

Author & Job title:	Madeleine Spink, Governance Coordinator
Date Produced:	28/04/2016
Meeting date:	n/a
Meeting of:	n/a
Action:	Note
Summary:	This paper contains all the live policy for the Disabled Students Campaign as agreed by Disabled Students Conference 2014, 2015 and 2016.
Equality Impact Assessment:	n/a
Publication	For publication and circulation to Student's Unions

Contents

Policy

Policy Passed at Disabled Students Conference 2014	41
Policy Passed at Disabled Students Conference 2015	28
Policy Passed at Disabled Students Conference 2016	36

Purpose of this document

This document contains all the policy currently in effect for the Disabled Students Campaign. This is the policy that the Disabled Students Officer and the Disabled Students Committee are responsible for implementing and is sometime known as 'Live Policy'.

Policy Lapse

Policy Lapses in 2 circumstances

1. If a subsequent policy over-rides it.
2. After 3 years unless Disabled Students Conference votes to renew it.

Policy passed at Disabled Students Conference 2014 will lapse at the end of National Conference 2017.

What you need to do

If you are considering submitting policy to Disabled Students Conference you should first check whether any policy is currently 'live' for that issue and whether you need to change the National Union's current stance on that area of work.

If you require this document in an alternative format contact executiveoffice@nus.org.uk

Contents

Policy	1
Purpose of this document.....	1
Policy Lapse	1
What you need to do	1
Contents	2
Policy passed at Disabled Students Conference 2014	6
Rules Revision	6
Disabled Students Campaign Standing Orders	6
Conference Delegates.....	6
Strong and Active Unions.....	7
A Disabled Students Officer on Every Campus	7
Low Cost Disabled Sport	7
Requests for resources and sharing of best practice	8
ATOS off our campuses	9
Accessible Freshers' Events	10
Full time of paid part time disabled students officers	10
Renewal of the Access Challenge	11
Society and Citizenship.....	13
General Election 2015	13
Anti-Cuts on Campus.....	14
Working together to achieve liberation	14
No privatization	15
Solidarity with Disabled Staff.....	15
Welfare and Student Rights.....	16
Motion 401: Accessible accommodation off campus: Let's Investigate	16
Motion 402: Accessible Universities	17
Motion 403: Access based on needs	17
Prescription Costs	18
NHS Prescriptions	18
Health Centre Prioritisation	19
Mental Health – Away from awareness, towards action	19
Education.....	22
FE Funding.....	22
Best Practice for speaking and listening exams	22
Motion 503: Erasmus Years and Years Abroad	23
Policy Passed at Disabled Students' Conference 2015.....	25

Motion 101: Supporting disabled postgraduate students	25
Motion 102: Freeing Education	25
Motion 103: Free, fully funded, accessible education	26
Motion 104: Trigger Warnings for Sensitive Material in University Teaching	27
Motion 105: Attacks on the Disabled Students Allowance have only just started!	28
Motion 106: Time to Change in FE	28
Motion 107: Support for Disabled students in HE at FE	29
Zone: Society and Citizenship.....	30
Motion 201: Disabled people and the minimum wage	30
Motion 202: End the Disablist Portrayal of People in the Media	30
Motion 203: Accessible public services NOW!!.....	31
Motion 204: Anti-Cuts to Connexions	31
Motion 205: Boycott, Divestment & Sanctions	31
Motion 206: Counter-Terrorism and Security Bill.....	32
Motion 207: Blanket Monitoring of Criminal Convictions hasn't stopped the Bankers, Jimmy Savile or UKIP.....	33
Zone: Strong and Active Unions.....	35
Motion 301: National students with disabilities day	35
Motion 302: Campaigning for and training on Sport Inclusivity	35
Motion 303: Liberal Democrats: Political Blur – Models of Charmless Men!	36
Motion 304: Disabled Students Campaign in the Nations.....	37
Motion 305: Supporting student survivors.....	37
Zone: Welfare and Student Rights.....	39
Motion 401: Political models of disability & NUS support	39
Motion 402: Level of Support for Leave of Absence	39
Motion 403: Maximum Waiting Time for Mental Health Services.....	39
Motion 404: "Homosexuality is a disease and disability to be pitied".....	40
Motion 405: Mental Health – Away from Awareness, Towards Action	40
Motion 406: Try getting on the housing ladder when you're disabled	41
Zone: Rules Revision.....	43
Motion 501: Part-Time, Mature, and Post-Graduate (PT/M/PG) Representation	43
Motion 502: Creation of a Trans* Representative on the NUS Disabled committee	43
Emergency Motion: From election to austerity	45
Policy passed at Disabled Students Conference 2016	46
Zone Welfare and Student Rights.....	46
Motion 401: Mental Health and Suicide Prevention	46
Motion 402: Black Disabled Students.....	46

Motion 403: Disabled Women and Domestic Violence	47
Motion 404: Solidarity with Trans Students	48
Motion 405: Accessibility of HE Careers Services.....	48
Motion 406: Self-certification Policies	49
Motion 407: Further work on accessibility issues for learners with learning difficulties and disabilities.....	49
Motion 408: Support for funding specialist FE provision	50
Motion 409: Disabled People and the Welfare State.....	51
Zone: Education	53
Motion 201: Accessible Apprenticeship and Work Placements	53
Motion 202: Continuing the fight for DSA.....	53
Zone: Strong and Active Unions.....	55
Motion 101: An Effective Collective	55
Motion 102: Self-care for SU Officers	55
Motion 103: Stronger Together.....	56
Motion 104: NUS Communication to Students' Unions	56
Motion 105: A full time paid NUS Trans Officer and an autonomous NUS Trans Liberation Campaign	57
Motion 106: Don't You (Forget About Me)	58
Zone Society and Citizenship.....	59
Motion 301: Defending our Human Rights.....	59
Motion 302: Supporting Student Nurses.....	59
Motion 303: Supporting Junior Doctors	60
Motion 304: Hello!! It's me. I was wondering....	60
Zone Rules Revision.....	61
Motion 502: Deadlines and Communication for Conference	61
Policy Lapse	62
201: Disabled International Support Now.....	62
203: For more accessible examination conditions.....	62
204: Widening participation for disabled learners	63
301: Disabled carers: a forgotten minority	63
401: Students' unions should offer support to students with interruptions in their studies	64
402: More support for accessible sport	65
502: Anti-bullying and disabled students	65
503: Housing for all	66
504: Fair housing and accommodation policy	67
507: The courtesy campaign	68
508: Uniform Transport Concessions	68

509: Accessible sports and societies.....	69
510: Non-academic personal assistance.....	69
Emergency motion: Don't Deport Luqman!.....	70

Policy passed at Disabled Students Conference 2014

Rules Revision

Disabled Students Campaign Standing Orders

Conference resolves:

1. To delete the current Disabled Students standing orders and replace with the new standing orders

Conference Delegates

Conference Believes:

1. Over the past 18 months NUS has been conducting a governance review. This review looked at the way that the campaign works and its democracy.
2. This review has involved extensive work including; survey, focus groups, consultations with membership, consultations with staff and experts and workshops at Disabled Students Conference (2013).
3. Disabled Students Conference is an expensive conference to run - costs are also increased due to the amount and complexity of access needs of delegates that are accommodated.
4. The Disabled Students Conference, like all liberation conferences has a set amount of money to hold the conference.
5. NUS use the money that is budgeted for the conference to subsidise the cost of each delegate. If the number of delegates increases then the subsidy for each delegate decreases, causing an increase in the cost per delegate.
6. Observers to the conference are not subsidised by NUS.

Conference Further Believes:

1. For many students unions Disabled Students Conference is their lowest priority.
2. That increasing the cost of delegates can become a considerable barrier for unions sending delegates to the conference. This is especially the case for FE students unions, small and specialist students union, unions with low incomes or those with financial difficulties.
3. The findings of this review suggested that the membership would like to increase the number of delegates attending the conference.
4. The reason most regularly cited by membership with regards to increasing delegate size was related to the inaccessibility of going to a conference on your own.

Conference Resolves:

1. That NUS Disabled Students Conference delegate entitlement will remain the same with one delegate being free of charge and each CM may send up to a maximum of 3 observers with speaking rights at a charge of £250 per observer.

Strong and Active Unions

A Disabled Students Officer on Every Campus

Conference Believes:

1. That representation at a campus level is often the most effective way of dealing with specific issues affecting students on a daily basis
2. Many NUS affiliated institutions have little or no representation for disabled students
3. There are still some unions whose disabled students officers are not reserved for students self-defining as disabled
4. That often students unions struggle to engage disabled students and have unfilled disabled students officer positions
5. Many students, officers and Unions generally are unaware of the need for self-organised disabled student campaigns
6. Disability and difference must be embraced, supported and promoted within any inclusive organisation.

Conference Further Believes:

1. NUS Disabled Students Campaign stands firmly by the value that disabled people know best about our own liberation - 'nothing about us without us'
2. It is vital that disabled students voices are heard and that they are not spoken for by non-disabled people
3. That NUS needs to do more work supporting students unions in securing disabled representation in their democratic structures

Conference Resolves:

1. To produce a 'why have a disabled students officer' resource that supports students unions in the arguments to increase disabled students representation by the development of disabled students officer positions
2. Provide support and guidance to students unions struggling to engage disabled students in democratic structures
3. Produce information about what disability is, the social model of disability, self-definition and examples of impairments that could fall within the campaign
4. DSO and Committee to work with local Unions to identify the numbers of disabled students locally, both using institutional figures, HESA (or equivalent in FE), and promote this to decision-makers within institutions and Unions – covering activities, academic quality/examinations and the facilities/estate.
5. Brief Unions on the spectrum of disabilities and the diversity of disability both generally and locally within a student body.
6. Support local Unions in their strategy to communicate clearly and accessibly with their disabled constituency.
7. To assist Unions in reaching out to their disabled part-time students and older students who are attending College or University for the first time, and to arm Unions with factual information about the general lifecycle of a disabled student, including mature and part-time disabled students.

