



Policy to Support Students and Doctoral Researchers with Disabilities and Neurodivergent Profiles

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Policy to Support Students and Doctoral Researchers with Disabilities and Neurodivergent Profiles

Note on Language

In UK equality law the word “disability” is used to represent a wide range of conditions which include physical disabilities, sensory conditions, long-term health conditions, mental health concerns and neurodivergent conditions. The legal definition within the Equality Act 2010 is:

a physical or mental impairment which has a ‘substantial’ and ‘long-term’ adverse effect on that person's ability to carry out normal day-to-day activities.

Throughout this policy, “disability” will be used as an umbrella term to cover the wide range of physical and mental conditions that are given protection. It also includes many of the broad spectrum of neurodivergent/cognitive processing conditions. The University recognises that ‘disability’ is not necessarily a term that all our students and doctoral researchers will use personally or feel comfortable with and that ‘neurodiversity’ is a lexicon that is increasingly becoming part of everyday usage.

Throughout this document the word ‘student/s’ will refer to those studying at Brunel including undergraduates, postgraduates studying taught programmes, apprentices and those studying on TNE programmes and distance learning programmes. Doctoral researchers will be referred to separately and further detail information can be found in the Guidance on Reasonable Adjustments for Postgraduate Researchers.

For more information about supporting disabled students and doctoral researchers, please follow this link: [Disability and Specific Learning Differences](#) or email: studentsupport@brunel.ac.uk.

Introduction

Brunel University of London is committed to providing a disability affirmative inclusive culture where students and doctoral researchers can expect to study, work, conduct research and socialize without encountering disadvantage or discrimination because of their disability as defined by the Equality Act 2010. An anticipatory approach will be taken to meet the needs of disabled students and doctoral researchers and reasonable adjustments will be accommodated where proportionate and practical. For further information on the protection of prospective and current students with disabilities under the equality legislation, see Appendix A.

Scope

The aim of this policy is to ensure that:

- prospective and current students, graduates and doctoral researchers of the University will not be treated less favourably than others, on the grounds of their disability
- prospective and current students, graduates and doctoral researchers of Brunel will be treated equitably and not be disadvantaged in having fair access and equal opportunities because of the actions or inactions of the University
- appropriate support is provided throughout the student / doctoral researcher journey including when they show initial interest in the University as a place of study/research, application stage, throughout the study or research cycle, work placements, graduation and progression into the workplace or postgraduate studies and/or post doctorate education.

In addition, the policy aims to provide advice and support to University colleagues on how to provide appropriate support to disabled students and doctoral researchers to gain the best outcomes and thrive at Brunel. Such support may relate to study and research, both on campus and online (including learning, assessment, examinations, work placements, trips and internships), health and safety, accommodation, finance, and social activities both on and off campus where activities are linked to the University community.

Legal Duty Under the Equality Act 2010

Disability is a protected characteristic under the Equality Act 2010. For further details, see Appendix A.

The University will strive to provide an inclusive, accessible and safe environment as far as possible. It also has a duty to make any ‘reasonable adjustments’ to remove any potential disadvantage that a disabled student/researcher may face because of their disability. A reasonable adjustment can include but is not limited to making reasonable adjustments to physical features of premises, providing accessible learning and teaching, adjustments to policies and procedures and how they are implemented, auxiliary aids, assistive technology and services.

A reasonable adjustment aims to create equal opportunities so a person with a disability or health condition can work, study, or use a service just like a non-disabled person, but it is not the same as treating everyone the exact same way. It involves making a change to the way someone works, or to the way we work with them, following engagement with them and has the effect of minimising the impact of the person’s impairment throughout their education or research so that they are not put at a disadvantage and so they have the same opportunity to succeed as others.

