



University of  
St Andrews

## Staff disability policy

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## 1. Policy statement

- 1.1 The University is committed to dignity, respect, non-discrimination and equal opportunity for all, which are key components of the University's [Equality, Diversity and Inclusion policy](#). This commitment includes specific measures for disabled staff, including those with mental health considerations, hidden disabilities, and long-term health conditions.
- 1.2 The University aims to embed disability equality in all institutional functions, operations and activities. Progress is monitored through the University's [Equality Outcomes Action Plan and Equality Mainstreaming Report](#).
- 1.3 The University's [Mental Health Strategy](#) sets out our current practice and future strategic, evidence-based goals around mental health. The Strategy provides the framework within which to address the following aims:
  - Raise awareness, and reduce stigma about mental health issues;
  - Enhance the support available to staff and students;
  - Increase awareness and uptake of wellbeing activities.
- 1.4 The University's [Sickness Absence Policy](#) promotes good practice, aimed at:
  - Prevention of sickness and absence;
  - Effective management of sickness absence when it occurs;
  - Rehabilitation of employees where reasonable, including taking all reasonable measures to support disabled staff (Please refer to [Section 7: Reasonable Adjustments](#)).
- 1.5 The University commits to a zero-tolerance approach to bullying, harassment, discrimination, victimisation and unfair treatment of disabled people (please refer to [EDI Policy](#)). Any allegation of these behaviours will be investigated promptly and sensitively by Human Resources (HR), and disciplinary action will be taken as appropriate.
- 1.6 The University is required to comply with The [Public Bodies Digital Accessibility Regulation 2018](#). Information on online accessibility (e.g. websites, or Virtual Learning Environments) is available from the University's [Digital Standards](#) webpage, and further support is available from the University's [Digital Accessibility Advisor](#).

## 2. Purpose

- 2.1 This policy aims to ensure that no University staff experience unfair discrimination on the grounds of disability. The policy also outlines various support, services and facilities available to disabled employees at the University, as well as information on how to seek, implement and fund reasonable adjustments.

## 3. Scope

### 3.1 University employees

- 3.1.1 This policy applies to all University employees, including: flexible, agency or other casual workers; students undertaking any kind of work for the University (including work placements); honorary staff and visiting fellows/scholars; any third party engaged to work at the University.

3.1.2 This policy holds particular relevance for disabled staff, and those with key responsibilities to disabled staff (e.g. line managers, and Principal's Office {PO}).

## 3.2 Students

3.2.1 Disabled students can contact the [Student Services Disability Team](#) for advice and support (unless in a working capacity, in which case the appropriate steps reflect in the current policy document).

## 3.3 All

3.3.1 All staff, students and public visitors to the University must treat disabled people with equal dignity, respect and courtesy as they do non-disabled people. This applies whilst on University property, or engaged in University activities such as events and workshops. Where this requirement is not met, it is the event leader's responsibility to coordinate appropriate action with [Estates - Security and Response Team](#) (emergency number: 01334 468 999).

3.3.2 In the event of a safety or security risk (or if in doubt) staff should contact the appropriate emergency service (e.g. Police).

3.3.3 Staff are encouraged to follow up by logging breaches of 3.3.1 via the University's [Report and Support Platform](#), to ensure an accurate record and appropriate response.

## 4. Legal context

### 4.1 Equality Act (2010)

4.1.1 Disability is a protected characteristic under the Equality Act 2010 (hereafter, 'the Act'). This means that it is an offence for the University and its staff to bully, harass, victimise, or discriminate against disabled employees. These definitions are outlined in [section 10](#), and further defined in Appendix A of the University's [Dignity and Respect at Work Policy](#).

4.1.2 People who do not share the characteristic of disability are not protected under disability discrimination law (e.g. someone with no disability would not be able to claim discrimination for being excluded from an activity that is aimed exclusively at disabled people).

### 4.2 Definitions

4.2.1 The Act defines disability as a physical or mental [impairment](#) which meets the key terms of the Act (please refer to [4.2.4](#)). To be protected as a disability, a condition must have both a [substantial](#) and [long-term](#) adverse effect on their ability to carry out [normal daily activities](#).

4.2.2 A disabled person would not normally be expected to fully recover, although they may become better-able to manage their disability and day-to-day life, and their condition may fluctuate.