Low Cost Disabled Sport

Conference Believes:

1. That HE and FE unions often provide a range of sports

2. That some of these sports are more accessible for people with different impairments than others
3. That not all unions provide sports accessible to all disabled people
4. That there are not always standard disabled sports near to all unions
5. There are several organisations including English federation of disabled sport, British Universities and colleges sport, GB wheelchair basketball, UK athletics, English institute of sport and UK sport, that are already promoting and working on initiatives to get more disabled people involved in sport.
6. Those organisations are finding it difficult to get institutions involved.

Conference Further Believes:

1. Sport has become an important part of being at university and of the “student experience”
2. Many disabled students are cut off from being able to take part in sports because their union does not provide anything accessible to them
3. Students should have access to sports at their union
4. HE and FE Unions are often low on money
5. That students should have access to ‘standard’ disabled sports teams even if they’re a distance away.
6. DSC to continue working with BUCS to improve training and participation of people in disabled sport within institutions and the wider student sport movement.
7. DSC to make available to all members the research conducted by EFDS and published in Autumn 2013 about participation in sport for disabled people.

Conference Resolves:

1. That we should work within our own unions with the support of the DSO to make sure that accessible sport is available for all when they want it
2. To remember that our needs as disabled people will be different from those of other disabled people and support all students who come to us and want access to sports
3. The DSO to conduct research into low cost options for sports that people with different disabilities can participate in, whether serious sports or fun sports
4. To include in this research a questionnaire in order that disabled students can share their experience with adapted sports and offer information
5. The DSO to make the result of this available online and email it to all SUs so that they have a clearer idea of how to organise sport accessible to people with different disabilities
6. The DSO to produce a model motion regarding mandating our union to pay travel costs where practical for disabled students to sports teams that meet their needs
7. DSO to support unions who wish to write a motion to mandate their unions to assist with their disabled students accessing sport.

Requests for resources and sharing of best practice

Conference Believes:

1. Student unions all across the country are doing incredible things for disabled students
2. Currently this best practice is not collated or documented anywhere

Conference Further Believes:

1. The NUS is in a unique position to connect and collate the work of students unions from across the country
2. NUS could be doing more to share the wealth of knowledge from within the student movement

Conference Resolves:

1. NUS Disabled Students should be developing regular briefings for students unions about best practice across the movement this should include but not limited to:
 - Anti-cuts work
 - Mental health campaigns
 - Time to Change Pledge
 - Education policy such as mitigating circumstances, fit to sit, exam process
 - Making campuses accessible

ATOS off our campuses**Conference Believes:**

1. Thousands of sick or disabled people have died after being assessed to find out whether they were fit to work, the Commons was told.
2. The change from DLA to PIP was undertaken with the aim of taking half a million people off benefits
3. ATOS, already responsible for the controversial ESA assessments in which 40% of people have their decision changed on appeal, are now responsible for PIP assessments
4. ATOS have been known to recruit at several university campuses
5. Some Unions already hold anti-atos policy, such as UCL
6. The recent changes in welfare have seen the introduction of the employment and support allowance (ESA) and personal independence payments (PIP)
7. Consequently, new forms of assessment have been introduced to judge whether disabled people qualify for these benefits
8. The reforms are designed to reduce the overall cost of benefits by reducing entitlement or removing it altogether
9. The system generates high numbers of appeals, wasting the time and money of both the claimant and the authorities
10. That NUS' report *Life, Not Numbers* showed how difficult it can be for disabled students to navigate the myriad systems of support and their related assessment processes
11. That Ian Duncan Smith the current secretary of state for work and pensions has actively targeted disabled people as political collateral whilst actively ignoring the horrific impact of his changes to Welfare and accommodation rights.
12. That the treatment of disabled people as 'burdens' is a trend with hate crime against disabled people increasing and the behaviour of people such as councillor Colin Brewer becoming more commonplace.
13. That Bedroom Tax is detrimental to the quality of life for people with disabilities and that space to live is not a privilege but a right.
14. ATOS have been known to recruit on several campuses.
15. That people with disabilities have every right to exist without hate speech in the media and state validated violence.
16. That the concept of 'scroungers' is an ableist, classist notion idea that propagates right wing ideals about 'worth'.
17. That no human is born 'owing' a certain amount of labour to exchange for the right to exist.

Conference Further Believes:

1. ATOS are a risk to the benefits of students
2. Many students' mental health is reliant on receiving their benefits
3. The presence of ATOS risks being a serious trigger for disabled students struggling with their benefits

4. ATOS should not be allowed to recruit on campuses
5. That the current benefit assessments and the principles which underpin them are based on the medical model, not the social model, which leads inevitably to poor decisions
6. That over-reliance on computers to make decisions about claimants should not be the basis of assessments.
7. Assessments should be co-produced with the claimant, whereas the current assessments are both impersonal and mechanistic
8. That a more sensible system would include an 'indicative decision' stage which would allow a claimant to submit more evidence to support their claim if necessary, rather than rely on full appeals
9. Assessments are too narrow in focus and should take a holistic view of claimant's lives, enabling access to other appropriate support and reduce the need for multiple applications

Conference Resolves:

1. To work with other bodies campaigning against ATOS such as DPAC
2. The disabled students' officer to produce a model motion regarding ATOS not recruiting on campuses
3. To reject the current forms of assessment for disabled people's benefits as entirely inadequate
4. To mandate the Disabled Students' Officer to campaign, along with partner organisations, for a better assessment process
5. To demand any new assessment process operates along the principles outlined above, above all relying on the social model of disability
6. To add our public condemnation of Ian Duncan Smith's behaviour, the coalition's state instigated poverty and Colin Brewer's comments.
7. To publicise the WOW (War on Welfare Petition) and encourage students to sign it.
8. To recognise the idea that disabled students (and non-disabled students) access education for a range of reasons and not solely to gain employment.
9. That people's reasons for entering education cannot be hierarchalised and that providing labour does not increase someone's worth or right to exist.
10. To campaign at our own institutions about ATOS not being allowed to recruit on our campuses
11. The Disabled Students Officer to prepare a letter to institutions that unions can sign requesting that institutions not allow ATOS at any of their recruitment fairs.

Accessible Freshers' Events

Conference Believes:

1. Many of our Constituent Members work hard to ensure accessible freshers' events with some being exemplars of best practice.

Conference Further Believes:

1. Whilst many of our Constituent Members work hard to ensure accessible freshers' events, NUS should be encouraging them to continuously improve year on year.

Conference Resolves:

1. To encourage Constituent Members to evaluate and improve freshers' events in relation to disabled students' participation.
2. To gather and share best practice with Constituent Members on accessible freshers' events.

Full time of paid part time disabled students officers

Conference Believes:

1. It is very difficult to know the exact percentage of disabled students in FE/HE institutions as there is no clear way to collect this data, not all disabled students claim DSA, not all those that do inform their institution, etc
2. Few FE but many HE institutions have one or more full time elected sabbatical officers
3. That the number of sabbatical officers responsible for a specific liberation group is rising
4. That disabled people are underemployed with relation to the general population

Conference Further Believes:

1. That disabled students face specific needs socially and educationally during their time in education
2. That sadly the needs of disabled students are often sidelined and marginalised within our own unions
3. That having a full time sabbatical officer responsible for disabled students, where the budget exists, would help mean that the needs of disabled students did not get sidelined and marginalised within our own unions and keep our needs central to the running of the unions
4. That often this is not possible
5. That it can be very difficult for disabled students to find work, due to the extra amount of time our studying can take us, and due to how hard it can be to find employment
6. That as a result we are often given a choice between working for money where possible, or doing unpaid work within our own unions

Conference Resolves:

1. To campaign for full-time disabled students' officers within our unions where possible and practical
2. Where it is not possible and practical to campaign for paid disabled students' officers on a part time basis
3. The disabled students' officer to do research into the plausibility of full time and of paid part-time disabled students officers in general in order to formulate arguments for this
4. To contact unions with these arguments in the hopes of engaging in discussion with them about this
5. To support disabled students' officers campaigning along these lines and give them resources and information to help them in doing so where possible

Renewal of the Access Challenge

Conference Believes:

1. That NUS runs an Access Challenge in collaboration with Attitude is Everything
2. That the Access Challenge provides students unions with an easy and supported way to improve the access within students unions

Conference Further Believes:

1. Inaccessible students unions, clubs and societies and venues are often cited as a huge barrier to engagement for disabled students
2. The Access Challenge has helped numerous students unions across the country to improve their services and facilities; in turn this has improved the lives of many disabled students
3. Over the last two years the Access Challenge has not been promoted as much as it should have and seems to have dropped off the agenda

Conference Resolves:

1. To increase the publicity that this campaign has, encouraging and supporting students unions to engage with the resources that are available to them.
2. Aim to get another 15 students unions running the Access Challenge in the next academic year.

Society and Citizenship

General Election 2015

Conference Believes:

1. The General Election is fast approaching
2. The 2015 General Election has the power to change public policy effecting disabled students, and that action is required as soon as possible to affect its outcome
3. The actions of political parties can have devastating impacts on disabled people

Conference Further Believes:

1. That the priority of NUS as an organisation in the coming year will be the 2015 general election
2. That the vote of disabled people is often side-lined by political parties but that it has incredible potential.
3. That outcome of the vote can be influenced by the mobilisation of people to vote
4. That campaigning organisations have the ability to influence the policy of political parties and their manifestos
5. That campaigning efforts to influence policy must be specific and targetable and that this relies on thorough research of the parties' beliefs, structures and personnel
6. That campaigning to effect the public debate, party manifestos, and outcome of the election must take place at both a local and national level.

Conference Resolves:

1. To carry out and publish research into:
 - what parties currently believe; specifically regarding issues of disability
 - areas in which the campaign can target change;
 - post-holders within those parties whom it would be most beneficial to target;
 - the track record of prominent figures.
2. To use this information to develop a comprehensive campaign plan, working both locally and nationally, in order to achieve the most wins for disabled students
3. Develop support packs for local students unions to enable them to win for students on a local level
4. NUS should work to ensure the disabled students campaign policies are incorporated into the work around the general election
5. Encourage the disabled vote to get out in force
6. Lobby political parties around issues such as Anti ATOS/ DWP, DSA and benefits
7. Promote the work of the Anti-Racism Anti-Fascism Committee in order to keep fascists out of seats of power.
8. To mandate the DSO in directly lobbying political party to include pro-disability policy.
9. To mandate the DSO to publicise the positive and negative aspect of any and all parties in this regard.
10. To allocate time and resources in encouraging and enabling constituent members in lobbying their local (both local policy makers.
11. To mandate the DSO in directly lobbying political party to include pro-disability policy.
12. To mandate the DSO to publicise the positive and negative aspect of any and all parties in this regard.
13. To allocate time and resources in encouraging and enabling constituent members in lobbying their local (both local policy makers.
14. To launch a national campaign, with strong local emphasis, to encourage disabled students to vote either in their home constituency or that of their institution.

