled Students' Commission, 2023

### 5.7 **Sustainability**

This procedure will have no environmental impact with regards energy consumption or associated carbon emissions.

### 5.8 **Health and Safety**

Health and safety implications have been considered during the drafting of this procedure and are incorporated (where necessary).

## 6 **Stakeholder Engagement and Equality Impact Assessment**

6.1 An Equality Impact Assessment was completed on 05/02/2024 and is held by the Authorised Co-ordinator.

6.2 Stakeholder Consultation was completed, as follows:

Stakeholder	Nature of Engagement	Request EB Approval(Y/N)	Date	Name of Contact
Governance	Consultation:Teams/Email	N	Feb 2024	Kelley Padley, Governance Officer
H&S	Consultation:Teams/Email	N	Dec 2023	Matt Purcell, Director of Health & Safety
Sustainability	Consultation:Teams/Email	N	Dec 2023	Martin Wiles, Head of Sustainability
Executive Owner Associated Policy Area	Consultation:Teams/Email	N	Dec 2023	Kerry Matthews/Emma Rowsell, CSO/Director of Student Life
Disability and Neurodivergence Procedure Review Working Group	Disability and Neurodiversity Team, HR, Purple Network, Neurodivergent Network, Estates and Facilities	N	May-Oct 2023	Louise Baddeley/Lindsay Martin (Head of D&N), James Smith (HRBP)/Niamh Garner (HR Advisor), Alice Spencer/Sarah Clements, Heather Lane (Purple Network Chairs), Susan Keirle (Facilities Operations Manager)
Doctoral College	Consultation:Teams/Email	N	Dec 2023	Clare Wunderly/Julie Davies/Ruan Elliot, Doctoral College
Campus Safety	Consultation:Teams/Email	N	Dec 2023	Mark Chatterton, Head of Security
Student Success	Consultation:Teams/Email	N	Dec 2023	Javayria Masood, Student Success Manager/Hollie Baker, Deputy Head Student Experience
OSCAR	Consultation:Teams/Email	N	Dec 2023	Glenn Moulton, Head of Oscar
Students Union	Consultation:Teams/Email	N	Dec 2023	Jo Yau/Liam White (Students Union)
Equality Networks: LGBTQIA+ SEED Women's Network Purple Neurodivergent	Consultation:Teams/Email	N	Dec 2023	Fabio Fasoli/Michael Hassell, Namy Yu/Pranay Raj Shakra Sam Hopkins/Louise Power, Sarah Clements/Heather Lane (Network Chairs)
Religious Life & Belief	Consultation:Teams/Email	N	Dec 2023	Alex Goldberg/Duncan Myers (Chaplaincy)
Academic Registry	Consultation:Teams/Email	N	Dec 2023	Svetlana Reston Academic Registry
Academic Rep	Consultation:Teams/Email	N	Dec	Alison Taylor,

			2023	Academic
Wellbeing & Welfare	Consultation:Teams/Email	N	Dec 2023	Laura Smythson – Head of Wellbeing and Welfare
Communications	Consultation:Teams/Email	N	Dec 2023	Jodie Hansford – Internal Comms Manager
HR Leadership Team	Consultation:Teams/Email	N	Dec 2023	Karen Raymer/Katy Huetson/Ali Orr (HRLT)
Trade Unions	Consultation:Teams/Email	N	Dec 2023	Gary Strudwick – Unite Alison Cottell – UCU Claudio Svaluto - Unison