

# Disability Policy

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<b>Section / Dept:</b>	Equality, Diversity and Inclusion
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<b>Related documents:</b>	<p> <a href="#">Undergraduate Admission Policy</a>  <a href="#">Postgraduate Admission Policy</a>  <a href="#">Postgraduate Research Admission Policy</a>  <a href="#">Equality and Diversity Strategy 2015-2017</a>  <a href="#">Dignity at Work and Study Policy</a>  <a href="#">Grievance Policy</a>  <a href="#">Disclosure, Confidentiality and Sharing of Personal Data concerning Disability</a>  <a href="#">Management of Work Related Stress Policy</a>  <a href="#">Health and Safety Policy</a>  <a href="#">Fire Safety Policy</a>  <a href="#">Social Media Policy</a>  <a href="#">Data Protection Policy</a>            Academic Regulations namely:  <a href="#">A1: Regulations for taught programmes</a>  <a href="#">A2: Regulations for research degrees</a>  <a href="#">A3: Regulations for research degrees on the basis of published works</a>  <a href="#">A4: Regulations for higher doctorates</a>            Student Regulations namely:  <a href="#">Regulations for extenuating circumstances</a>  <a href="#">Regulations for academic appeals</a>  <a href="#">Procedure for Complaints</a>  <a href="#">Fitness to Study</a>  <a href="#">Disciplinary Regulations</a>  <a href="#">Student Charter</a>  <a href="#">Examination Adjustments</a> </p>
<b>Related websites:</b>	<p> <a href="#">Equality &amp; Diversity Webpage</a>  <a href="#">Centre for Wellbeing</a>  <a href="#">Equality Act 2010</a>  <a href="#">Data Protection Act 1998</a>  <a href="#">Disabled Students' Allowance</a>  <a href="#">Access to Work</a>  <a href="#">Occupational Health Service (Robens)</a>  <a href="#">Additional Learning Support (ALS)</a>  <a href="#">Global Engagement Office</a>  <a href="#">Employability and Careers Centre (PTY)</a>  <a href="#">Admissions Policy for Students</a>  <a href="#">Disability Webpage (in development)</a>  <a href="#">In2Surrey</a>  <a href="#">DisabledGo</a> </p>
<b>Policy history:</b>	Disability Policy, Staff, Students and Visitors 2011

## Version History

Version	Author	Revisions Made	Date
1	Jo McCarthy-Holland	First Draft	10 <sup>th</sup> August 2017

## Approval History

### Equality Analysis

Version	Reviewed by	Comments	Date
1	Equality & Diversity	No negative impact identified	10 <sup>th</sup> August 2017

### Committee Sign Off

Version	Committee Name	Date of Sign Off
1	Equality and Diversity Committee	18 <sup>th</sup> Sept 2017

### Executive Board Sign Off

Version	Committee Name	Date of Sign Off
1	Executive Board	18 <sup>th</sup> Sept 2017

<b>1</b>	<b>Introduction</b>
	The University of Surrey has a vibrant, enthusiastic and forward thinking community, rich in diversity and circumstance. We are committed to creating a friendly and welcoming campus where staff and students work closely together within a supportive environment which enables them to participate fully in the life of the University. The University wants to attract people of high potential to study and work here and this includes people who are living with a disability or long term health condition. Some people may not require any extra support, but for others making 'reasonable adjustments' (see section 1.4.1) will enable them to flourish.
<b>1.1</b>	<b>Objective</b>
1.1.1	The objective of the policy is to ensure that members of the University community with disabilities or long term health needs (mental, neuro-diverse or physical) have access to both facilities and a learning environment that is, wherever reasonably possible, comparable to that of their non-disabled peers. This policy recognises that disabled staff and students are an integral part of the university community. It takes as its starting point the premise that accessible and appropriate provision is core to the values of the University. The broad policy aims are based on the <a href="#">Equality Act 2010</a> .
<b>1.2</b>	<b>Scope</b>
1.2.1	Current staff and students (where relevant the policy will also apply to prospective staff, students and visitors). This policy is not contractual in nature.
<b>1.3</b>	<b>Equality Analysis</b>
1.3.1	It is not anticipated that this policy will have any negative impact on any protected groups. It complies with the public sector equality duty and requires all staff, students and visitors to respect the University's values, be sensitive to the diversity of the University community and to show respect to all sections of that community.

