

Disabled Student Commitment Action Plan 2026 - 2027

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Disabled Student Commitment

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Brunel Commitment Statement

At our university, we are committed to creating an inclusive learning environment in which every student can thrive, achieve their potential, and feel a strong sense of belonging. Disabled students enrich our community through their diverse experiences, perspectives, and talents, and it is our responsibility to ensure that barriers to participation and success are identified and removed wherever possible. This plan sets out how we will strengthen accessibility, inclusion, and student support. It reflects our commitment to listening to disabled students, working in partnership with them, and embedding inclusive practice across teaching, learning, services, the physical environment, and the wider student experience. While we have made important progress, we recognise that there is more to do. This plan provides a clear framework for action and accountability, underpinned by our values and our determination to create lasting change. Through collaboration across the university community, we will continue to build a culture in which disabled students are not only supported but empowered to succeed and flourish. Together, we can ensure that inclusion is not simply an aspiration, but a reality for every member of our community.

Professor Claire Turner
Pro Vice-Chancellor (Education)

Touchpoints

1. Requests to share Information

Ensuring that a student is only asked once to share information about their disability and needs is a prerequisite to ensuring that they have a positive student experience.

The University commits to:

- 1.1 Improving the process to share the Student Profile once generated to ensure a timely efficient manner including access to student support profiles, improving visibility and reporting, notification for new or updated profiles and permissions for updating
- 1.2 Clarifying the processes and procedures for student consent are in place to ensure appropriate information sharing regarding the disabled students' needs and reasonable adjustments recommendations.

2. Choosing a Programme of Study

Making appropriate Information, Advice and Guidance available to prospective applicants and current students is vital so that they are fully informed of their programme selections, the support available and how to access it.

The University commits to:

- 2.1 Updating the Information, Advice and Guidance that is available on the student intranet and website for prospective applicants and students to ensure they can make informed decisions about their studies and how to ensure their needs are met
- 2.2 Refreshing the Information, Advice and Guidance provided to staff on the staff intranet and Brightspace to ensure they are fully aware and confident on how to support disabled applicants and students

3. Transition into the Higher Education Community

Providing a fully equitable and accessible transition into higher education is a key stage of providing a positive student experience.

The University commits to:

- 3.1 Ensuring that the voice and experience of disabled students are embedded in improving the student experience
- 3.2 Refining the disabled student and doctoral researcher policies to ensure they are consistent with the principles of the Office of the Independent Adjudicator for Higher Education's Good Practice Framework
- 3.3 Completing the implementation of the EHRC Improvement Plan Recommendations
- 3.4 Continuing to address physical access issues on the campus estate and the provision of facilities such as broken lifts and inaccessible services

4. On-course Experience

Providing accessible and inclusive education is a fundamental component of ensuring that disabled students can thrive and reach their full academic potential.

The University commits to:

- 4.1 Continuing to embed universal design including standard reasonable adjustments into programme design and delivery to ensure the University consistently meets its anticipatory duty under the Equality Act 2010
- 4.2 Ensuring that a variety of assessment methods are provided where possible to meet the competency standard required including the embedding of the new Reasonable Adjustment Policy in summative

assessments, consideration of changes to assessments in response to generative AI, and new guidelines for doctoral researchers' vivas

- 4.3 Adopting a whole university approach to building awareness and confidence so that all staff understand the equality duties to make reasonable adjustments, to take an anticipatory approach, to escalate an issue when serious or urgent and to recognise symptoms of mental health crises and how to respond

5. Requests to share Information

Preparation for the workplace is a core component of the student experience to ensure successful preparation and progression into the workplace after graduation.

The University commits to:

- 5.1 Providing bespoke support for work placements, internships and volunteering opportunities to disabled students in preparation for the recruitment process and employment
- 5.2 Updating the Student Equity Work Placement Policy to ensure the needs of disabled students are fully met
- 5.3 Work with employers and statutory partners to provide opportunities for disabled students for work placements, internships, volunteering opportunities and career progression