Whilst the Equality Act does not define the term ‘reasonable’, the consideration of

whether an adjustment is ‘reasonable’ is judged against the following:

- Whether the adjustment agreed with the student / doctoral researcher will help in overcoming the difficulty or barrier
- The extent to which it is practical for the University to make the adjustment(s). For example, the assessment method may be adapted as part of an adjustment, provided it does not detract from the core competencies / skills, or learning outcomes, or professional standards being assessed which are not subject to the duty
- The cost and availability of resources, including external assistance and finance and staff capacity and the extent to which it is possible to embed within day-to-day activities. For example, whether the change would be workable and realistic within normal university timetables, spaces, and staffing
- The extent to which making the adjustment(s) would disrupt University activities, or those of other students or staff members beyond minor inconvenience and whether it creates or increases any specific risks to the safety of the student or others.

It should be noted that there may be situations when it may not be possible to make adjustments if they are not reasonable or considered to be a proportionate response for the University.

Examples of reasonable adjustments in higher education might involve:

- Adjustments to teaching and learning delivery and/or resources
- Adjustments to assessments, vivas and examinations
- Coursework extensions, adjustments to deadlines or workload planning
- Non-medical support such as note-takers or study-skills tutors
- Changes to supervision arrangements or communication methods
- Assistive technology, accessible laboratory, equipment and fieldwork,
- Accessible accommodation
- Disabled parking
- Accommodations to work and professional placements.

Brunel Commitment

Brunel University of London commits to:

- Meeting its statutory obligation not to unlawfully discriminate against disabled students and doctoral researchers including meeting its anticipatory duty. It should be noted that it is not unlawful to treat a disabled student more favourably than a non-disabled student because of their disability
- Recognising that whilst some of the conditions included within the term “neurodivergent” may not be expressly covered by the legislation definition of ‘disability’, the University commits to providing a consistently equitable and inclusive approach for all
- Providing an affirmative inclusive culture and environment which treats disabled and neurodivergent students and doctoral researchers fairly and

- equitably and does not restrict them from reaching their full potential
- Supporting disabled students and doctoral researchers to progress provided that requisite entry criteria, core competences, learning outcomes and professional requirements are met at each stage of studies or research including admission, registration, teaching and learning, placements or research
- Ensuring that no disabled student or doctoral researcher will be treated unfairly in relation to the awarding of scholarships, grants and other awards under the University's control or the provision of Student Wellbeing, or any other Student Support Service
- Assuring University systems, policies, processes and procedures do not disadvantage a student with a disability or neurodivergent profile such as Health and Safety, Complaints, or Disciplinary procedures, Academic Appeals, Extraordinary Support for Study, Fitness to Practice
- Ensuring that students can access any benefit, facility or service provided by the University including learning environments, accommodation, IT platforms, sporting and fitness opportunities, and social spaces, and making improvements where necessary
- Implementing a universal design approach to the development and delivery of a curriculum which is inclusive and accessible including reading lists, teaching content, feedback and assessment mechanisms
- Meeting the UKRI principles for disabled doctoral researchers 'in a timely fashion' throughout the doctoral research journey - <https://www.ukri.org/apply-for-funding/disability-and-accessibility-support-for-ukri-applicants-and-grant-holders/>
- Providing disabled students and doctoral researchers with positive and appropriate support to meet their needs and, as far as possible, to make any required reasonable adjustments in a timely fashion
- Disseminating this policy throughout the University community and providing appropriate information, training and advice about student disability and accessibility based on role function to support provision and how to meet the needs of disabled students and doctoral researchers
- Ensuring that the University regularly reviews the student and doctoral disability data such as disclosure, outcome data and complaints data to identify any trends which need to be addressed
- Commits to placing the experiences and insights of disabled neurodivergent students and doctoral researchers at the heart of programme planning and delivery
- All members of the University will be made aware of the Single Comprehensive Source of Information relating to incidents of harassment and sexual misconduct to comply with the Office for Students' Condition of Registration E6 - ([Condition E6: Harassment and sexual misconduct - Office for Students](#)).

Responsibilities of Disabled Students and Doctoral Researchers

Disabled students and doctoral researchers are strongly encouraged to:

- Find out what support, advice and guidance is available at the University to

support them with any needs they have arising from their disability

- Inform the university about their disability and potential needs as early as possible and provide all necessary documentation in a timely way to ensure reasonable support can be put in place as soon as possible
- Communicate with their Personal Tutor / Supervisor and / or Wellbeing and Inclusive Support Team as soon as possible if they are experiencing any difficulties, changes in their condition and / or treatment that is going to impact their learning such as attendance, assessments or examinations
- Take a patient and pragmatic approach particularly when any support plan is being developed and any interventions put in place.