4.2.3 A person is also covered by the Act if they have a previous disability that is no longer present, or is in remission.

4.2.4 **Key terms under the Act** are defined by the UK Government in [Disability: Equality Act 2010 - Guidance on matters to be taken into account in determining questions relating to the definition of disability](#).

4.2.4.1 **Impairment**

- Whether an impairment is a disability will depend on all the facts and circumstances of the individual case. Generally, an impairment:
  - May be a physical, mental, or both;
  - Does not have to be easily categorised (please refer to [Appendix A](#));
  - Does not have to be the result of an illness;
  - Does not depend upon the cause of the impairment;
  - Must meet the other key terms of the Act (please refer to 4.2.4.6- 4.2.4.8);
  - Some impairments are visible and easy to identify. Others which are not visible may be less apparent (e.g. mental health, neurodiverse, sensory or long-term health conditions). Possible types of impairment are summarised in [Appendix A](#).
- **Please note:** Appendix A is illustrative and should not be seen as definitive or exhaustive. While protections are afforded based on 'impairment', general discussion of disability should aim to avoid 'impairment-based language', which may associate disability with deficit (please refer to [Section 4.3 Models of Disability](#)).

4.2.4.2 **Long-term conditions** are defined as those:

- Lasting at least 12 months, or;
- Likely to persist for at least 12 months, or;
- Which are lifelong/ expected to last for life, or;
- Which are recurrent.

4.2.4.3 **Substantial adverse effect**

- More than minor/ incidental;
- May fluctuate or change;
- May not be present all the time.

4.2.4.4 **Normal day-to-day activities** are not defined by the Act, but are taken to be common things for most people (in and outside of the workplace). In employment, normal day-to-day activities may include those such as:

- Interacting with colleagues;
- Using a standard computer setup;
- Writing;
- Following instructions;
- Keeping to a timetable;
- Sitting down or standing up;
- Driving;
- Lifting and carrying everyday objects;
- Other activities as commonly undertaken in the course of ongoing work.

### 4.3 Models of disability

- 4.3.1 The University recognises that there are several ‘models’ which help conceptualise and understand disability, and with which people may identify. These categories are equally important to establishing a disability-positive culture.
- 4.3.2 **A Medical Model of disability** defines disability based on symptoms and durations. The medical model is important to establishing protections under The Equality Act (please refer to [4.2.4](#)), and to identifying suitable medical treatment/care.
- 4.3.3 When considered in isolation, the medical model can downplay employers’ responsibilities, by suggesting that barriers to disability equality are outside their control, and are the responsibility of disabled people.
- 4.3.4 A **Social Model of disability** views a person as being disabled by their surrounding environment, rather than their impairment, due to a lack of suitable provision (e.g. inaccessible facilities, discriminatory behaviour).
- 4.3.5 The Social Model can help people to challenge biases; understand disability exclusion; identify potential discrimination in day-to-day work, and emphasise the University’s responsibility to foster disability equality in its institutional practices, facilities and culture.

### 5. Self-reflection

- 5.1 [Public Sector Equality Duty](#) requires listed authorities to consider evidence on barriers to equality. The University will continually gather input and specialised feedback from:
- Physical Accessibility Group
  - [Staff Disability Network](#)
  - EDI Team
  - School/Unit EDI representatives
  - Trade Unions

These groups will be invited to inform areas for further activity around disability, to ensure strategic priorities reflect lived and professional experience. Consultation and engagement aim to reflect the Social Model of Disability, and support the University’s Equality Outcomes Action Plan ([1.2](#)) to meet the current policy commitment ([1.1](#)).

- 5.2 Draft actions will be conveyed to the University’s [Central EDI Committee](#) (CEDI) or an appropriate senior staff member/ group, for review, approval and cascade.
- 5.3 The University will also consult individually (via line managers) with those who require/ come to require ‘reasonable adjustments’ to undertake their roles effectively (please refer to [section 7](#)).
- 5.4 The University’s [Equality Outcomes 2021-25 Action Plan](#) (action 3.21) commits to become accredited as a ‘[Disability Confident Committed Employer](#)’, under the UK Government scheme. This will enable the University to better assess its performance on advancing disability equality.