15. To mandate the DSO to publicise the strength of the disabled vote and its wider impact.

Anti-Cuts on Campus

Conference Believes:

1. That the austerity agenda is infringing on the support services offered by universities and colleges.
2. It is often peripheral support services such as disabled support office, counselling services and occupational health which are the first to be cut when finance pressures occur this can result in services being decreased or even closed

Conference Further Believes:

1. That these cuts are having a disproportionately negative effect on the lives and achievements of disabled students.
2. Campaigns against cuts and closures should be specific and targeted.
3. That campus level representatives are best placed to tackle threats at their own institution, but that they require support from the national campaign.

Conference Resolves:

1. NUS should carry out and publish research into the services and facilities most commonly under threat of downscaling or closure and measure the impact this has on the lives and achievements of disabled students.
2. NUS should Map the closure of support services e.g. disability support offices, counselling services at institutions across the country.
3. NUS should collate the best practice from the student movement in fighting cuts and implement a system whereby the strategies and tactics of similar campaigns can be shared by different universities and college.
4. To mandate the DSO to produce and distribute resources to aid campus representatives in their endeavours.
5. To mandate the DSO to pursue an anti-cuts agenda at a national level, including publicising the problem, collaborating with useful allies and co-ordinating synchronised action particularly around; a) ATOS b) DWP c) changes to benefits d) workfare e) shut down of remploy factors f) bedroom tax

Working together to achieve liberation

Conference Believes:

1. That within the Disabled students movement there are many other identities which intersect.
2. That one of these identities is Trans*.

Conference Further Believes:

1. That Trans identities often reject previously held concepts of gender being part of a fixed binary system.
2. That some Trans people reject he / she pronouns and instead use gender neutral or other pronouns.
3. The new concept of breaking fixed binaries of something like gender can be difficult for some who have disabilities. But we must work together to be the most inclusive movement possible.

Conference Resolves:

1. For the NUS DSC LGBT committee rep to work with the NUS LGBT committee & Trans reps to look at how to best address the use of pronouns, taking into consideration disabilities and effect of disabilities.

2. To use current resources such as the Trans Students Guide which can be found on NUS connect as a guideline.
3. To consider creating a guide to understanding Trans identities which is accessible and can be used across the movement.

No privatization

Conference Believes:

1. Privatisation of services disadvantages the most vulnerable members of society.
2. Privatisation of services, particularly counselling services, has been proven to have a negative impact on students.
3. That disabled students often suffer from the impacts of privatisation.

Conference Further Believes:

1. That the privatisation of services is wrong.
2. The privatisation of services will further discriminate and disadvantage disabled students.
3. That these services are essential to the welfare of students, especially disabled students.

Conference Resolves:

1. To lead the campaign against privatisation of services.
2. To support officers and students in their individualised local campaigns relating to this.
3. To lobby the NUS to campaign on a national and political level against the privatisation of public services.

Solidarity with Disabled Staff

Conference Believes:

1. As students we are part of the wider world, and certainly part of the world of our institutions
2. Many of the issues that affect us may also affect disabled staff
3. That just as disabled students' networks may exist in our institutions, in some cases so do disabled staff networks

Conference Further Believes:

1. That we are stronger together when challenging access issues in our institutions
2. That an atmosphere of mutual support and solidarity with disabled staff will give us more weight when challenging access issues in our institutions
3. That many disabled people are without role models in terms of the future, and that contact with disabled staff may be helpful in providing that
4. That just as we want to change the world for the better for disabled people so may staff in our institutions

Conference Resolves:

1. The DSO to produce a letter to disabled staff groups at institutions which we can personalise and use to begin to build links between our groups and those of our staff.
2. Provide guidance to those wishing to work with the disabled staff within their institutions in order to work together on issues affecting both students and staff.

Welfare and Student Rights

Motion 401: Accessible accommodation off campus: Let's Investigate

Conference Believes:

1. Kent Union, alongside the Canterbury council, Christ Church Union and Canterbury College have run a successful housing accreditation scheme, which rates local landlord's attitudes and quality of housing.
2. This accreditation scheme not only helps students pick the most suitable accommodation and corresponding landlords, but it also inspires landlords to improve their practices and property in order to earn good reviews on the scheme and, in turn, attract more student tenants. All this creates a healthy cycle that gradually improves the quality of off-campus student accommodation.
3. Until this year, Canterbury housing accreditation scheme had not included any focus on accessible housing for disabled students off-campus. Kent's disability campaign has now pushed for a focus in this area with great success.
4. For many disabled students, there are extra, unsupported or additional costs that draw down on our budget for off-campus accommodation.
5. The effect of this can mean that accessible accommodation – private, social or University-managed – is located in a place that many not be best for travel to class, or for daily essentials (shopping, post office, pharmacy/GP or the veterinary surgery etc), is unsafe/poorly lit or in some other way doesn't pay for accessible, safe and homely housing that one could rent without the "disability premium" being sliced off our budget.

Conference Further Believes:

1. Finding accessible off-campus accommodation is a major problem for a disabled student. The chances of finding a suitable place are disproportionately narrowed considering they have to find 1) accommodation on a student budget and 2) one that suits their particular and specific needs.
2. The ratio between housing that is accessible for those with disabilities and housing that is not is extremely minimal to the former.
3. This disproportionately is exacerbated, due to the transitory nature of student life in general, disabled tenants are likely to only want to live on short term leases and live in the property for a couple of years at most, and so they will likely need any adaptations already fitted into the property before committing to a lease, as they will not have the time to establish a long term relationship with their landlord and build up their unique preferences gradually.

Conference Resolves:

1. To investigate how many disabled student tenants actually prefer off campus housing to that of on-campus across the UK in HE and FE institutions.
2. To investigate the possibility of other institutions across the UK having housing accreditation schemes, or something similar, with an accessible housing focus in order to discover good practice and ways of improving the system across the UK.
3. To investigate how to advise other institutions across the UK who may not have established systems on how to best implement and maintain them.
4. To have all of this information collected in an accessible format by next Conference and made available to all delegates so we can look into pursuing this issue further by taking action.
5. This research will be carried out with regards to the following statements:-

- a. Not all disabled students need the same type of accommodation: wc, solo with ensuite, shared, carer or guide dog accompanied, ground floor, charging points, car park needed, scooters storage and so on
 - b. Some institutions have no on campus accommodation to offer students, this is a typical trait of FE institutions but HE institutions cannot be ruled out either or cannot provide on campus accommodation that is suitable for disabled students, which forces the student to look for accommodation in the local area.
 - c. Some universities have policy for guaranteed accommodation for disabled students. The University of Aberystwyth, for instance, provides accommodation around the local area and guarantee accommodation for disabled students for the entirety of their course.
6. DS Campaign to link up with the Welfare Zone to provide tools and information for our SU advice centres and officers, to better the campaign for accessible and affordable safe student accommodation by all providers.
 7. To calculate the "disability premium" of expenses not supported by maintenance or benefits across the spectrum of disability, and to engage with sector organisations in raising this with the relevant Ministers across the UK and elected City Mayors/Provosts/Cynghorau lleol/OFMDFM.

Motion 402: Accessible Universities

Conference Believes:

1. Institutions do not always take accessibility into account when building new institution builds;
2. Disabled students deserve complete accessibility to all institution buildings as a whole;
3. Complete accessibility is defined as when disabled students can fully access anywhere within the institution grounds.
4. That some institutions fall short of legal requirements relating to disability access

Conference Resolves:

1. To request the inclusion and consultation of disabled students in the planning for new buildings/refurbishments of existing buildings.
2. To campaign for institutions to ensure that accessibility is a top priority for any new buildings or refurbishments.
3. To campaign for institutions to fully incorporate the definition advertised above.
4. To campaign for institutions and their planners to adhere to accessibility law
5. To apply this policy to all forms of Higher Education and Further Education institutions
6. To adapt campaign strategies in cases of listed and temporary buildings in order to be as efficient as possible in as many cases as possible

Motion 403: Access based on needs

Conference Believes:

1. Many disabled students find it difficult to navigate and travel across campuses' nationwide.
2. The Equality act clearly states ... reasonable and adequate provisions.

Conference Further Believes:

1. That no student should be discriminated against.
2. That adequate adjustments should be made to improve accessibility on campus across the United Kingdom.
3. That pre-existing provisions in institutions be reviewed periodically to reflect the standards of the NUS Access Challenge.

Conference Resolves:

1. The NUS Disabled Students Campaigns will lobby for a review of accessibility provisions on campus every three years, to ensure that standards are upheld.
2. The NUS Disabled Students Campaign will support officers and students in this campaign by providing the appropriate documents and materials.

Prescription Costs

Conference Believes:

1. Prescriptions cost £7.85 per item and £15.70 per item of elastic hosiery in England.
2. Many disabled students are discriminated against in relation to medical care.
3. Many disabled students are then disadvantaged financially because they require regular prescriptions.
4. People receive free prescriptions in the rest of the United Kingdom.
5. Many disabled students enter further and higher education part-time, and any policy or campaign relating to prescriptions, prescription costs and access, must include fighting for part-time students too.

Conference Further Believes:

1. All students regardless of age, in HE and FE, should be entitled to free prescriptions.
2. That disabled students should not be disadvantaged financially because they require regular prescriptions.
3. That students on a low income and with savings of less than £16'000 can apply using an HC1 form for help under the NHS Low Income Scheme
4. Those people who receive income-related Employment and support allowance already have an entitlement to free prescriptions.
5. All students aged 16, 17 and 18 are entitled to free prescriptions whilst they are in education.