Disclosure

No student or doctoral researcher is under an obligation to inform the University about any disability or that they are neurodivergent. However, if they have any specific needs, they are encouraged to advise the University as soon as they accept an offer, register or develop a condition, to ensure that the most appropriate support and advice is made available to them. This can be done either via their Personal Tutor, Supervisory Team and / or the Student Welfare Team at the Student Support Hub who will arrange an appointment with a specialist advisor. In addition, for those prospective students who have multiple or complex disabilities, it is highly recommended that they contact the University to discuss what potential reasonable adjustments might be required and whether they can be accommodated prior to application. The University provides a collaborative approach to supporting disabled students and doctoral researchers with the Wellbeing and Inclusion Team working closely with the relevant academic and support staff when developing a Support Profile. Student information will be treated sensitively and will only be shared where appropriate and necessary.

Getting Support for a Disability

Students and doctoral researchers are encouraged to seek support as soon as possible, either on acceptance of an offer at the University or when a disability develops.

They should contact their Personal Tutor / Supervisory Team and / or the Student Welfare Team, in the Student Hub who can be contacted via email studentsupport@brunel.ac.uk. They will make referrals to the Wellbeing and Inclusion Support Team.

Support Profile

The Wellbeing and Inclusion Support Team will assess students and doctoral researchers' needs and develop a Support Plan which is known as a Support Profile which is intended to help identify and coordinate support, to ensure that (where possible) needs are met and reasonable adjustments put in place. *It should be noted that on some occasions it might not be possible to accommodate all requested or suggested adjustments if they are not reasonable.* It will be important to secure assurance from the outset that the core competences / learning outcomes and

professional standards required can be met.

Students and doctoral researchers are strongly encouraged to share information about the barriers that they may face or needs they have, and may be required to provide evidence of how the disability impacts them. Students are expected to raise a need for an adjustment as early as possible, engage with the Wellbeing and Inclusion Support Team, provide any information or evidence requested, review the arrangements agreed, and report promptly if the arrangements do not meet their needs or are not in place. The University will normally acknowledge a request within 5 working days and issue a written decision usually within 10 working days. Urgent or imminent assessments and serious cases will be prioritized.

The Support Profile will be created with the respective student or doctoral researcher and in consultation with the Senior Tutor and Director of Education in their academic department and any other relevant staff at the University. It is vital that there is active consideration by all stakeholders with respect to the practical implementation of the support plan recommendations, who will be responsible and any adaptations needed agreed as soon as possible.

Once agreed, a copy will be stored on e-Vision. For taught students, their academic staff and Personal Tutor should review the Support Profile as soon as possible and put in place any reasonable adjustments recommended for them in the relevant teaching provision and learning environments. If any amendments are required with respect to implementation, this should be communicated to Wellbeing and Inclusion Support Team at the earliest moment. The Director of Education and Senior Tutor in the department will also be able to provide advice. For doctoral researchers, their Supervisors should review the Student Profile in the same way and agree how it should be applied to their particular situation. The Support Profile can be adjusted and reviewed as often as is needed but the Student Wellbeing team will be guided by the students and academics / supervisors (and other relevant staff) to do so depending on whether there are any significant changes in their needs which might impact on their learning and experience at Brunel. The students and doctoral researchers are responsible for reaching out to the Wellbeing and Inclusion Support Team to request this adjustment as needed.

Disabled Students' Allowance (DSA)

UK students and postgraduates may be eligible for funded support through their respective funding body. For example, if funded by Student Finance England, they may access the Disabled Students' Allowance. Doctoral researchers who are funded by the Research Council may also be eligible for an allowance. This DSA can cover the cost or contribute to the cost of additional disability related support recommended in a Needs Assessment. Depending on disability-related need this might include specialist equipment, 1 to 1 study skills or mentoring and in limited cases, taxi travel costs.

