

ual:

Disability Service

Inclusive, individual, empowering

Core Principles in Disability Inclusion

Netiquette

- Please switch microphones and video off unless you are talking.
- There is a 'hands up' button if you need our attention.
- For comments and questions, you can also use the chat.
- The session will be recorded, and available only to attendees.
- If you experience significant technical issues, please leave the session. We can arrange for you to be rebooked to a future session.
- There will be a break during the session.

Ways to participate

We want this session to be as interactive as possible, so you'll be prompted to respond.

- **Reaction buttons.** Agree? Disagree? Shocked? Happy? Too fast? Too slow? Let us know using the reaction buttons.
- **Chat function.** Questions? Comments? Want to answer a question? You can do this using the chat box.
- **'Hands up' and audio.** If you want to chat to us (e.g. to ask a question), put your hand up and we'll know you want to talk.

Stories and Stereotypes



Chimamanda Adichie

“Power is the ability not just to tell the story of another person, but to make it the definitive story of that person.”

The Danger of a Single Story



Books

Television

Films

Fictional disabled characters



“It’s an annoying fact that you don’t have to believe in a particular stereotype to be influenced by it.”

Dr Pete Jones



“...an agency requires the widest range of skills possible if it is to be successful, and to deny itself talent just because the person with the talent doesn’t conform to a social stereotype is to starve itself of what it needs to thrive.”

Sir Iain Lobban



Percentage of the adult UK
population who are disabled

People of working age in the UK
who are disabled

18

80

4

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The annual spending power of
disabled people (£ billions)

Percentage of disabled people who
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16

Percentage of UAL students who have said, on their student record, that they are disabled

23

Percentage of students known to the Disability Service

2,337

Number of students who have an Individual Support Agreement in place



- Amira who says she has bipolar disorder
- Kraigh who tells you he is asthmatic and autistic
- Viv who always arrives late for meetings
- Jak who says they have a general anxiety disorder
- Marni who says she has properly diagnosed dyslexia
- Ben who uses a wheelchair following a spinal injury
- Rav who has an assistance dog
- Sami who tells you they can't 'do' breakout groups
- Manjit who uses Sign Language Interpreters

Who might these students be?



The Social Model of Disability





The medical model





Stairs



Stares

The social model



Medical Model		Social Model
Individual	→	Environment
What's Wrong with you?	→	What can we change?
Personal information	→	Practical Information

Summarising the different approaches



Medical Model	Social Model
Ben	The B.A. Textiles exhibition
Spinal injury	Broken down lifts; distance to accessible toilets
What level of injury did you sustain?	How can we make this work better for you?

At UAL



The Legal Context



Students have consumer rights. Universities and other higher education providers that don't meet their obligations to students may be in breach of consumer protection law.

Competition and Markets Authority



GDPR and revised Data Protection Act (both 2018):

Information about an impairment or health condition is considered special category personal data.

So there are restrictions on how this information may be collected, stored and shared.

NB even consent can be problematic.

Data Protection legislation



age

disability

gender reassignment

pregnancy and maternity

race

religion or belief

sex

sexual orientation

marriage and civil partnership

Protected characteristics



anyone who has a physical or mental impairment that has a substantial, adverse and long term effect on their ability to carry out day to day activities.

A disabled person



You have anticipatory duties:

- to avoid discrimination
- to make reasonable adjustment

Your duties towards students at UAL



For example:

are within the financial means of the organisation

are consistent with health and safety

do not compromise the quality of experience for others

do not contradict the nature of the business

Reasonable adjustments



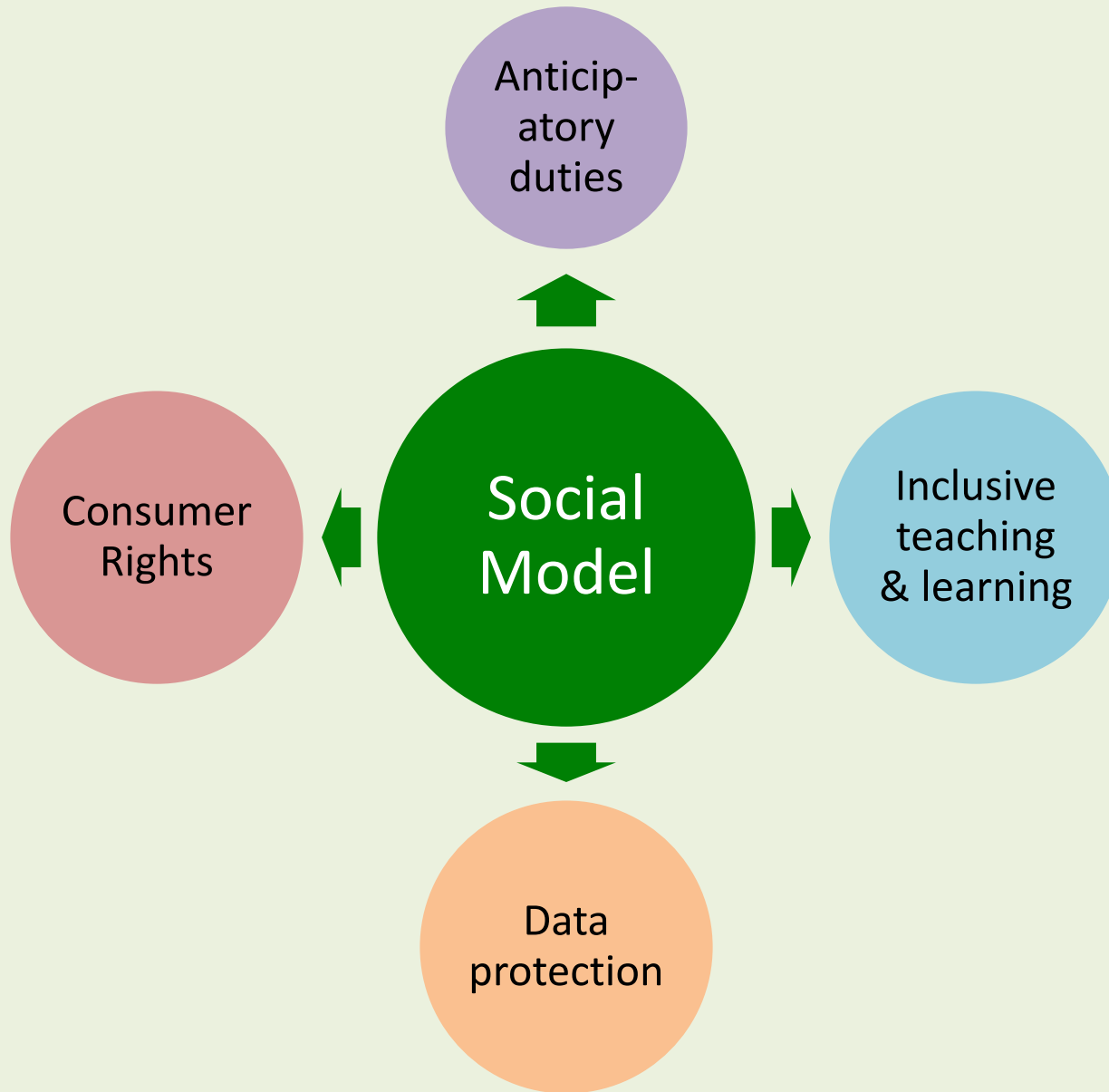
These obligations do not apply to anything done in connection with the *content* of the curriculum.

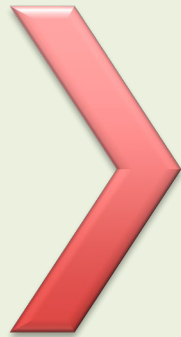
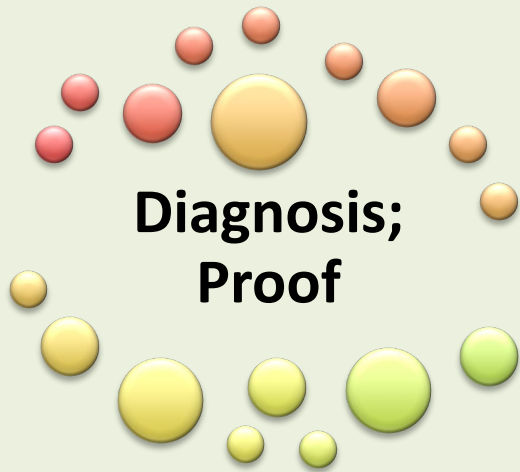
They *do* relate to aspects of university life outside of formal education provision.

Note the university has duties as the provider of goods, facilities and services where events are open to the public (free or paid for).

Scope



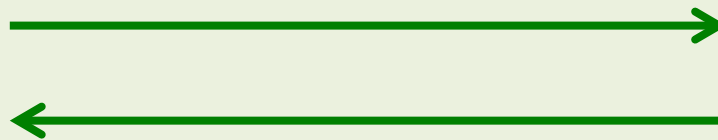




**Social
Model**



**Disability
Service**



**Everyone
Else**



- Talk about the environment, not the person
- Offer as much choice as possible
- Provide as much information as possible

Three key principles