## 6. Disclosing a disability

- 6.1 The Equality Act 2010 offers protection based on impairments of which the employer is aware, or could be reasonably expected to be aware. To these ends, the University encourages staff to disclose disabilities to their line manager, or via [HR Self-Service](#). Alternatively, staff may prefer to disclose to their [HR Business Partner](#) or to the [EDI Team](#).
- 6.1.1 Line managers may refer employees to Occupational Health (OH) to provide appropriate support and advice (please refer to [6.4.2](#)). **Please note:** Disclosure to OH does not represent a disclosure to the University: OH will require the employee's permission to make the University reasonably aware of its responsibilities in individual cases.
- 6.1.2 All personal data will be handled sensitively and confidentially, in accordance with GDPR. The University's [Head of Information Assurance and Governance](#) can advise on concerns or questions around use of personal data.

6.2 Disclosure of disability allows the University to better accommodate disabled staff, by facilitating:

- Arrangement of appropriate support and processes (e.g. needs assessment; reasonable adjustments around workplace practices/ specialised equipment);
- Legal protection under the Equality Act 2010;
- Planning/ reporting, to improve the University's operations and meet statutory duties;
- Assessment of risk, and equality impact (EIA).

### 6.3 Disclosing a disability via HR Self-Service

- 6.3.1 To identify and implement reasonable adjustments, a disability must be known, or reasonably anticipated ([6.1](#)). However, even aggregated staff disability data helps ensure that the University is aware of the range of on-site disabilities, increasing relevant planning, activity and Health and Safety considerations.
- 6.3.2 Employees can view or update their personal record at any time, by signing into the [HR Self Service](#) webpage, and selecting 'check my details' under the 'Equal Opportunities' tab.
- 6.3.3 **If seeking needs assessment and reasonable adjustments:** employees are additionally required to inform their line manager (or equivalent other), to make appropriate and timeous arrangements (as per 6.2).
- 6.3.4 HR Self Service's online categories are aligned with legislative guidance from both the Equality and Human Rights Commission (EHRC) and the Higher Education Statistics Agency (HESA). These categories are outlined in [Appendix A](#).

**Please note:** Categories in Appendix A are illustrative, and do not constitute an exhaustive or definitive list of disabilities covered by the Equality Act. The Act offers protection based on any disability that meets the criteria in [4.2: Definitions](#).



## 6.4 Receiving a disclosure (Line Manager)

- 6.4.1 Upon receiving a disclosure, line managers must ensure that the appropriate support is offered to the employee. Consequently, line managers should seek permission from the employee to share the disclosure with their [HR Business Partner](#), to arrange next steps.
- 6.4.2 HRBP will usually refer the employee to OH to arrange appropriate adjustments and support. With the employee's permission, recommendations and outcomes will be passed to the line manager, for progression as appropriate.
- 6.4.3 With support and guidance from HR and OH as appropriate, it is the line manager's responsibility to:
- Receive disclosures of disability respectfully;
  - Ensure that adjustments are progressed in a timely manner, and implemented wherever reasonable (please refer to [Section 7](#));
  - (Once adjustments are in place), check with the employee that these are suitable, and arrange any necessary amendments through the University's [EDI Team](#).
- 6.4.4 It is recognised that in some situations, line managers may need to seek further information or clarification from employees, to ensure that the best possible support is offered. However, it is not appropriate to challenge the diagnoses or recommendations of medical practitioners, OH or other needs assessors (e.g. Access to Work facilitators).

## 7. Making 'reasonable adjustments'

- 7.1 The Act requires employers to consult the disabled employee/ successful job applicant about ways to remove barriers to productively undertaking their role. The act of removing these barriers are known as making 'reasonable adjustments'.
- 7.1.1 The overall aim should be to remove or reduce any disadvantage faced by a disabled employee as a result of their disability, to the greatest extent possible.
- 7.1.2 The University must consider facilitating 'reasonable adjustments' for an employee, if:
- It becomes aware of their disability/ impairment;
  - It could reasonably be expected to know that they have a disability/ impairment;
  - The employee asks for adjustments to be made;
  - The employee is having difficulty with any part of their job;
  - The employee's sickness record (or delayed return to work) relates to their disability.
- 7.2 When exploring reasonable adjustments, line managers should consider:
- Do they need to change how things are done?
  - Do they need to make physical changes to the workplace?
  - Do they need to provide extra equipment or assistance?
- 7.3 For large/ well-resourced organisations, most requests for ad-hoc support and procurement of enabling equipment would be considered by law as reasonable, provided the change will be effective in avoiding the disadvantage the employee would otherwise experience.