The DSA is a government funded scheme only available to home students studying at undergraduate and postgraduate level, therefore, apprentices and international students are unable to apply.

Home students and doctoral researchers are advised to make an appointment via the Student Welfare Team to see a specialist advisor (see contact details above) for more information about DSA funding and how to apply.

Apprentices and international students are also encouraged to make an appointment with a specialist advisor to see what support is available in lieu of the DSA.

Assessments / Vivas

If students or doctoral researchers need additional support with their study or research either near to assessment deadlines, when conducting research, doing coursework or during the examination period including vivas, they are encouraged to speak to their Personal Tutor, Supervisory Team or make an appointment* to see an advisor via Student Welfare Team who can discuss arrangements or adjustments. Further advice can be sought from the Senior Tutors and Directors of Education in the academic department. For more information see - [Exams \(brunel.ac.uk\)](https://www.brunel.ac.uk/exams). For coursework, students should raise concerns at the earliest opportunity and should normally do so at least 10 working days before the submission deadline.

All adjustments should be sought as early as possible in advance of the examination period otherwise the adjustment may not be able to be implemented. There are multiple exam periods / vivas during the academic year and exam adjustments deadlines vary throughout the year so students should raise concerns at least 4 weeks before the examination timetable is published. Later requests will still be considered, but the University may need to explore alternatives if changes cannot be implemented in time. Appointments are offered prior to deadlines and if not taken up by students, may result in exam adjustments not being in place. For full details, see <https://students.brunel.ac.uk/documents/Policies/reasonable-adjustment-of-a-summative-assessment-method.pdf>

Students may also need to seek medical advice. If a doctor advises against attempting to meet any particular assessment deadline or sitting an examination, an alternative timing and method of assessment will be explored, where possible, as long as all learning outcomes of the module are still met. Where students are able to use generative AI to assist in their assessments, any alternative assessments must be provided in a secure assessment environment meeting the University guidance on [Using artificial intelligence in your studies](#). Other options such as extensions to submission deadlines, deferrals of examinations, or abeyance may also be explored (see below). Any additional appropriate reasonable arrangements can be added to the Student Support Profile.

Coursework Extensions / Exceptional Circumstances

If students or doctoral researchers experience an unexpected or sudden deterioration related to a disability during an examination, or when undertaking assessed work, or need more time to complete a piece of work, they may request a coursework / research extension or make a claim for exceptional circumstances. It should be noted that longstanding and chronic health conditions fall outside of the scope of ECs, as any effects are not usually unexpected [Exceptional Circumstances and Coursework Extension Guidance for Panels and Boards](#). Students are advised to contact their

College at the start of each academic year, and following the generation of their Support profile, or as soon as possible after any changes to their needs or diagnosis, to explore any assessment changes they may require. Prior to an assessment date or deadline, students will need to confirm with their College if they are using some or all of these changes, to ensure staff are aware; if not, they are advised to submit or undertake the assessment in the usual manner. This will be considered under the University's Exceptional Circumstances Policy. For more information, see <https://students.brunel.ac.uk/documents/Policies/exceptional-circumstances-guidance-for-students1.pdf>. Please note there are strict time limits around submitting ECs.

Abeyance

In very rare situations, students or doctoral researchers may feel they need to take some time away from studies or research at the University. This is called 'abeyance'. The Student Hub can provide information about taking a period of disability-related abeyance and the process involved. International Students will need to establish if there are any implications for their visa requirements and what arrangements should be made. For more information on taking a leave of absence, see [Making changes to your course \(brunel.ac.uk\)](https://students.brunel.ac.uk/making-changes-to-your-course). Personal tutors, departmental undergraduate director and / or supervisors (as per local arrangements) can provide academic advice about the implications of taking extended leave and must formally approve any request. Support for doctoral researchers can also be provided from the Doctoral School or the Postgraduate Research Office. Permission must be sought from the University Education and Student Experience Committee in the event of periods of abeyance exceeding one calendar year.