Conference Resolves:

1. That DSC send a motion based on this motion to national conference so that NUS, as a whole, can campaign for all students to receive free prescriptions and more help with health costs.
2. DSC will support all students who wish to run campaigns to get free prescriptions and more help with health costs.
3. DSC will make information about the NHS Low Income Scheme available to all unions so students know how to apply.
4. Part-time students to be actively included in the representation and campaigning work of NUS on prescriptions and prescription costs.
5. Campaign and lobby decision-makers in government and in quangos to allow and promote widespread availability of longer-term prescriptions.

NHS Prescriptions

Conference Believes:

1. The length of time needed when switching GPs does not accommodate persons who require regular medication;
2. This is disruptive to students who are changing location and have to acclimatise to a lot already.
3. Transferral methods of records differ throughout the United Kingdom and for students from outside the UK it can be even more complex.

Conference further believes:

1. Not all students change their GPs when they move to prevent a disruption to their care.
2. Transferral of records does not always happen for related health services, including wheelchair services and specialist health care.

Conference Resolves:

1. To lobby the NHS to have a faster system of transferring records.
2. To provide guidance for those wishing to run a campaign to improve services at their institutions
3. To provide guidance to those wishing to campaign to the NHS in their area to improve the speed that records are transferred.
4. To look at where systems are effective in this regard and lobby for systems that have been proved to work to be implemented elsewhere
5. To increase the awareness the possibility of being a temporary patient in a surgery where applicable and encouraging such practice where not applicable

Health Centre Prioritisation

Conference Believes:

1. Any place that provides healthcare often do not give priority to cases regarding mental health issues;
2. This often exacerbates mental health issues, causing persons to require more intensive treatment and has severe consequences towards mental wellbeing;
3. This increases costs on the NHS and any place that provides healthcare as the cases are often more severe than if there had been early intervention;
4. If any place that provides healthcare would prioritise these cases they may save money and time.

Conference Resolves:

1. To campaign for any place that provides healthcare to prioritise cases of mental health issues.
2. To demand that any place that provides healthcare treat mental health issues with respect and do not perpetuate the stigma against mental health;
3. To request a minimum time requirement from an initial GP appointment to assessment
4. To lobby for faster access to a GP and other services for students with mental health.
5. To increase the awareness the possibility of being a temporary patient in a surgery where applicable and encouraging such practice where not applicable

Mental Health – Away from awareness, towards action

Conference Believes:

1. This year the Mental Health Summit brought together for the first time students' union officers and staff, external mental health and health practioners, institutional academic and support staff to discuss mental health and how we can improve it for students.
2. Audre Lorde was quoted as saying 'Caring for myself is not self-indulgence, it is self-preservation and that is an act of political warfare.'
3. Trade Unions fought for the right to have an 8-hour work day.
4. Being healthy makes you happier and more productive.
5. Mental health problems cost £26 billion across the UK economy (<http://www.nhs.uk/NHSEngland/NSF/Pages/Mentalhealth.aspx>)

Conference Further Believes:

1. NUS should be striving to create positive change around mental health
2. The Time to Change campaign has been a huge success in changing the rhetoric around mental health and supporting campaigning to move from awareness to action
3. That discussions from the summit provided some exciting suggestions for creating this change
4. Self-care is a political act.
5. Self-care is about trying to be more self-aware. Noticing when you are over-whelmed, ill, stressed or exhausted and making changes to your routine and lifestyle that will help to improve your wellbeing.
6. Being a disability activist or Disabled Students Officer can sometimes be an isolating role.
7. Continuously campaigning for the rights of disabled people can sometimes be upsetting, mentally and physically draining and have implications on people's health.
8. Activism is often based in a very macho culture.
9. Disability campaigning is about community and collectivism, as a group we can achieve much more than as an individual.
10. Disabled Students Officers and campaigners are more effective when they feel supported and not attacked by the rest of the movement.
11. As a campaign we need to be better at articulating the difference between accountability and bullying, publishing the appropriate channels for accountability whilst at the same time empowering officers to tackle bullying and harassment.

Conference Resolves:

1. To develop ways that mental health support and understanding can be embedded into the structures of students unions by supporting unions to:
 - a. Lobby for relevant and appropriate training for all staff
 - b. Ensuring that academic policies do not cause undue additional mental distress for students experiencing mental health issues
 - c. Ensuring support services and institutional policies are clearly advertised at recruitment and pre-arrival stage and that disclosure of current or previous mental health problems is actively encouraged at application stage
 - d. integrate mental health into the widening participation agenda, both nationally and locally by providing outreach to people who may not have continued in education as a result of their mental health problems and including mental health in OFFA agreements
2. Help students unions to win on achieving well-supported, appropriate services for students, which are responsive to the feedback of students and service users and flexible to students needs both in terms of the type of service (i.e. not a one size fits all, counselling for everyone approach), but also the nature of the service (i.e. number of sessions available, services available in the evenings where possible)
3. Support students unions to develop joined-up approaches across institutions and external services
4. NUS Disabled Students Campaign will develop both informal and formal support networks for women's officers across the country.
5. Steps will be taken to ensure self-care is embedded in the work and culture of the campaign and student movement.
6. Self-care will be promoted out too members with practical tips and advice on how to improve self-care for activists.
7. NUS will provide information and advice about bullying and harassment within the role.
8. The Disabled Students Campaign will promote the NUS activist mental health guides to the membership.

9. The Disabled Students Campaign will continue to promote the Time to Change Pledge which involves unions developing an action plan to improve the support they give to employees around mental health.
10. NUS will provide information and advice around best practice for policies and procedures that improve the support that is available to staff and volunteers e.g. access to support services, TOIL, mental health policies, sick leave/pay, management mental health training and bullying policies.

Education

FE Funding

Conference Believes:

1. Local councils are experiencing funding cuts across the country
2. Funding for high needs students has changed from a centralised pot to being commissioned by local authorities
3. There is a lack of consistency in how these funds, and therefore funding for support, are now being allocated by local authorities to students in colleges across the country

Conference Further Believes:

1. There is concern that the learner voice has been neglected in the process of developing this new system
2. There is a lack of Information, Advice and Guidance around how this funding would support different learning paths for students
3. As students are moved to a personalised funding model there may be constraints on the social mobility for students, this may reduce the choice that a student has over where and what they are able to study
4. As future funding depends on students having a Learning Difficulty Assessment many of those aged 19-24 year olds haven't been given these. This could lead to students in this age group falling through the gaps
5. Consequently, those students who develop a disability after the age of 19, eg mental health issues may be at risk of having insufficient funding allocated to support them in post 16 education.

Conference Resolves:

1. NUS to work with FE unions to ensure that the best financial support is available to support disabled students and develop a campaign to improve the finance available
2. To question whether the government has assessed the negative impact of this policy on particular groups of students and put pressure on them to do so.
3. Lobby the government to;
 - Provide an assurance that local councils have to demonstrate that they are using the money for the correct purpose
 - Ensure that student voice is fed into all decisions regarding funding decisions
 - That a consistent system would be applied across all local councils
 - Improve the information, advice and guidance that is provided to disabled students

Best Practice for speaking and listening exams

Conference Believes:

1. That speaking and listening exams form an important part of many degrees
2. That a wide variety of disabilities can have a significant impact on communication
3. That while disabilities often impact on communication this does not always or necessarily mean that disabled students are unable to learn foreign languages
4. That often speaking and listening exams have factors such as speed of speech, and body language, and tone and pausing included in the marking
5. That often the impact that various disabilities have on communication will be the same in whatever language the disabled person speaks
6. That this impact can often affect the marking criteria
7. That extenuating circumstances applications often exist but can be complex to navigate

8. That unlike many FE institutions, universities can typically set their assessment and marking criteria with a degree of independence
9. The reforms to GCSE and A level qualifications are likely to have serious negative impacts on disabled students.
10. Both GCSEs and A levels will see a reduction in coursework across all subjects and a greater emphasis on the ability to retain information. As a consequence exams will constitute 100% of a qualification.
11. Students will also have fewer opportunities to re-sit exams and all subjects will become linear. This means that all exams will be held in the summer term, with no opportunity to take modular exams in January.
12. The Government is planning to end tiering in all subjects, except maths and English.
13. The Government has also revoked the need for teachers in Further Education to be qualified.

Conference Further Believes:

1. That disabled students should not have their marks in these exams affected negatively by their disabilities
2. That we should be supporting disabled students in education, not making it harder for them
3. Fundamentally these reforms ignore different learning styles and fail to appreciate that not every student excels through assessment by an end of year exam.
4. NUS' research has highlighted that many students are concerned about the reduction in tiering and fear that it will favour those students who are able to do well in lengthy exams with substantial written content.
5. The Further Education sector is seriously threatened by the revoking of teacher qualification requirements. It is seriously worrying for students who require their teachers to have a knowledge and understanding of specific learning needs.
6. An important aspect of teaching training is to ensure that teachers understand different learning styles, and this is never more important than with disabled students and in a sector as diverse and inclusive as Further Education.

Conference Resolves:

1. To attempt to change the system to ensure that disabled students sit these exams on an equal footing with all other students
2. To research the factors affecting this and make them public
3. That a best-practice guide on this topic would be invaluable for students fighting in their departments for fair marking
4. The DSO to commission research on how speaking and listening exams are marked across a variety of universities and on how different disabilities affect communication and how this interacts with the way in which these exams are marked
5. The DSO to make the way these interact public
6. The DSO to produce a best-practice guide for institutions regarding the way that speaking and listening exams are marked for disabled people where their disability impacts upon their communication, in consultation with disabled people with a variety of disabilities and with educational support offices, or the equivalent office for supporting disabled students
7. The DSO to circulate this around institutions and make it public on the website in order that students can share it with their departments if necessary
8. To campaign against the government reforms of GCSE and A level qualification
9. To emphasise that the educational reforms unfairly disadvantage disabled students within all campaigning and lobbying work done by NUS.

