Our values

Aim

Our aim is to work together with students and staff to promote an inclusive learning environment where disabled students are able to succeed.

Values

The Disability Service will:

- Respect the individual
- Promote inclusive practices
- Empower students and colleagues
- Ensure high quality and professionalism

Respect the individual

- We are student-centred in our approach. We share information with students and provide support, advice and guidance to help them make informed choices and decisions.
- We are sensitive to students’ needs and wants and focus on their concerns and priorities.
- We work holistically with students’ circumstances and connect them with alternative and external sources of help and support.
- We appreciate and respond to the diversity that each student brings.
- We respect students’ confidentiality. We share practical information about their needs, with their consent.
- We believe in collaborative working, forming partnerships through dialogue with students and colleagues wherever possible.

Promote inclusive practices

- We champion the social model of disability. We use it as a tool to identify barriers that could be removed for the benefit of all students and we seek to influence policy and practice to achieve this.
- We develop effective and enduring relationships with course teams and other services, providing expert advice, consultancy and resources to help them become more inclusive.
- We role-model inclusive practices for the institution, by considering and addressing the needs of students when we design and deliver our activities. We adjust our practices to meet the needs of students and staff members as necessary.
- We lead and collaborate with others to develop new resources and innovative practices.

Empower students and colleagues

- We encourage students to take ownership of their learning and access needs. We equip students with the skills, strategies, knowledge and resources to achieve their potential.
We promote a disability-positive culture, which encourages disclosure and inspires confidence amongst disabled students and the staff who teach and support them.

We provide information, consultancy and training to help colleagues to understand and discharge their responsibilities in respect of creating an inclusive learning environment.

Ensure high quality and professionalism

We believe that UAL should strive to deliver a truly inclusive learning environment to disabled students. To achieve this, we act as knowledgeable ‘critical friends’ in respect of our areas of expertise. We work closely with internal UAL departments and Colleges. We guide institutional policy on changes in the law, funding arrangements, and best practice, in respect of including disabled students.

We are proactive and anticipate the requirements of students and staff as far as possible. We monitor, organise and update the standards of our service provision, including policies and protocols on record-keeping, boundaries and responsibilities, and service response times.

We provide a safe learning environment for one another. We regularly share practice with our colleagues. We engage in project work and cross-team collaborations which enhance our knowledge and skills and contribute to developing the service. We encourage one another to innovate.

We attend training provided by professional bodies and provide feedback to the team. We develop areas of special interest and seek out related development opportunities. We play an active role in relevant professional networks (e.g. NADP, ADSHE), contributing to the evolution of inclusive practices and disability support in the FE and HE sectors.

Disability Service
Inclusive, individual, empowering

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Search for ‘Disability’ at arts.ac.uk

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