Professional Programmes / Work Placements / Study Abroad

Before disabled students or doctoral researchers start a work placement, they should inform their department or the Professional Work Experience Team in Student Professional Development as soon as appropriate so arrangements can be discussed, considered and implemented with a Placement Provider. For further information, see [Student Equity Work Placement Policy](#).

Professional programmes may have specific requirements such as minimum attendance or a work placement; therefore, students enrolled on such programmes are advised to consult with their department and placement provider at the earliest opportunity.

If disabled students are currently studying abroad, they should liaise with their academic department or the Student Welfare Team regarding any additional arrangements required to be made to their Support Profile and enquire about any additional funding/support available.

Getting emotional support

Living with a disability or neurodivergence can sometimes be difficult, lonely and/or distressing. If students or doctoral researchers find that their disability is affecting their mental health or wellbeing they are encouraged to seek support from our Wellbeing and Inclusion Support Team and book an appointment with an adviser via

the Student Welfare Team by emailing studentsupport@brunel.ac.uk.

Students can also get advice and support from a number of external agencies – see details in Appendix B.

Supporting a Student or Doctoral Researcher who has a Disability

The University recognises that disclosing a disability may be hard and stressful but students are encouraged to do so to ensure that the University can take a collaborative approach to providing the right support. For further details about disclosing, see <https://youtu.be/fWPAYQkHPXs?feature=shared>.

Should a student disclose a disability to a member of staff at the University, they should be reassured that the University does not discriminate against anyone disabled and that there is a wide range of support available to enable them to continue with their studies. The student should be encouraged to seek support from their academic department or the Student Welfare Team who will make an appointment with an adviser, refer them to a relevant service and signpost them to this policy which also details how to access support, advice and guidance. Where a staff member meets with a student, the staff member should make a written record detailing what was discussed, any advice given and any follow-up required. It should be added to the Student Support Profile on eVision and a copy emailed to the student / doctoral researcher. Where appropriate, the staff member may consider it necessary to inform other relevant colleagues that the student has disclosed a disability. Further information is provided in the flowchart in appendix C.

Once a student has advised a member of staff that they have a disability, the University has a legal duty to anticipate their needs (see legal section above and Appendix A on Equality Duty). Furthermore, even without full documentation, they must be alert to students' actions and behaviours, and take a proactive approach to making appropriate adjustments where necessary.

Academic staff are also responsible for developing and delivering inclusive and accessible teaching and learning so that all students can thrive and meet the learning outcomes and have a rich student experience. This includes adopting a universal design approach to pedagogy and ensuring standard adjustments are embedded into curriculum design and delivery, readings lists, teaching content, feedback and assessment mechanisms. For further guidance, contact the Academic Professional Development Unit APDU@brunel.ac.uk, and see [Inclusive Teaching Resources - Academic Professional Development Unit](#).

Confidentiality and Information Sharing

If a student or doctoral researcher discloses confidential information regarding their disability such as treatment details, prognosis with a member of staff, there may be circumstances when this information may need to be passed on if there is a risk or danger to themselves or others concerned so that the appropriate action can be taken.

Protection from Bullying and Harassment

The University is dedicated to ensuring a safe environment for everyone in our community. We do not tolerate any form of harassment, bullying or sexual misconduct and take proactive steps to prevent and address these issues promptly in accordance with our legal and regulatory duties as set out in [Condition E6: Harassment and sexual misconduct - Office for Students](#). The University's duties extend beyond the physical campus to include any context or setting related to the university's activities including placement settings and activities. Our goal is therefore to ensure that all Brunel University of London students, regardless of their location, have access to a safe and supportive environment free from harassment and sexual misconduct.

Key information about the University's approach to preventing and supporting students affected by harassment, bullying and sexual misconduct, including when on placement, can be found in the University's Bullying and Harassment Policy, [Student Bullying and Harassment Policy](#). The Single Comprehensive Source of Information (SCSI) <https://www.brunel.ac.uk/life/supporting-you/harassment-and-sexual-misconduct-support> also outlines all relevant policies and procedures, how to report incidents of harassment, bullying and sexual misconduct and sources of support, as well as the definitions of 'harassment' and 'sexual misconduct' used by the University. The University is committed to working hard to ensure that students are not placed with Placement Providers where it is reasonably believed that harassment, bullying and / or discrimination is likely to occur. Although Brunel cannot anticipate particular incidents of bullying, harassment and / or discrimination, it is committed to reducing and preventing incidents and supporting students when such incidents occur.