- 7.4 In some situations, an adjustment may not be considered reasonable (e.g. due to unsustainably high cost; negative impact on service provision, or significant disruption to other staff). If required to make this determination, the University will consider:
- Potential negative impact on service provision or capacity;
  - If the cost is unsustainably high;
  - The resources and size of the budget holder (school/unit);
  - The availability of financial support (e.g. Access to Work).
- 7.5 Reasonable adjustments do not always take the form of specialist equipment, and do not always cost money: sometimes adjustments can be as simple as tweaking ways of working; flexible timescales, communication methods and informal 'ways of working' agreements.
- 7.6 Line managers and disabled staff can seek guidance on reasonable adjustments by contacting [Occupational Health](#), or the school/unit's [HR Business Partner](#).
- 7.7 Where a staff member experiences problems securing or progressing reasonable adjustments, advice and support can be explored with the University's [EDI Team](#).

## 8. Funding for reasonable adjustments

- 8.1 It is unlawful to require employees to make any financial contributions to the cost of reasonable adjustments.
- 8.2 Where feasible, the cost of reasonable adjustments should be borne from departmental budgets (including for those employees whose employment is supported by external funding). Departments who experience funding difficulties can contact its [HR Business Partner](#) or the [EDI Team](#) for advice or support.
- 8.3 Employees may be advised to apply to [Access to Work](#) (AtW) who currently provide government funding for reasonable adjustments and other relevant support. AtW will perform a needs assessment to identify equipment and practices which help the disabled employee fulfil the terms of their employment.
- 8.3.1 Access to Work cover 100% of costs up to £66,000 (until March 2024), provided employees apply within 6 weeks of starting work. After this, costs are generally divided with the employer, by agreed formula.

Upon application, many applicants have found waiting times to exceed 6 months. Consequently, the University encourages those seeking reasonable adjustments to contact Access to Work as early as possible upon appointment/ diagnosis.

**Please note:** applications require a valid contract of employment for a job which pays at least the National Minimum Wage, and must be made by the disabled employee. The EDI Team can assist with sourcing and completing paperwork.

- 8.3.2 Upon receipt of recommendations from AtW: claims must be made within 9 months. To avoid delay, the University recommends that departments fund procurement as soon as possible, and claim this back from the Department of Work and Pensions. Advice and support to identify internal funds can be explored with the University's [EDI Team](#).

8.3.3 Enabling technologies are often made by specialist manufacturers, and may not be compatible with university software, hardware, or partnership agreements. Those experiencing issues around procurement can explore solutions with the University's [EDI Team](#).

8.3.4 Further details on AtW are available from the [Department of Work and Pensions website](#).

## 9. Emergency evacuation

9.1 The University's [Safe Evacuation of Persons Who May need Assistance](#) guidance, requires the University to put appropriate plans in place to manage the evacuation of all staff from a building in the event of a fire alarm being activated. All Schools/Units and Residences should therefore have an appropriate egress plan for all potential occupants, including those who cannot access standard emergency egress routes.

9.2 Managers should refer to [Safe Evacuation of Persons Who May Need Assistance Guidance](#), 'Section 8: Emergency Egress Procedures for Staff/Students/Public with Impairments'. It is recommended that Personal Emergency Evacuation Plans (PEEPs) are produced for all those who declare factors which may affect their ability to safely evacuate a building.

9.3 Line managers can contact the University's [Environmental Health and Safety Service Unit](#) via email to undertake a PEEP for a staff member, or discuss other health and safety related concerns for a disabled employee.

9.4 Those with concerns around the PEEP process can refer these to the University's Physical Accessibility Group via the [EDI Team](#), to explore improvements and solutions.

## 10. Categories of discrimination

10.1 The University's [Dignity and Respect at Work Policy](#) outlines four 'prohibited behaviours', defined under the Equality Act 2010. These behaviours are summarised in relation to disability below:

Prohibited Behaviour	Summary
<b>Direct Discrimination</b>	Based on the disability itself; on association with a disabled person, or on wrongful perception of being disabled)
<b>Indirect discrimination</b>	Often accidental, where something has negative or unintended consequences for some/ all disabled people that it does not have for others
<b>Harassment</b>	A serious one-off incident or repeated unwelcome behaviour (e.g. bullying, threats, intrusive/inappropriate questions, social exclusion, jokes, gossip, name calling).
<b>Victimisation</b>	Suffering detriment due to engaging in Equality Act processes around disability, (e.g. raising a grievance, giving evidence, or alleging discrimination).