Motion 503: Erasmus Years and Years Abroad

Conference Believes:

1. Erasmus years or years abroad are mandatory in some degrees
2. These can generally be done through studying or working

3. If a large part of your degree is a modern language and you do not spend a year abroad studying or working this can put you at a significant disadvantage in your final year
4. These are often also available to students who are not studying a language degree

Conference Further Believes:

1. Disabled students are often dissuaded from doing a year abroad because it is believed to be too dangerous or difficult medically or practically
2. Whilst for some students this might be true, for others it might not be, and the student themselves is best placed to know whether a year abroad is possible
3. When undertaken they can be an amazing period of self-discovery and a wonderful experience
4. Disabled people are often under-employed and may find it difficult to access work during their year abroad making study the better option

Conference Resolves:

1. That giving disabled students access to a year abroad is critical
2. To work with our institutions and language departments on this topic to ensure that no more disabled students are left at a disadvantage because their department has decided that in their opinion the year abroad could be too difficult or dangerous, and to help them treat disabled students as individuals with regard to this
3. The DSO to place some information on the NUS Disabled Students webpage regarding Erasmus years and years abroad and disabled students for students to consult when considering an Erasmus year or year abroad
4. This should include a list of important things for the student to consider or research such as the cost of medical treatment in different countries, flight times, whether they are in work or studying, the accessibility of the place they intend to go to, whether the place they are going to has additional support for them to access etc, in order that students are empowered to inform themselves about their year abroad
5. The DSO to ask for submissions of blogs from disabled students who took Erasmus years and years abroad for the website, and place these on the website
6. The DSO to contact Students' Unions regarding the way disabled students are dissuaded from taking Erasmus years sometimes and urge them to contact the departments that organise Erasmus years and years abroad and that there is support and advice available for disabled students who wish to consider this

Policy Passed at Disabled Students' Conference 2015

Zone: Education

Motion 101: Supporting disabled postgraduate students

Conference believes:

1. Postgraduate study is hugely inaccessible, for both disabled and non-disabled students.
2. One of the most prominent barriers is the financial cost of a postgraduate education.
3. A postgraduate education should be free, fairly funded and accessible.
4. Unlike undergraduate degrees (in both universities and FE colleges), there is no government student loan or grant system for postgraduate degrees.
5. Whilst a loan system may soon be introduced for postgraduate taught degrees, it would exclude students over a certain age, and burdening students with more debt is not a sustainable model of funding higher education in the long-term.
6. In the case of postgraduate research, research council funding is diminishing, institutions increasingly rely on bids to external bodies and lots of partnership schemes involving several institutions are plugging the gaps.
7. Currently, postgraduate funding is scarce (and getting scarcer), scholarships are few, and fees are only increasing, for both taught and research postgraduate degrees.
8. Disabled postgraduate students (and potential postgraduates) may also have to navigate disabled students' allowance applications, an ever-changing and discriminatory benefits system, accessing suitable housing and transport, adult social care (including the provision of carers), hospital and GP referrals, and access to medication, therapy and informal support networks, to name a few.
9. Disabled postgraduate students often have to navigate these arenas alone – rarely can they access help and guidance on everything they need to consider in one place.
10. In many cases, especially for postgraduate research students, there are non-coordinated institutional processes in dealing with DSA claims and access needs.
11. Disabled students are also hugely disadvantaged when it comes to gaining appropriate employment to support them while studying and many live in poverty.
12. A master's degree is often a necessary prerequisite to a gaining a PhD place (funded or unfunded) – but access to a master's degree is hugely skewed in favour of the rich, and to the non-disabled.
13. Funding for PhDs in certain subjects is almost non-existent and institutions are making bids to external bodies based on market needs rather than the pursuit of knowledge in itself.
14. The NUS Disabled Students' Campaign has never conducted research on the needs of disabled postgraduate students, nor has it run any campaigns focused on disabled postgraduate students.

Conference resolves:

1. To conduct research into the needs of disabled postgraduate students (including potential students & those who have dropped out) and how the NUS Disabled Students' Campaign can best support them.
2. To make this a priority of the 2015/2016 campaign.
3. To develop and run a campaign based on the findings of this research.

Motion 102: Freeing Education

Conference believes:

1. Free Education was once the norm in the UK.

2. In 1998 Labour introduced tuition fees of £1,000 a year, which tripled in their second term despite election promises not to do so.
3. In 2010, the Conservative/Lib-Dem Coalition made it possible for universities to charge up to £9,000 per year, despite a Lib-Dem pledge not to do so.
4. Grants for living expenses were also the norm in the United Kingdom, before they were made means-tested and eventually scrapped in favour of maintenance loans.
5. Funding and support for the FE sector has also been destabilized with the introduction of private providers and threats to government funds.
6. Education Maintenance Allowance – paid to 16 to 19 year-olds in education or unpaid work-based learning – was also scrapped in 2010.
7. According to NUS research, Disabled Students worry more about their financial circumstances and debt than other students.
8. Proposals to cut Disabled Students Allowance were announced in 2014 and the threat to services and support disabled students access is constant.
9. International students could never access DSA and the system is convoluted for post-graduates and others

Conference further believes:

1. Tuition fees and the cost of student living is rising, despite government promises.
2. Education is a right, not a privilege; nobody should be denied access to it because of their background, identity or ability to pay.
3. Education is also a public good; allowing society to progress, individuals to fulfill their potential, and the economy to grow.
4. Proposals to replace tuition fees with a 'graduate tax' are simply replacing one form of student debt with another – where payments for education are deducted from pay-slips over a lifetime.
5. Disabled students face barriers in education because of inaccessible learning environments and the prejudice of others, and this is being compounded by financial barriers.
6. A quality education system can be paid for through public funds by tackling tax evasion and avoidance and imposing heavier taxation of the incomes, inheritance and capital gains of the rich
7. Education must be of an inclusive nature for all disabled and non-disabled students

Conference resolves:

1. To oppose all methods and proposals to charge students for their education
2. To support and inform student officers and activists in campaigns for Free Education
3. To continue to fight against cuts to public and campus services
4. To stand in solidarity with other groups detrimented by austerity in education, including women, LGBT and black students, as well as students with caring responsibilities.
5. To continue to lobby against any proposed cuts to DSA
6. To campaign for a new form of DSA which is fit for purpose and available to all students, including international and post-graduate students
7. To be a voice within the Free Education movement that recognizes:
 - a. It's not just about scrapping tuition fees;
 - b. It's not just about undergraduates;
 - c. It's not just about students from the UK;
 - d. And it's not about giving rich kids more money – it's about liberating education;
 - e. Promote inclusive education practice.

Motion 103: Free, fully funded, accessible education

Conference believes:

1. "Immigrants, poor people, queer people of colour, disabled folks, women (especially trans women of colour) and gender-nonconforming folks if you are in academia and you don't feel smart enough, remember that you are in the playground and training grounds of the elite. Academia was not designed to include you. You are surviving something that has been systemically designed to exclude you in order to keep power in the hands of white, middle class, able bodied cis-men. Knowing this, don't let academia train you to believe that elitism is the right way to make it through school. You can learn shit, hold the knowledge of your people in your heart, discard shame for your humble beginnings and/or marginalized identities. Move through this experience knowing that the changes it offers you don't have to include accepting academic elitism, inaccessible language or superiority. You can simultaneously own the privilege that comes with being college educated and connections to your roots. Academia does not have to kill your spirit." (Fabian Romero)
2. Education is a right, not a privilege.
3. Currently, there exist huge barriers in both further and higher education, for both disabled and non-disabled students.
4. These include financial barriers, institutional sexism and racism, xenophobic and racist immigration laws, childcare access, physically accessible institutions... to name a few.
5. These barriers are undoubtedly exacerbated for disabled students, who are at a severe disadvantage in comparison to their non-disabled counterparts.
6. The movement for free education fights for a lot more than merely scrapping tuition fees – it encompasses campaigning for sufficient living grants, a properly funded disabled students' allowance, extra funding and support for student carers, mature and part time students, universal childcare access, an end to hidden course costs, affordable high-quality housing, a liberated curriculum, and democratically-run institutions (in both further and higher education).
7. There is vast wealth in our society – it should be invested in education for all. Free education can be paid for by ending tax evasion, cracking down on tax havens, introducing higher taxes on incomes, inheritance and capital gains of the rich, and taxing the banks.
8. Democratically-run institutions and liberated curricula are essential components in the fight for free education. The marketization of education has led to institutions holding themselves accountable to corporate interests, rather than to its students and staff.
9. Education should be about the pursuit of knowledge, and we should be fighting to smash the patriarchal, racist and euro-centric curricula that currently exist.
10. Free education is not an impossible utopian dream - it exists in Scotland, and can exist in the UK.

Conference resolves:

1. To oppose and campaign against all methods of charging for education.
2. To campaign for liberated curricula, democratically run institutions and living grants for all.

Motion 104: Trigger Warnings for Sensitive Material in University Teaching

Conference believes:

1. That the wellbeing of students should be considered when presenting any sort of educational material
2. That material where discussion of explicit and sensitive material can cause physical and emotional distress or harm

Conference resolves:

1. To write a briefing on the use of content warnings in higher and further education for students' unions and disabled activists, including common arguments against content warnings, and why as a tool for access to education, they are important, rather than patronising.
2. To assist students' unions in lobbying their institutions for the use of content warnings for material that could potentially cause unwanted distress and harm to some disabled students.

Motion 105: Attacks on the Disabled Students Allowance have only just started!