1.4	<b>Definitions</b>
1.4.1	<p><b>Definition of Disability</b></p> <p>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 (<a href="#">Equality Act 2010</a>). 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 impairments. There are many kinds of disability, some more widely understood and visible than others. Many people may have a disability or long term health condition that is covered by the <a href="#">Equality Act 2010</a> without even realising it.</p> <p>A disability can arise from a wide range of impairments, including (but not limited to) the following:</p> <ul style="list-style-type: none"> <li>• Sensory impairments, such as those affecting sight or hearing</li> <li>• Impairments with fluctuating or recurring effects such as depression, rheumatoid arthritis, chronic fatigue syndrome (ME) and epilepsy</li> <li>• Progressive conditions, such as motor neurone disease, muscular dystrophy, forms of dementia</li> <li>• Organ specific conditions, including respiratory problems, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease</li> <li>• Cancer, HIV/AIDs, Multiple Sclerosis (MS) are covered from the point of diagnosis, even if symptoms have yet to occur</li> <li>• Specific learning differences, such as Autistic Spectrum Conditions (ASC), Dyslexia and Dyspraxia</li> <li>• Mental health conditions, such as schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, personality disorders. Depressive illnesses can amount to disabilities where they are long-term.</li> </ul> <p><b>Reasonable Adjustment</b></p> <p>A Reasonable Adjustment is defined as a decision taken by the University to allow changes to be made to standard arrangements for staff and students in relation to their work and study at Surrey. Some staff and students may become disabled during their working lives or studies and the need to make reasonable adjustments is important to allow them to continue in their employment or studies.</p> <p>Reasonable adjustments will also apply to those applying to the University for employment, study or visiting.</p>
1.5	<b>Legislative context: Equality Act 2010</b>
1.5.1	<p>As disability is a protected characteristic under the <a href="#">Equality Act 2010</a> public bodies must, in the exercise of their functions, have due regard to the need to:</p> <ul style="list-style-type: none"> <li>• eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.</li> <li>• advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</li> <li>• foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</li> </ul> <p>Public bodies are required to integrate consideration of equality and good relations into their day-to-day business and to consider how a function can affect different groups in different ways. This enables the University to reasonably anticipate the needs of disabled staff, students and visitors and to address the potential impacts of any proposed changes to ensure they do not have an adverse effect.</p>
1.6	<b>Health &amp; Safety Implications: Regulatory Reform (Fire Safety) Order 2005 and other associated legislation</b>
1.6.1	<p>The University has duties under the relevant legislation to ensure the health &amp; safety and welfare at work of all staff, students and visitors and that its operations do not expose, staff, students and visitors to risks to their health &amp; safety. As such the normal principles contained within the University's Health &amp; Safety Policies will apply. It may be necessary, on occasion, to make special arrangements to ensure that a person's impairment, or an issue relating to it, does not create a hazard for themselves or for others.</p>