10.1.1 All protected characteristics are protected from the above behaviours under the Act. Additionally, disability affords protection from additional forms of discrimination, such as being treated 'unfavourably' because of something linked to a disability (e.g. an assistance dog; loud breathing apparatus, or time off to attend medical appointments).

## 11. Reporting

- 11.1 If an employee feels that they have been subject to inappropriate behaviour, they can raise the matter directly to their line manager (or equivalent other), or via the online [Report & Support](#) tool, which contains the option to report anonymously.

**Please note:** anonymous reporting is unlikely to provide sufficient detail to undertake a formal investigation. Staff who wish specific situations to be formally addressed should explore this via their line manager, [HR Business Partner](#) or the University's [EDI Team](#).

- 11.2 Any staff who use enabling technologies and experience compatibility issues with the Report & Support platform can confidentially contact the University's [EDI Team](#).

### 11.3 Mediation Service

- 11.3.1 The University's [Mediation service](#) supports staff, students and affiliates of the University who wish to resolve disagreement informally. The service is also available for groups or teams seeking a collaborative framework for problem solving issues (e.g. 'Ways of working agreements'). Mediation staff are professionally trained to enable a confidential, impartial and voluntary means to resolve workplace disputes or misunderstandings.
- 11.3.2 The University's [EDI Team](#) are available to provide specialised support to Mediation Services, and employees for whom disability is a factor in their dispute/ misunderstanding.

## 12. Training and awareness

- 12.1 Keynotes for line managers will be provided as part of the current policy roll-out, facilitated by contacting the EDI Team. The keynote will include guidance and clarity around reasonable adjustments, and Equality Impact Assessment (EIA) processes.
- 12.2 The University's [HR EDI Online Inclusive Recruitment Guide](#) supports recruitment panels to conduct fair and legal advertisement, interview and appointment of disabled candidates.
- 12.3 Throughout 2023, the University's Organisational Skills Development Service (OSDS) will develop a suite of staff disability training and resources, supported by the EDI Team.
- 12.4 The University periodically hosts and/or delivers disability-specific training sessions (by external or internal providers). Staff who wish to be involved in identification, development, planning and delivery of such provision are encouraged to contact the [EDI Team](#).
- 12.5 Convenors and panel members are required to complete the assessed [Online Recruitment and Selection Training Module](#), before recruitment commences.
- 12.6 The University's [Dignity and Inclusion Portfolio](#) includes an online training module on **Diversity in the Workplace**. This aims to increase knowledge and understanding of the Equality Act 2010, including areas relating specifically to disability.

## 13. Communication

- 13.1 Policy awareness for all staff will be facilitated via:
- Staff induction for new staff

- Staff Memo
- Central EDI Committee (CEDI)
- School EDI Committees
- Service Unit EDI Leads
- Chaplaincy
- Trade Unions
- Wellbeing Officers
- Wider functions of the University.

## 14. Further online resources

- 14.1 The [Access Able](#) web-resource provides an online guide of building accessibility and facilities across the University. Those who notice that updates are required are encouraged to contact the University's [EDI Team](#).
- 14.2 Scottish Government published an action plan (2016), outlining its aspirations to achieve [A Fairer Scotland for Disabled People](#), and produced a related [progress report](#) in 2021.
- 14.3 Qualitative and quantitative evidence around disability can be accessed via the Scottish Government's online [Equality Evidence Finder](#).
- 14.4 Inclusion Scotland receive funding from Scottish Government to advise and support employers around disability. Their concept of '[employerability](#)', and their '[Employerability Toolkit](#)' can help increase understanding of the social model of disability.

## 15. References

- 15.1 All internal and external webpages referred to in this document are listed below.