Further information about reporting incidents of harassment, bullying and sexual misconduct can be found in the University's SCSI: [Harassment and sexual misconduct support | Brunel University of London](#).

Freedom of Speech at Brunel

Brunel University of London is under legal and regulatory duties to take reasonably practicable steps to secure free speech within the law for its students, staff and members and for visiting speakers. It also requires the university to maintain a free speech code of practice and to promote the importance of freedom of speech within the law and academic freedom in the provision of higher education.

The University has published a statement relating to freedom of speech and academic freedom: [Freedom of speech statement | Brunel University of London](#). This makes clear that the University will support freedom of speech that may be controversial or unpopular or that may shock, offend or disturb, but it will not support unlawful speech, which for example, may incite violence, incite hatred on grounds of a protected characteristic, amount to a terrorism related offence or cause harassment, alarm or distress contrary to the law. Free 'speech' includes written materials and other forms of expression. It is not limited to the spoken word. All University staff members, students, visiting speakers and people invited or being lawfully present on university premises will at all times assist the University in

upholding the free speech principles of the Freedom of Speech statement within the University.

The Freedom of Speech Statement should be read in conjunction with the University's Code of Practice on Free Speech and Academic Freedom. The Code of Practice governs the process for ensuring this statement represents practice at the University and for managing events involving external speakers. The presumption is that all speakers should not be denied access to University premises on grounds of their opinions and beliefs and that all such events can proceed unless a particular risk is identified and cannot be mitigated.

In implementing the Policy to Support Disabled and Neurodivergent Students and in cases of uncertainty, the up-to-date position of the university is set out in the University's [Code of Practice on Freedom of Speech and Academic Freedom](#) which refers to the [Freedom of Speech Statement](#).

Training

General awareness and understanding of disability is mandatory for all Student facing University staff. They are required to complete disability awareness training which will be available in e-learning format and regular sessions provided by the Student Support Services and Student Equity. Individual advice can also be sought from advisors in the Wellbeing and Inclusion Support Team (wellbeing@brunel.ac.uk). Academic staff are also encouraged to attend a training session on their responsibilities under the Equality Act to make their teaching and learning accessible and inclusive, on how to make reasonable adjustments and on how to provide students with disabilities ongoing support and make use of resources at [Inclusive Teaching Resources - Academic Professional Development Unit](#).

Data Recording

All disabilities which are disclosed should be recorded along with any support put in place onto the Support Profile. Any information on a disability that is disclosed to a department or cross college where appropriate should be shared to the Wellbeing and Inclusion Support Team who have a team of specialist Disability, Neurodivergence and Mental Health Advisers and also a Counselling Team. This data will be reviewed by Student Support Services annually and any trends monitored and addressed.

Complaints

If a student feels that the University has failed to comply with this policy, they may raise their concerns using the Students' Complaints Procedure. For more information see - [Student Complaints](#).

Further Information

Guidance and additional support on any matter relating to this policy may be sought from the following:

- Student Equity from the Student Equity Lead (Students), please email studentequity@brunel.ac.uk
- Student Wellbeing, Inclusion and Support issues from studentsupport@brunel.ac.uk
- Students' individual academic departments
- Fitness to Practice Issues and other disciplinary issues from OSCCA at [Student complaints, conduct and appeals \(brunel.ac.uk\)](#).

Appendix A - Equality Legislation

Individuals with disabilities are protected by the Equality Act 2010. The University is required to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

A disability is defined as a physical or mental impairment which has a ‘substantial’ and ‘long-term’ adverse effect on that person's ability to carry out normal day-to-day activities. They can be visible or invisible, fluctuating and / or progressive. It covers a wide range of conditions including physical and mobility impairments, learning difficulties, mental health conditions, medical conditions, sensory impairments and autistic spectrum conditions. Chronic illnesses such as HIV, multiple sclerosis, chronic pain and cancer are deemed as disability from the point of diagnoses under legislation.