	<p>Arrangements, for example, for the safe evacuation of persons identified as being especially at risk from fire can be found within the <a href="#">Fire Safety Policy</a>. In cases where staff and students have disclosed disabilities that affect their mobility in an emergency, they will be consulted by a member of the health and safety team about their individual needs for evacuating the building in a safe and dignified manner. This will be in advance of any emergency and a personal emergency evacuation plan (PEEP) produced. Training regarding assisting staff, students and visitors with evacuation is provided to Security, Fire Wardens and Fire Marshalls.</p>
<b>2</b>	<b>Governance Requirements</b>
2.1	<b>Responsibility</b>
2.1.1	<p>Governing bodies are responsible for ensuring compliance by their institution with equality law. All staff of the University are expected to be aware of this policy and the legal framework and to treat disabled people, whether staff, students or visitors, in accordance with these provisions. In particular, Executive Deans/Heads of School/Heads of Departments and others in management positions will be responsible for ensuring that the policy and legal framework are communicated effectively through staff development programmes and are being implemented in their area. Disability training and support will be made available for managers and disability equality guidance and information on good practice is available for managers on the <a href="#">Equality and Diversity website</a>.</p>
2.1.2	<p><b>Monitoring and Evaluation</b></p> <p>The University will operate systems to monitor and review the effectiveness of provision for staff and students with disabilities, evaluate progress and identify opportunities for enhancement to advance disability equality at the University.</p>
2.1.3	<p>All aspects of this policy will be subject to ongoing review and amendment, as appropriate in order to improve its effectiveness. This will include consideration of measures which will assist in rectifying any under-representation of disabled staff and students in the University.</p>
<b>3</b>	<b>Policy</b>
<b>3.1</b>	<b>Principles</b>
3.1.1	<p>To advance disability equality, the University will:</p> <ul style="list-style-type: none"> <li>• Ensure prospective and current staff, students and visitors with disabilities are not discriminated against</li> <li>• Ensure that anticipatory action is taken as far as is reasonably practicable to provide inclusive working, learning and teaching and access to our facilities and services</li> <li>• Ensure that wherever possible reasonable adjustments are put in place for staff, students, prospective staff and students and visitors with disabilities</li> <li>• Provide equality of opportunity for disabled staff and students to promote the recruitment, retention, development and progression of disabled staff and students</li> <li>• Promote a positive working and studying environment for disabled staff and students</li> <li>• For staff: Provide <a href="#">training</a> and support for managers. Professional Service staff and academic staff are to ensure they are equipped to provide the necessary support and can respond appropriately to the needs of staff and students with disabilities. This training includes an Equality and Diversity (E&amp;D) e-learning module, a 'Building Disability Confidence' training course for all staff, Unconscious Bias training and bespoke programmes run in partnership with <a href="#">Library and Learning Support Services (ALS)</a>. Further information is available on the <a href="#">Disability Support</a> webpage.</li> </ul>
<b>3.2</b>	<b>Procedures</b>
3.2.1	<p>The Disability Working Group which meets three times per year plays a key role in contributing to and monitoring the work of the University via the <a href="#">Equality and Diversity Office</a> in respect of disability-related matters.</p>