Internal reference	URL (web address)
Access Able (guide of University buildings)	<a href="https://www.accessable.co.uk/university-of-st-andrews">https://www.accessable.co.uk/university-of-st-andrews</a>
Digital Standards	<a href="https://www.st-andrews.ac.uk/digital-standards/">https://www.st-andrews.ac.uk/digital-standards/</a>
Disability employee webpage	<a href="https://www.st-andrews.ac.uk/hr/edi/disability">https://www.st-andrews.ac.uk/hr/edi/disability</a>
Equality Report and Action Plan	<a href="https://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports">https://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports</a>
Equality Policy	<a href="https://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/equalitypolicy">https://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/equalitypolicy</a>
Event and Meeting Inclusion Guide	<a href="https://www.st-andrews.ac.uk/hr/edi/eventmeeting">https://www.st-andrews.ac.uk/hr/edi/eventmeeting</a>
HR Business Partner contact	<a href="https://www.st-andrews.ac.uk/hr/businesspartner">https://www.st-andrews.ac.uk/hr/businesspartner</a>
HR EDI Inclusive Recruitment Guide	<a href="https://www.st-andrews.ac.uk/hr/edi/inclusiverec">https://www.st-andrews.ac.uk/hr/edi/inclusiverec</a>
Mediation Service	<a href="https://www.st-andrews.ac.uk/mediation/">https://www.st-andrews.ac.uk/mediation/</a>
Monitoring diversity	<a href="https://www.st-andrews.ac.uk/hr/edi/monitoring">https://www.st-andrews.ac.uk/hr/edi/monitoring</a>
Occupational Health	<a href="https://www.st-andrews.ac.uk/ehss/occupationalhealth">https://www.st-andrews.ac.uk/ehss/occupationalhealth</a>
Report and Support tool	<a href="https://reportandsupport.st-andrews.ac.uk">https://reportandsupport.st-andrews.ac.uk</a>
Sickness Absence Policy	<a href="https://www.st-andrews.ac.uk/policy/staff-annual-leave-and-other-absence-ill-health/sickness-absence-policy.pdf">https://www.st-andrews.ac.uk/policy/staff-annual-leave-and-other-absence-ill-health/sickness-absence-policy.pdf</a>

Student Services disability team	<a href="https://www.st-andrews.ac.uk/students/advice/disabilities">https://www.st-andrews.ac.uk/students/advice/disabilities</a>
Staff Disability Network	<a href="https://www.st-andrews.ac.uk/hr/edi/disability/staff-network/">https://www.st-andrews.ac.uk/hr/edi/disability/staff-network/</a>
EHSS publications	<a href="https://www.st-andrews.ac.uk/staff/policy/healthandsafety/publications/">https://www.st-andrews.ac.uk/staff/policy/healthandsafety/publications/</a>
EDI Training	<a href="https://www.st-andrews.ac.uk/hr/edi/training/">https://www.st-andrews.ac.uk/hr/edi/training/</a>
Data protection	<a href="#">Privacy and data protection - Terms and conditions - University of St Andrews (st-andrews.ac.uk)</a>
University Strategy	<a href="https://www.st-andrews.ac.uk/about/governance/university-strategy">https://www.st-andrews.ac.uk/about/governance/university-strategy</a>
University Mental Health Strategy	<a href="https://www.st-andrews.ac.uk/policy/academic-policies-quality-and-standards/mental-health-strategy.pdf">https://www.st-andrews.ac.uk/policy/academic-policies-quality-and-standards/mental-health-strategy.pdf</a>
<b>External reference</b>	<b>Weblink</b>
Access to work	<a href="https://www.gov.uk/access-to-work">https://www.gov.uk/access-to-work</a>
Digital Accessibility Regulations 2018	<a href="https://www.gov.uk/guidance/accessibility-requirements-for-public-sector-websites-and-apps#:~:text=The%20accessibility%20regulations%20came%20into,accessibility%20statement%20on%20your%20website.">https://www.gov.uk/guidance/accessibility-requirements-for-public-sector-websites-and-apps#:~:text=The%20accessibility%20regulations%20came%20into,accessibility%20statement%20on%20your%20website.</a>
Disability Confident (campaign/status)	<a href="https://www.gov.uk/government/collections/disability-confident-campaign">https://www.gov.uk/government/collections/disability-confident-campaign</a>
Disability Categories (General Medical Council)	<a href="https://www.gmc-uk.org/education/standards-guidance-and-curricula/guidance/welcomed-and-valued/health-and-disability-in-medicine/who-is-a-disabled-person">https://www.gmc-uk.org/education/standards-guidance-and-curricula/guidance/welcomed-and-valued/health-and-disability-in-medicine/who-is-a-disabled-person</a>
Scottish Government 'Fairer Scotland Action Plan' (2016)	<a href="https://www.gov.scot/publications/fairer-scotland-disabled-people-delivery-plan-2021-united-nations-convention/">https://www.gov.scot/publications/fairer-scotland-disabled-people-delivery-plan-2021-united-nations-convention/</a>
Scottish Government 'Fairer Scotland Progress Report' (2021)	<a href="https://www.gov.scot/publications/progress-report-fairer-scotland-disabled-people/">https://www.gov.scot/publications/progress-report-fairer-scotland-disabled-people/</a>
Scottish Government Equality Evidence Finder	<a href="http://www.equalityevidence.scot/">http://www.equalityevidence.scot/</a>
Inclusion Scotland: Social Model information	<a href="https://inclusionScotland.org/get-informed/social-model">https://inclusionScotland.org/get-informed/social-model</a>
Inclusion Scotland: Social Model toolkit	<a href="https://inclusionScotland.org/employers-employ-a-disabled-person-internships/real-inclusion">https://inclusionScotland.org/employers-employ-a-disabled-person-internships/real-inclusion</a>