‘Substantial’ is defined by the impact of the condition is more than minor or trivial – e.g. it takes much longer than it usually would to complete a daily task.

‘Long-term’ means it must be likely to last or reoccur over a period of 12 months or more.

Appendix B - External Agencies who Provide Help and Support

The list below provides details of key health charities. It is correct at the time of review (July 2026). Check websites for up-to-date contact information. Please note that Brunel University London does not endorse or take responsibility for the information provided by external organisations. It should be noted that the list is not exhaustive for all agencies that provide support so it is recommended that if a disability is not included, further information and / or for details of support groups available should be sought from a health care practitioner

External Services

Equality and Human Rights Commission is the statutory body responsible for protecting, enforcing and promoting equality across the nine protected characteristics — age, disability, sex, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, and sexual orientation — www.equalityhumanrights.com.

Specialist health / disability agencies

British Heart Foundation offers advice to those with heart conditions via their website, information booklets or heart helpline. It also provides information to help people reduce their own heart health risk, funds cardiovascular research and life- saving skills and equipment, campaigns for minimising the risk of developing heart and circulatory disease. For more information see - www.bhf.org.uk.

Diabetes UK provides support for everyone affected by diabetes, seeks to prevent Type 2 diabetes, campaigns and funds research that will one day lead to a cure. For more information see - www.diabetes.org.uk.

Epilepsy Action offers information, advice and support for people with epilepsy. It provides freephone and email helplines and a wide range of information booklets. It has around 100 local support groups across England, Wales and Northern Ireland and a network of volunteers working in the community. For more information see - www.epilepsy.org.uk/.

Leonard Cheshire Disability is a major health and welfare charity which encourage and move disabled individuals toward independent living, with the freedom to live life their way. They support disabled people through local care services including supported living, domiciliary support, respite care, and employment and skills support. It also campaigns on issues affecting disabled people. For more information see - www.leonardcheshire.org.

MS Society is a UK charity that funds world-leading research into multiple sclerosis, campaigns for people's rights and shares up to date information. For more information, see, [MS Society UK | Information, research and support | Multiple Sclerosis Society UK](#).

Macmillan Cancer Support provides specialist health care, information and financial support to people affected by cancer. They also look at the social, emotional and practical impact cancer can have, and campaigns for better cancer care. For more information call: 0808 808 00 00.

Mind offers information and advice to people with mental health problems and lobbies government and local authorities on their behalf. They also work to raise public awareness and understanding of issues relating to mental health. For more information see - www.mind.org.uk/.

The National Autistic Society provides advice and support for people with autism aiming to improve the lives of autistic people. They provide a Helpline, a range of products for professionals working with autistics and a campaigning function. For more information, contact - www.autism.org.uk/.

Pain UK is an alliance of charities that supports people who live with pain who work to improve their quality of life, free from or in control of, the ongoing effects of pain, For more information, see [Pain UK](#).

RNIB offers help and support for blind and partially sighted people including practical and emotional support, campaigning for change, reading services and the products available in their online shop. For support and advice contact - www.rnib.org.uk.

RNID supports people across the UK to manage their deafness, tinnitus and hearing loss. They provide information and community-based care and support services, develop technology and treatments, and campaign for equality. For more information, see - [RNID - National hearing loss charity](#).

Scope provides direct services for people with disabilities and campaigns to challenge and change negative attitudes about disability. For more information see - www.scope.org.uk/.

Terrence Higgins Trust is a voluntary sector organisation which provides HIV and sexual health services in local centre across the UK. For further details, see [Home | Terrence Higgins Trust \(tht.org.uk\)](#)

Turning Point is a health and social care organisation that provides support and advice across a range of issues including mental health, learning disability and primary care. For further detail see - www.turning-point.co.uk/.

Appendix C - Flowchart to support disabled students and doctoral researchers

This flowchart illustrates the steps of the procedure and information provided in this policy.