3.2.2	<a href="#">The Library and Learning Support Services (ALS)</a> have an integral role in relation to the development of disability policies and processes within the University.
3.2.3	The University will ensure that in all policies, procedures, regulations, functions and activities, including strategic planning and resource allocation, consideration is given to reasonable means of enabling disabled staff and students' full participation in all aspects of the academic and social life of the institution.
3.2.4	The University's publicity, programme details and general information will be accessible to people with disabilities.
3.2.5	A rolling programme of adjustments will be established to improve the accessibility of the estate where reasonably practicable. This will occur, in discussion with the Disability Working Group, with the adjustments based on the priorities outlined in access audits and findings from the routine campus tours. Details of these tours can be viewed on the <a href="#">Equality and Diversity website</a> .
3.2.6	The University will encourage applications from under-represented groups of staff and students including those with a disability by targeted advertising. In support of this objective and where reasonably practical to do so, the University will make suitable modifications in procedures to ensure disabled staff and students compete with other students and staff on an equal basis. The University will seek consultation from experts in recruiting and supporting applications from under-represented groups as necessary.
3.2.7	The University is mindful of its responsibilities under the <a href="#">Data Protection Act 1998</a> and the <a href="#">General Data Protection Regulation (GDPR)</a> and will ensure the needs of disabled staff and students are not compromised by the competing requirements of this legislation with the responsibilities it places on the University in respect of the <a href="#">Equality Act 2010</a> .
3.2.8	<p>The University will develop an environment within which individuals feel able to disclose their disability.</p> <p>Encouragement and opportunity will be given to staff and students to disclose any disability which may have a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. A discussion can then take place about disability-related reasonable adjustments or other support that may be required. Individuals can choose to bring someone to accompany them at meetings to provide extra support if required.</p> <p>Staff are encouraged to discuss their needs with their line manager or seek support from the <a href="#">Centre for Wellbeing</a> or their HR representative. Students can seek advice via their personal tutors, the <a href="#">Centre for Wellbeing</a> and the <a href="#">Library and Learning Support Services (ALS)</a>.</p>
3.2.9	<p>The University will also encourage staff and students to disclose any condition which in the short term has substantial impact on their day to day activities to ensure that appropriate support can be provided.</p> <p>Staff who are developing or are diagnosed with a condition that comes under the definition of disability in the <a href="#">Equality Act 2010</a>, during their employment are encouraged to share this confidential information with their line manager so that risk assessments can be made and the required support offered.</p> <p>Students who are developing or are diagnosed with a condition that comes under the definition of disability in the <a href="#">Equality Act 2010</a>, during their studies are encouraged to share this confidential information with <a href="#">Library and Learning Support Services (ALS)</a> or their personal tutor so that risk assessments can be made and the required support offered.</p>
3.2.10	<p>Disclosing a disability to the University is a personal matter of which it is an individual's choice if and when they do so. Whilst the University is working hard to make its services as accessible as possible, if a disability is disclosed to the University, this would allow the University to explore opportunities to implement appropriate support.</p> <p>For staff this might mean, as appropriate:</p> <ul style="list-style-type: none"> <li>• reasonable adjustments such as reallocation of duties</li> <li>• altering working hours</li> <li>• changing work location</li> <li>• modifying equipment</li> <li>• consideration of other roles</li> </ul>

	<p>For students this could include, where appropriate:</p> <ul style="list-style-type: none"> <li>• alternative exam arrangements, for example, additional time</li> <li>• provision of lecture notes in advance, and</li> <li>• consideration of alternative forms of assessment</li> <li>• Assistance can also be provided to help with accessing external resources such as the Disabled Students' Allowance. Further information can be found at <a href="#">Library and Learning Support Services (ALS)</a>.</li> </ul> <p>Disclosing a disability will enable the University to inform staff and students about the options available to them, even though individuals may choose not to follow them up. If individuals choose not to disclose their disability, this may have implications for the provision available to them. Whilst it is beneficial to disclose as early as possible, disclosing can be done at any time and individuals can choose to what extent they want details of their disability to be disclosed or kept confidential.</p> <p>When students apply to study or work abroad they are encouraged to disclose any disability to the <a href="#">Global Engagement Office</a> or the <a href="#">Professional Training Year team</a> prior to accepting the work or study placement to ensure that appropriate support is in place. The student can also discuss this with the Senior Professional Placement Tutor within their Faculty or their Exchange Coordinator as appropriate.</p> <p>If you have concerns about disclosure and would like to discuss these confidentially please contact the <a href="#">Equality and Diversity Office</a>.</p>
3.2.11	<p>Whilst the University is working hard to make its services as accessible as possible, if a disability is disclosed to the University, a wide range of financial support can be accessed namely;</p> <ul style="list-style-type: none"> <li>• Government financial assistance is available to support people with disabilities in the workplace. Further information can be found at <a href="#">Access to Work</a>.</li> <li>• Assistance can also be provided to help with accessing external resources such as the <a href="#">Disabled Students' Allowance</a>. Further information can be found at the <a href="#">Library and Learning Support Service (ALS)</a>.</li> </ul>
3.2.12	<p>Disclosed information will be treated in the strictest confidence. The University will fulfil its obligation under the University's <a href="#">Data Protection Policy</a>, which is aligned to the <a href="#">Data Protection Act (1998)</a> and <a href="#">General Data Protection Regulation (GDPR)</a>, to protect personal sensitive data whilst ensuring staff and students are not disadvantaged for a reason relating to a disability.</p>
3.2.13	<p>Any member of staff who is unsure as to whether their particular medical condition is covered under this policy can seek advice from the <a href="#">Equality and Diversity Office</a>.</p>
3.2.14	<p>If a disabled staff member or student is to work frequently on their own in hazardous situations or has special 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.</p>
<b>4</b>	<b>Policy with respect to Prospective and Current Students</b>
<b>4.1</b>	<b>Prospective Students: Application</b>
4.1.1	<p>Admissions advice: As part of the Widening Participation programme, the University accepts applications via the <a href="#">In2Surrey</a> 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 <a href="#">In2Surrey</a> webpage.</p> <p>Specific enquiries or concerns from prospective students regarding disability at any time of the year will be considered by a disability adviser by completing the <a href="#">self-referral form</a> and sending it by email to <a href="#">Additional Learning Support (ALS)</a> or by phoning the ALS Office on 01483 689609.</p>