Conference believes:

1. The Written Ministerial Statement on 12 September rolled out the amended changes to the Disabled Students Allowance and these were put into law in the The Education (Student Support)(Amendment) Regulations 2014:
 - a. Computers and assistive software will only be funded by DSA if needed solely because of the student's impairment. Eligible students will be expected to provide the first £200 towards the cost of a computer and assistive software - broadly equivalent to the cost of a basic computer.
 - b. Additional items such as printers and consumables will not be automatically provided, with provision in the form of university provided services such as printing services and books and journals in electronic format to be considered as alternatives.
 - c. Funding towards the additional costs of specialised accommodation for disabled students will not normally be available where the accommodation is provided by the institution or an agent of the institution
2. Despite a strong lobby and campaign from NUS and local students' unions, the changes to DSA will detrimentally effect disabled students unequally across the country – the richer the student, the richer the university, the "more white" and the "more male" the student, the less the effect will be.
3. There is a huge amount of male privilege and white privilege in society and in higher education.
4. Including our disability characteristics and diverse mental architectures plus age (in many cases), and it will be students from the so called "non traditional" group who will be yet again hugely affected and another barrier to higher education.
5. Rich universities will simply pay the £200 or the cost of the support allowance.
6. Students from wealthy backgrounds or with a history of full time professional work, will simply pay without impacting their quality of life or taking on even more debt
7. Black students, a group already discriminated against by rampant white privilege in universities and the delivery of student services, will be trebly impacted – by racism, by economics and by disability
8. Complex cases of students with interlocking support needs or multiple 'conflicting' disabilities have entirely been deleted from the reforms to the DSA
9. No one in government seems to get that more disabled students proportionately study or restudy later in life, may take longer to complete, or study part-time and this is usually only possible at universities that are not swollen with the proceeds of the market – how can poorer universities, with larger disabled populations afford to cover the costs and 'compete' with richer, less disability diverse institutions?
10. Simply, the door will be slammed shut to disabled students and no university will be there for us.

Conference resolves:

1. Call for a repeal of the 2014 Regulations
2. Send a bill to MPs for the additional costs of being disabled and higher costs now of paying for support and the loss of future earnings.
3. Challenge the racism and ageism in the government policy creation and roll back the stereotype that all students are 18-21 and absent of disability.
4. NUS will plan a range of on-going activity that will continue to put pressure on Government to reinstate the DSA arrangements.

Motion 106: Time to Change in FE

Conference believes:

1. That according to research 1 in 4 people will have mental health problem such as depression or stress in their life time.
2. Research shows work and studying are the biggest cause of stress in people's lives.

3. There is limited research into mental health in FE

Conference further believes

1. Time to Change is an organisations which has seen limited FE unions and numerous HE unions sign even alongside there institutions
2. That unions sharing ideas, hints and ways in which they have used their pledge can help other unions (especially FE) to sign up to the Time to Change Pledge.
3. That FE is a key time in which behaviour changes can happen

Conference resolves

1. For the Disabled Students Officer and FE rep to make a platform where unions can share ideas.
2. To work with Time to Change and Student Minds to help build resources in which can be adapted for FE unions

Motion 107: Support for Disabled students in HE at FE

Conference believes

1. Many FE institutions offer HE courses for students.
2. They are students of the college and normally associate members for the degree awarding institution.
3. Around one in twelve higher education students (8% of the HE population) were taught in FECs.
4. Most HE students in FECs – 60% of the total – studied on a part-time basis
5. There are over 170,000 students studying HE in a FE institution. 9% of these students self-define as having a disability, compared to the 7% of students that self-define as having a disability in HE institutions.

Conference further believes:

1. Disabled student support is available for all students' weather it is in FE or HE however this supports is not made as clear to those students studying HE in an FE institution. Students are often left finding their own way or are left unsure of where the support comes from.
2. FE institutions are funded significantly less than HE which means the support they can provide will be significantly lower than their HE counterparts
3. FE institutions provide support to students studying up to level three and HE institutions offer support for registered students, as associate members these students are not classed as students at the institutions and are rarely in the HE building.
4. Responsibility needs to be placed both on the HE and FE institutions to provide support for these students.

Conference resolves:

1. To work with FE institutions to make sure Disabled students support offered by them to their HE students' is signposted clearly from the beginning of the students' course.
2. Campaign for a support system that enables disabled students studying HE in FE to have access to the services and support they need.
3. Conduct research in to the support systems for HE students in FE and publish a report with recommendations for the HE in FE support system as a whole.

Zone: Society and Citizenship

Motion 201: Disabled people and the minimum wage

Conference believes:

1. That disabled people have the right to work with the same dignity, respect, and workplace rights as anyone else
2. That any belief of paying disabled people less than the minimum wage is seen to be unfair
3. That any comments to this effect should be robustly condemned
4. Beyond that, we as a campaign support the implementation of the living wage across institutions, unions and society more generally.

Conference resolves:

1. To lobby the government against any attempt at paying disabled people less than the minimum wage
2. To officially condemn as an organisation any comments made that disabled people should be paid any less than the minimum wage
3. To work with the relevant Vice Presidents of NUS to provide materials to help unions lobby their institutions to pay staff, including student staff, the living wage

Motion 202: End the Disablist Portrayal of People in the Media

Conference believes:

1. NUS has a good record of promoting a diverse representation of people in both its leadership and management as well as championing a wide spectrum of people, both in public policy and in the media
2. The mainstream media of ITV, BBC, Sky, regional and national newspapers and top social media outlets all have code of practice, but this needs to include positive action on ensuring a wide, intersectional and real broadcasting of the diversity of people – including our family of unseen and seen disabilities.
3. Though it is often awkward to say, it is urgent and absolutely vital that disability – the presence, visibility and the conversations of disability – are normalized in society.
4. There are a huge number of stigmas that affect disabled people, and from these vile, offensive and dangerous stereotyping occurs: we often can only share and celebrate our disabled diversity in environments where we are self-organised or isolated from wider society. It's time we challenged the slamming of the door on disabilities being a positive force in society, and building a collective, supportive and loving community within communities.
5. Hate campaigns springboard often from the likes of the Daily Mail, which has woven in racism, transphobia and xenophobia in the same breath as its disablism.
6. UKIP claims persistently that people migrating to the UK are all 'on the take' and they weave in disablism with their xenophobic racism as the poster boys for the Daily Mail.
7. Let's not forget that the Daily Mail was a fascist propaganda publication in the 1930's.

Conference resolves:

1. To celebrate and promote our diversity; to set November each year as the Disability Pride Month in NUS and students' unions, and use this to help Unions recruit and support disabled student representatives on campus and disabled campaigns in the wider society
2. Create a non-patronising guide encompassing full inclusion of diversity in disability representation and organise a training for elected officers and staff on outreach for disabled students and local community campaigners.

Motion 203: Accessible public services NOW!!

Conference believes:

1. Job centres and public buildings are becoming more physically accessible
2. Not all public buildings i.e. the Job centre, local town centres have suitable help and access when it comes to an individual needing a BSL interpreter due to funding cuts
3. Individuals will often have to book in advance for an interpreter or assistance

Conference further believes:

1. Requesting additional support from a stranger is not promoting independence
2. Booking additional support could mean that the individual is having to wait longer than non-disabled people

Conference resolves:

1. To have the Disabled Students' Campaign to work with such organisations to help individuals who need to access the service.
2. To campaign against cuts against support services

Motion 204: Anti-Cuts to Connexions

Conference believes:

1. Connexions provided support for young people getting into Further Education, these were especially supportive of Disabled Students when they left the Secondary School system.
2. Connexions were cut by more than £100m a year since 2008.
3. In parts of England these services are now non-existent, and in others they may have been renamed or completely re-structured

Conference further believes

1. Connections provided service for disabled students leaving secondary school and helping them get into further education with support and help both on the start and the continuing process.
2. There are some websites that are used as alternative; however these may not be made accessible.
3. Opening hours may mean that individuals are not always able to get to the local access point.

Conference resolves

1. To work with organisations and educational bodies to provide a careers and educational service that is for all
2. To take a stand when it comes to more spending cuts that affect students

Motion 205: Boycott, Divestment & Sanctions

Conference believes:

1. That the ongoing 66-year long occupation of Palestine, Israel's multitude of human rights and international law violations, its flagrancy and unaccountability to the international community is abhorrent and should be condemned.
2. That the Boycott, Divestment & Sanctions (BDS) campaign was called for by Palestinian civil society in 2005 to pressure Israel into complying with international law.
3. That Israeli expansion on Palestinian land is a settler-colonial project, predicated on the ethnic cleansing and expulsion of its indigenous people.
4. That racism is systemic within Israeli state policy, with anti-Arab, anti-African and anti-migrant discrimination.

5. That the success in dismantling South African apartheid was due in part to international pressure and sanctions against that regime.
6. That international solidarity from students is a crucial part of the Palestine liberation struggle.
7. That international solidarity should be conducted on the terms set by the Palestinian people, as per the BDS campaign.
8. That supporters of the BDS movement includes the General Union of Disabled Palestinians, who are the largest organisation working on disability rights in Palestine and is led and run by disabled Palestinians.
9. That as disabled students, we should take our lead from disabled Palestinians and offer support and solidarity in their fight for liberation.
10. That the Israeli government is feeling the pressure from international BDS.
11. That all other methods of pressuring Israel and the ending the occupation have failed.
12. That the NUS Disabled Students' Campaign has for too long ignored passing policy and taking political positions on international issues – this needs to change.

Conference Resolves:

1. To commit to supporting the Palestinian cause and anti-colonialism.
2. To support BDS campaigns initiated by students.
3. To lobby institutions and unions to divest from key BDS target companies, including G4S, Veolia and Eden Springs.
4. To work with BRICUP (British Committee for Universities of Palestine) and lobby institutions to adopt academic boycott of Israeli universities.
5. To disseminate resources and materials on how to run successful BDS campaigns, with a focus on disability.
6. To support the annual Israeli Apartheid Week Initiative.

Motion 206: Counter-Terrorism and Security Bill

Conference Believes

1. The Counter-Terrorism and Security Act received royal assent in February 2015
2. The Act places statutory requirements on public bodies – including universities – to ‘prevent people being drawn into terrorism’, permitting the seizure of travel documents and the temporary exclusion of individuals from returning to Britain, including British nationals.
3. PREVENT and the Government’s ‘anti-extremism’ agenda have been used to create an expansive surveillance architecture to spy on the public (Muslims and Black people in particular) and to police dissent.
4. Healthcare and mental health practitioners have been provided guidance on ‘risk factors’ for ‘radicalisation’ which include: a “need for identity, meaning and belonging”, “a desire for political or moral change”, and “relevant mental health issues” as well as describing people with mental health issues or learning disabilities as being vulnerable to being drawn into terrorism.
5. Channel has been implemented in the healthcare sector without peer review, the BMA criticised the expansion of Prevent into the healthcare sector in 2011, and work is being undertaken to integrate PREVENT into undergraduate curriculum for healthcare qualifications.