## 16. Version control

- 16.1 Comments on the information contained in this document are welcome, and should be made to the [Deputy Head of EDI](#).

<b>Version Number</b>	<b>Purpose / Changes</b>	<b>Document status</b>	<b>Author, role and School / Unit</b>	<b>Date</b>
1.0	New policy.	Published	Sukhi Bains, EDI (HR).	23 December 2021.
1.1	Review date change only.	Published	Sukhi Bains, EDI (HR)	04/10/2022
1.2	Review date change only.	Published	Sukhi Bains, EDI (HR)	07/02/2023
1.3	Review date change only.	Published	Sukhi Bains, EDI (HR)	27/03/2023
1.4	Updates to wording and layout: increased detail, clarity & accessibility	Published	Stuart A. Hall, Deputy Head EDI, HR	08/06/2023
1.5	Review date extended to allow review to conclude.	Published	Stuart A. Hall, Deputy Head EDI, HR	04/01/2024



## Appendix A: Disability categories and definitions

<u>Disability category</u>	<u>Definition</u>	<u>Examples (not exhaustive)</u>	<u>HESA Definitions</u>
<b>Physical</b>	limits a person's mobility, dexterity, or stamina.	Paralysis; osteoporosis; ME (chronic fatigue syndrome)	A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches.
<b>Fluctuating or recurring</b>	produce greater and lesser symptoms over time	Rheumatoid Arthritis; Endometriosis.	Any disability category: select as appropriate
<b>Sensory</b>	affects one or more of the senses	D/deafness; partial sightedness; tinnitus	Deaf or a serious hearing impairment; Blind or a serious visual impairment uncorrected by glasses
<b>Progressive</b>	conditions that get worse / produce a greater impact over time	MS; cystic fibrosis	A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
<b>Autoimmune</b>	causes the body's immune system to attack itself	lupus; HIV	
<b>Organ-specific</b>	conditions which affect a particular organ or system	Heart disease; COPD; Diabetes	
<b>Neurological</b>	conditions which affect the nervous system	Multiple Sclerosis; neuropathy; complex regional pain syndrome	
<b>Developmental conditions and Specific Learning Differences (SpLDs)</b>	neurological differences impacting processing	Dyslexia; Dyspraxia; Dyscalculia.	Please note, there is some contention around which categories best represent neurodiverse conditions (e.g. autism, ADHD, dyspraxia)
<b>Mental health conditions and mental illnesses:</b>	conditions which affect cognition, emotional regulation, or behaviour	Anxiety, Bipolar conditions; Obsessive Compulsive Conditions.	A specific learning difficulty such as dyslexia, dyspraxia, or AD(H)D A social / communication impairment such as Asperger's syndrome / other autistic spectrum disorder
<b>Other</b>	Any condition experienced in accordance with the key terms of the Act, that is not covered above.		A mental health condition, such as depression, schizophrenia or anxiety disorder
			A disability, impairment or medical condition that is not listed
<p><b>Please note:</b> The above table is not intended to be definitive or exhaustive. For conditions to be protected by law, they must be experienced in accordance with the key terms of the Act, as summarised in <a href="#">4.2</a> of this policy.</p>			