4.1.2	<p>Applicant Days or interviews: Anyone who may have any additional requirements when visiting the University on an applicant day or for an interview e.g. if they need a British Sign Language interpreter or other assistance or equipment they can <a href="#">email</a> the University in advance of their visit. Additional Learning Support (ALS) Disability Advisers together with the Programme Director are happy to meet with prospective students to discuss support in labs, or arrangements for assistance dogs. Further information can be found on the <a href="#">University website</a>.</p> <p>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. <a href="#">Criteria and procedures</a> used for selecting students will relate to the requirements of the programme, including any professional and statutory body requirements.</p> <p>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.</p>
4.1.3	<p>The University will make information available via the <a href="#">disability webpage</a> on the Equality, Diversity and Inclusion website about access to buildings and support facilities to enable disabled students to make an informed choice of University.</p>
<b>4.2</b>	<b>Current Students: Learning Opportunities</b>
4.2.1	<p>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 <a href="#">Additional Learning Support Service</a>.</p>
4.2.2	<p>The University will provide information about building accessibility and support facilities via our partner <a href="#">Disabled Go</a> 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.</p>
4.2.3	<p>Teaching and Learning: 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.</p>
4.2.4	<p>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 <a href="#">Assistive Technology Centre (ATC)</a> offers specialist assistive technology to support students with disabilities.</p>
4.2.5	<p>The University will ensure that, wherever possible, disabled students have equal opportunity to access academic and vocational placements, including field trips, <a href="#">Professional Training Year</a> 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 <a href="#">Library and Learning Support Service (ALS)</a> will work with the partner equivalent service to support the student before, during and after a period of study abroad or work placement.</p>
4.2.6	<p>Disabled research students will receive reasonable support and guidance necessary to secure equal access to research programmes and are encouraged to disclose and to register with <a href="#">Library and Learning Support Services (ALS)</a>.</p>
4.2.7	<p>Assessment and examinations: All assessments should provide disabled students with the same opportunities to demonstrate the achievement of learning outcomes as their 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 an agreement between the student and <a href="#">Library and Learning Support Services (ALS)</a>.</p>
4.2.8	<p>Retention: Where studying is interrupted 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</p>