Conference Further Believes

1. The Government’s anti-terrorism/security policy is fundamentally flawed and its operating concepts of ‘extremism’ and ‘radicalism’ are ill-defined and open to abuse for political ends.
2. PREVENT actively politicises issues around mental health and adds to the stigma surrounding them.
3. PREVENT turns issues of welfare and social deprivation into ones of national security.
4. Applying PREVENT and Channel in healthcare damages the relationship between practitioner and patient; making the latter a suspect and seriously undermining patient-doctor confidentiality.

5. This adds further barriers to accessing mental healthcare for communities who have traditionally been failed by such services.
6. Historically, psychiatry has pathologised behaviours of Black people in the West, and PREVENT carries this into the 21st century.
7. Islamophobia is massively on the rise across Europe, is state-sponsored and legitimated by the mainstream media.
8. In effect, the Act presents a significant threat to civil liberties and freedom of speech on campuses, and will lead to an even greater climate of suspicion.

Conference Resolves

1. To publicly oppose the Counter Terrorism and Security Act and call upon the government to repeal it immediately, and condemn the Home Office for its treatment of mental health issues.
2. To call for the Government's anti-extremism agenda to be overhauled, and the legality of the Act to be challenged under the Equality and Human Rights Act 2010.
3. To lobby BMA to (re-)affirm its stance in opposition to PREVENT and the Act.
4. To work with the NUS Black Students Campaign to lobby for the removal of PREVENT teaching from healthcare qualifications.
5. To demand that NUS publically (re-)affirm its opposition to PREVENT, and for it to block/cease accepting any PREVENT funding for any NUS activities or departments.
6. To work with Muslim student organisations to develop and roll out anti-PREVENT workshops and resources on understanding the Act.

Motion 207: Blanket Monitoring of Criminal Convictions hasn't stopped the Bankers, Jimmy Savile or UKIP

Conference Believes:

1. Further and higher education – the furnaces fuelling knowledge enrichment, feeding hungry scholarly minds and pushing out the frontier of research – is one of the best places to rediscover oneself, meet exciting new challenges and rehabilitate where other parts of society has failed.
2. UCAS and some college/universities require applicants to disclose unspent convictions (defined in Rehabilitation of Offenders Act 1974)
3. The assumption seems to be that a conviction is a good indication of risk on whether a student is likely to pose a threat to other students or staff at a college or university; the evidence against this assumption is strong, and is core to both intersectional liberation campaigning and the rights of disabled students
4. Undoubtedly, criminal record checks are absolutely necessary in cases where people are working with vulnerable adults and children, but are irrelevant to almost all other cases.
5. Instead, the use of the Disclosure and Barring Service on a case by case basis should be considered.

Conference Further Believes:

1. If these policies are designed to address risk, they are based on a misunderstanding of the relationship between criminal records and risk of harm.
2. Indeed, such policies may in fact be counter-productive if it gives institutions a false sense of security, which then limits more effective harm prevention and reduction strategies from being developed and implemented.
3. It is a grim reality that basic protocols in employment rights for use of such policies are not even met by institutions applying the UCAS-inspired policy, and certainly there will be few if any institutions who meet these basic standards who are operating their own screening regime.
4. These policies are likely to be highly discriminatory, as there is ample evidence that criminal convictions disproportionately target Black students, people from low-income backgrounds and students with mental health issues and disabilities.

5. Staff who make decisions about enrolments are unlikely to be qualified to make decisions about the 'risk' level of an applicant based on criminal convictions and therefore are likely to make decisions based on misinformation and prejudice.
6. Disabled people are more likely to be attacked than commit a crime themselves

Conference Resolves:

1. Committee to bring policy proposals to National Conference, working with other liberation campaigns
2. Campaign against UCAS criminal disclosure policy and institutions whom actively use it or use their own.
3. Identify universities who proactively ignore the UCAS criminal screening policy and use none of their own; work with them to erase blanket-policies on conviction screening.
4. Collaborate with NUS Scotland and Cydweithio gyda UCMC.

Zone: Strong and Active Unions

Motion 301: National students with disabilities day

Conference believes:

1. There is currently no national day for students with all disabilities.
2. There are other days for students such as university mental health day and national student's day, however there is not a specific day that focuses on all students with any disabilities.
3. HE and FE institutions are not always encouraged to actively promote the different forms of support that are available to students with disabilities.
4. Students with disabilities are not always aware of what support is available to them at their institution.

Conference resolves:

1. To organise a national day for students with disabilities
2. To encourage all institutions to take a day to actively promote the different forms of support that are available.
3. To encourage students to campaign for institutions to provide them with the right support.
4. To encourage students to campaign for their institution to actively promote these different forms of support.
5. To provide resources to help students to plan and to run successful campaigns for national students with disability day.

Motion 302: Campaigning for and training on Sport Inclusivity

Conference believes:

1. Every student should have equal opportunities to participate in Sport while at HE and FE level should they wish to.
2. Within the sporting environment, there is still an ongoing exclusion and discrimination of people with disabilities
3. This exclusion is often further exacerbated by attitudes towards individuals defining as LGBTQ.
4. Often the mandatory Equal Opportunities training at different unions does not stress factors relating to disabilities well, or at all. Having an injured player as part of a team is not the same as a disabled team member.
5. Many trans students are unable to participate in sporting activities at university at all due to discriminatory guidelines set by sporting governing bodies.
6. BUCS, the organisation governing many university sporting activities, recommends that trans students' inclusion is decided by a sport's governing body, and in the case that no policy exists, that the international federation requirements apply.
7. The International Olympic Committee, whose guidelines are used in this case, requires trans athletes to have undergone genital surgery, undergone hormone treatments for at least two years, and received legal recognition of their transitioned sex.
8. This constitutes a requirement for sterilisation.
9. This is impossible for many trans students, due to factors including but not limited to timescales involved in undergoing genital surgery while at university, access to Gender Identity Clinics, other medical conditions, and lack of desire to undergo some or all of these steps.
10. Disabled trans students form an integral part of the disabled students' movement.

Conference resolves:

1. Greater training needs to be delivered to the Student Unions on Equal Opportunities, emphasising the need of inclusive team opportunities.
2. The Disabled Students campaign should highlight possibilities to Student Unions of how to make HE/FE sport more inclusive, as well as offering support to disabled students who want to get involved with sport.
3. This training should also include training on how injuries differ from disabilities, highlighting the importance of access needs to the sports centres or competition locations.
4. The NUS Disabled Students campaign will release guidance to Students Unions on how to make sport more inclusive and a discrimination free environment.
5. This guidance to contain information on the needs of disabled trans students, including on gendered sports teams and changing rooms, and an explanation of the legal situation of disabled trans students who wish to compete.
6. The NUS Disabled Students' Campaign to work with the NUS LGBT Campaign to publically condemn BUCS for this policy and lobby for the adoption of trans-inclusive policies, giving trans students the right to compete as their genders.

Motion 303: Liberal Democrats: Political Blur – Models of Charmless Men!

Conference believes:

1. That the Coalition Government has done unprecedented harm to disabled people and students through rises in tuition fees, destabilisation of FE funding, damaging welfare reform and cuts to vital services.
2. That many of these policies contradicted the 2010 manifestos of the Conservatives and Liberal Democrats– most notably a reneging of the Lib Dem pledge to not increase tuition fees.

Conference further believes:

1. That these broken promises and attacks on disabled people and students are disgraceful: undermining democracy, dividing communities, burdening poor and vulnerable people, and creating a climate of political disengagement.

Conference resolves:

1. To actively and publicly hold political parties to account for actions affecting disabled students, in relation to manifesto promises and behaviour in the previous and incoming Parliament.
2. To build a strong, national and intersectional campaign by working with NEC, Zones, Sections and Liberation Campaigns in order to achieve our priorities that can be met through lobbying.
3. To support students, officers and SU staff in building strong, local intersectional campaigns in order to hold account constituents' MPs and lobby for local or regional change.
4. Mandate the Committee in the following strategic areas:
 - a. Over the next three years of policy life, ensure that at least 15 student unions who've not attended or submitted policy before come to DS conference in addition each year, such that in 3 years' time this conference has at least 50% more student unions being represented;
 - b. UK government manifesto/coalition agreement is audited for disabled students and NUS benchmarks this against our campaign priorities and objectives (placing in a context that is useful and informative for Nations' Officers)
 - c. Work with NEC, Zones, Sections and Liberation Campaigns to cause a first term Intersectional Liberation meeting for campaigners, students and activities in London, including a parliamentary event and lobby.
 - d. Build a network of staff champions across students' unions who help us penetrate deeper and better into SU bureaucracy and past some sanctimonious sabbatical officers who often wash their hands of liberation campaigns or attack us in undemocratic governance reviews.

Motion 304: Disabled Students Campaign in the Nations

Conference believes:

1. NUS UK contains three autonomous Nations; NUS Scotland, NUS Wales and NUS-USI in Northern Ireland.
2. The NUS UK Disabled Students' Officer is elected by students across the Nations and therefore represents and leads the campaign on behalf of students across the Nations.
3. Each of the Nations has democratic structures to elect a Disabled Students' (or Students' with Disabilities) Officer.
4. These positions are part-time and voluntary.

Conference further believes:

1. Historically, the Disabled Students' Campaign has struggled in the Nations, evident through low attendance at Conferences and DSO positions often being left vacant.
2. Historically, the NUS UK Disabled Students' Campaign has struggled to connect with students in the Nations due to lack of communication and visible presence.
3. Much of the policy passed at Conference that becomes the priority of the Campaign for the year ahead only reflects students in England and tends to centre on London and the Westminster Government.

Conference resolves:

1. To mandate the NUS UK DSO to visit unions and activists in each of the Nations at least twice a year – health and wellbeing permitted.
2. To put special effort into encouraging disabled students from the Nations to attend the NUS UK Disabled Students' Conference by promoting registration better and identifying the barriers to attendance.
3. To put special effort into supporting the volunteer Officers in the Nations with advice, time and resources, while respecting their autonomy at all times.
4. To provide more spaces for students in the Nations to network with one another and for the NUS UK Campaign to learn from their experiences.
5. To ensure that all campaigns and events take the differences between the Nations into account and allow for students' engagement from across the UK.