	<p>as far as is reasonably practicable that the student's academic progress is not compromised.</p> <p>The University will make reasonable efforts to ensure a student can continue their programme of study. The University may initiate a <a href="#">Fitness to Study</a> procedure under its regulations to ensure that the student is fully supported and able to continue to complete their studies. Where applicable the student meets the Professional Body's requirements in order to continue with their studies.</p>
4.2.9	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, ALS/SPLASH support, exam extensions, etc.)
4.2.10	In order to comply with the Disabled Students Allowance Quality Assurance Framework students receiving specialist study skills tutoring or specialist mentoring have their support reviewed every eight academic weeks with their tutor. Students are also asked to provide feedback on their support formally three times a year, and are informed how they can leave feedback at any time.
4.2.11	Complaints and Appeals: The University has in place regulations to deal with complaints and appeals arising directly or indirectly from a student disability. See the <a href="#">Procedure for complaints</a> and <a href="#">Regulations for academic appeals</a> .
<b>5.0</b>	<b>Policy with respect to Prospective and Current Staff and Visitors</b>
<b>5.1</b>	<b>Promoting Disability Equality:</b> The <a href="#">Equality Act 2010</a> makes it unlawful to discriminate, in the field of employment, against a disabled person for a reason that relates to a person's disability. This applies not only to recruitment but to all areas of employment, including the terms of employment, opportunities for promotion, transfer or training, dismissals or redundancies.
5.1.1	To this end the University will: <ul style="list-style-type: none"> <li>• provide equal opportunities for individuals who are disabled in relation to recruitment, education, training, promotion, transfer and terms and conditions of employment;</li> <li>• ensure that disabled staff are given reasonable support, equipment and facilities necessary for them to carry out their duties successfully;</li> <li>• make reasonable adjustments, wherever possible, to working arrangements and/or the physical working environment, where they disadvantage a disabled member of staff;</li> <li>• conduct a review, following a reasonable request by a disabled staff member, of their current employment needs and future training requirements specific to their disability, to ensure their skills and abilities can be fully utilized 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.</li> <li>• ensure that it follows guidance from external advisors such as the <a href="#">Equality and Human Rights Commission</a> and the <a href="#">Equality Challenge Unit</a> with regards to defining what is 'reasonable' and will seek confidential advice and guidance from its <a href="#">Occupational Health Service</a>.</li> </ul>
<b>5.2</b>	<b>Applications: Prospective Staff</b>
5.2.1	Recruitment and Selection: All University vacancies will be open to suitably qualified people irrespective of disability.
5.2.2	Employment criteria shown in the Job Purpose and vacancy advertisement must be significant, 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 as defined by the <a href="#">Equality Act 2010</a> to include applicants with a disability.

5.2.3	All prospective staff who accept the offer of an interview will be asked in advance if they require any special arrangements to be made for them at the interview. Adjustments can be made in the selection process such as 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.
<b>5.3</b>	<b>Current Staff</b>
5.3.1	Staff will be provided with an appropriate level of training to ensure they are equipped to assist and support <a href="#">disabled staff</a> and <a href="#">disabled students</a> or prospective staff/students. Training includes a mandatory E&D e-learning module, a Building Disability Confidence training course for all staff, Unconscious Bias training and bespoke programmes in partnership with Student Services.
5.3.2	Retention: The University will make reasonable efforts to enable a member of staff who becomes disabled or whose level of disability increases, to continue working in the post in which they were originally employed. Staff may discuss making an application to <a href="#">Access to Work</a> or similar support groups with their Line Manager to make an external assessment of their working environment and to recommend the purchase of supporting equipment.
5.3.3	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 <a href="#">Occupational Health Service</a> .
5.3.4	In situations where suitable alternative 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.
5.3.5	Consultation: The role and working conditions of disabled staff will be reviewed periodically, according to individual needs, and especially in light of any changes in their disability. Each disabled member of staff will have an opportunity at least annually to discuss any current employment issues they may have and any future training and development needs. Staff who have declared a disability may choose to include this discussion as part of their appraisal review or as a separate discussion following their annual appraisal.
5.3.6	The University's <a href="#">Occupational Health Service</a> have an integral role in relation to identification, assessment and ongoing monitoring of the needs of staff members who fall within the scope of this policy.
5.3.7	Complaints: A member of staff who feels they have been unfairly treated or discriminated against on the grounds of disability may raise a complaint through the University's grievance procedures, copies of which are available on the HR website or from the HR department.
<b>5.4</b>	<b>Visitors</b>
5.4.1	Visitors to the University may request 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 loop systems, accessibility to public events and venues, parking and arrangements for emergency evacuations.