Motion 305: Supporting student survivors

Content warning: rape, sexual abuse, domestic violence, sexual assault, PTSD, child abuse

Conference believes:

1. That rape and abuse culture is a pervasive force within modern society that has a detrimental effect on the mental health of survivors and sees increased victimisation of disabled people.
2. That 1 in 4 women will be raped in their lifetime¹, as will 3.5% of men^{2*}.
3. That 1 in 7 women will be sexually assaulted during their time on campus³.
4. That 1 in 4 women will be the victims of domestic violence, as will 1 in 6 men⁴, with repeat victimisation being common – particularly in women*.

¹ World Health Organisation

² Survivors UK, <http://www.survivorsuk.org/male-sexual-violation/frequently-asked-questions/>

³ NUS, <http://www.nus.org.uk/en/news/1-in-7-women-students-is-a-victim-of-sexual-assault-or-violence1/>

⁴ Women's Aid, <http://www.womensaid.org.uk/domestic-violence-articles.asp?section=00010001002200410001&itemid=1280&itemTitle=Statistics%3A+how+common+is+domestic+violence>

5. That 1 in 5 people have experienced severe maltreatment as a child⁵.
6. That 50% of rape victims meet the diagnostic criteria for PTSD⁶.
7. That disabled people are anywhere between one-and-a-half to over-three times more likely to be abused than non-disabled people (Sobsey & Varhagen)⁷.
8. That more than 90% of people with developmental disabilities will experience sexual violence at some point in their life, regardless of gender (Valenti-Hein & Schwartz)⁸
9. That differing forms of abuse fall within similar power structures and patterns of violence, constituting comparable experiences, and therefore can be worked through within a group setting.
10. That survivors of these forms of violence are best placed to facilitate group support sessions, as no amount of reading can replace lived experience.

Conference Resolves:

1. To create a tool-kit and online resources to help disabled students, survivors, and union sabbatical officers establish peer-support survivor-led support networks on campuses.

* The existing data is quite binarist, and there currently exists very limited data on the comparable rates for non-binary survivors.

⁵ NSPCC, <http://www.nspcc.org.uk/preventing-abuse/research-and-resources/child-abuse-and-neglect-in-the-uk-today/>

⁶ See <http://apt.rcpsych.org/content/13/5/369>

⁷ See <http://www.mass.gov/dppc/abuse-recognize/prevalence-of-violence.html>

⁸ See <http://www.mass.gov/dppc/abuse-recognize/prevalence-of-violence.html>

Zone: Welfare and Student Rights

Motion 401: Political models of disability & NUS support

Conference believes:

1. The NUS Disabled Students' Campaign has for too long focused on the social model of disability as being the 'best' (and only) model through which to politically view our disabilities.
2. There are definite merits to the social model – society is not organised in a way that caters to the needs of the vast majority of disabled people, and it is extremely important to recognise this.
3. However, there are also benefits of recognising the merits of the medical model of disability – namely, that some disabled people do wish for a 'cure' to their disabilities, and doing so does not make them any less of a disability activist or campaigner.
4. The Disabled Students' Campaign provides a space for disabled students to come together to campaign collectively and this is one of our biggest strengths.
5. It also should provide a safe and supportive network through which disabled students feel able to identify with the struggles one another face, and feel able to vent and complain about the way their disabilities affect their everyday lives – and this should include being 'allowed' to wish that their disabilities did not exist, or were not as difficult to live with.
6. This also includes feeling able to not being 'proud' of having a disability – our rights as disabled people should not have to come with a cheery smile and an attempt to make non-disabled people feel comfortable with the fact we are disabled.

Conference resolves:

1. To look into the feasibility of having committee-facilitated disabled student safe space networking events each term across the UK.

Motion 402: Level of Support for Leave of Absence

Conference believes:

1. That the definition of a student under a leave of absence needs to be reclassified
2. That Student Finance need to reconsider their position on the status of these students
3. That there needs to be greater provision of university welfare and wellbeing services to these students
4. That the university has a responsibility to support students who are seeking academic and employability support

Conference resolves:

1. To lobby universities to change the conditions that a student needs to meet to access the services
2. To lobby Student Finance to cease withdrawing loans from students on leave of absence
3. To lobby universities to increase support services for students on leave of absence
4. To ensure that students are still able to access university services
5. To lobby relevant government departments to fight for the rights of students taking a leave of absence to claim welfare benefits that are currently denied to them.
6. To produce an information pack for students taking a leave of absence, informing them of their rights under the law (in relation to welfare benefits and support from institutions under the Equality Act).

Motion 403: Maximum Waiting Time for Mental Health Services

Conference believes:

1. That there should be a maximum waiting time for mental health services
2. That there needs to be parity for waiting times between mental health and physical health services

3. That there is a need in the country for mental health services to be safeguarded and increased where possible

Conference resolves:

1. To support Student Unions in lobbying against cut backs and closures of campus mental health services (including counselling, pharmacies, and psychiatric first aid) and in campaigning for these services to be widened and improved.
2. To engage in national efforts to protect the NHS and improve public mental health services by networking Student Unions and collaborating with other campaign groups, activists, and trade unions.
3. Update existing toolkits and guidance around mental health activism and distribute these as widely as possible within the student movement.

Motion 404: "Homosexuality is a disease and disability to be pitied"

Conference believes:

1. In its 40 years since foundation, NUS-USI in Northern Ireland has lead the student body to challenge sectarianism and had a strong record on equality and diversity, it is time for NUS UK to make available direct resources which NUS-USI and the DS Committee (and others on the NEC) can use to smash up the rooted hate and discrimination in Northern Ireland.
2. Motions have been brought in the NI Assembly, back by the DUP leadership – who are Ministers of a UK devolved government acting in the name of The Queen – to make it perfectly lawful to discriminate against LGB people in provisions of goods and services (following the 'gay cake' scandal)
3. As a national campaign, we extend solidarity with students living in Northern Ireland, who are currently governed by a multi-party power-sharing coalition led by Sinn Fein & the Democratic Unionist Party.
4. The Northern Irish Assembly has a bad record on legislating for LGBTQ equality & the rights of marginalised people generally - including extremely limited abortion access, and three defeated attempts to introduce equal marriage for LGBTQ citizens.
5. The reasoning behind this is complex, relating to the history of the region and the impact of sectarianism, colonialism and religious fundamentalism.
6. Disabled LGBTQ people hear prominent members of government argue in favour of the denial of their right to exist, to marry, to become parents; and when combined with crippling austerity and parties who continue to fuel sectarianism, it is unsurprising that LGBTQ people report high levels of harassment, discrimination and violence, and of mental health problems (see <http://britsoccrim.org/new/volume8/3Duggan08.pdf>).

Conference resolves:

1. To extend solidarity and support with students around Ireland fighting for the rights of LGBTQ and disabled students.
2. To support students across the UK hold their elected members of parliaments and assemblies, devolved and national, to account on issues relating to LGBTQ and disabled students.

Motion 405: Mental Health – Away from Awareness, Towards Action

Conference Believes:

1. LGBT people suffer mental health difficulties as a result of being oppressed in a heterocentric and ciscentric society
2. LGBT people require specialist community based treatment as a result of that oppression
3. LGBT students are at a higher risk of interrupting their studies, dropping out, self-harm and suicide
4. That cuts to Screening services for learning difficulties, mental health services and cuts to accommodation services are having a detrimental effect to LGBT disabled students

5. Some LGBT people have mental health problems for reasons extending beyond heterocentricity and ciscentricity.
6. Some LGBT people have mental health needs which cannot be met by community-based treatment and require inpatient treatment.
7. It is vital for any mental health work to address the needs of the more vulnerable within communities of people who have mental health problems, including but not limited to those with psychosis, schizophrenia, personality disorders, and other conditions which are often stigmatised as 'dangerous', and who have received inpatient care.
8. It is not enough simply to tackle stigma – we need to make sure that when people disclose their mental health needs and seek help, this help can be provided in a timely manner which is suited to their requirements.
9. This necessarily requires mental health activism to oppose cuts to services, as well as to oppose individuals, organisations, political parties and the capitalist system which refuse to provide adequate services and do not value disabled people.

Conference Further Believes:

1. NUS should be striving to create positive change around mental health and LGBT students
2. To work with the all VP's around mental health stigma as mental health isn't just an issue for the VP welfare
3. That discussions from the summit provided some exciting suggestions for creating this change
4. NUS must oppose cuts to mental health services and fight for radical expansion of mental health provision.

Conference Resolves:

1. To develop ways that mental health support and understanding can be embedded into the structures of students unions by supporting unions to:
 - Train and create guides for relevant and appropriate training for all staff
 - Ensuring that academic policies do not cause undue additional mental distress for students experiencing mental health issues
 - Ensure that policy is acted upon within institutions by conducting research into student services and welfare cuts
 - Ensuring support services and institutional policies are clearly advertised at recruitment and pre-arrival stage and that disclosure of current or previous mental health problems is actively encouraged at application stage
 - Integrate mental health into the widening participation agenda, both nationally and locally by providing outreach to people who may not have continued in education as a result of their mental health problems and including mental health in OFFA agreements
2. Help students unions to win on achieving well-supported, appropriate services for students, which are responsive to the feedback of students and service users and flexible to students needs both in terms of the type of service (i.e. not a one size fits all, counselling for everyone approach), but also the nature of the service (i.e. number of sessions available, services available in the evenings where possible)
3. To campaign for institutions to have a targeted mental health care for LGBT students
4. To produce resources about LGBT mental health
5. To work with the LGBT campaign to end the stigma around mental health
6. These resources to be explicitly inclusive of the specific needs of disabled trans students and of students with a wide range of mental health conditions.
7. This mental health action to also include support for wider anti-capitalist action, including disruptive direct action and demonstrations.

Motion 406: Try getting on the housing ladder when you're disabled

Conference Believes:

1. Hundreds of thousands of people can't use their bathroom or sleep in their own bedroom because there aren't enough accessible homes

2. One in ten people in Great Britain report some kind of mobility problem
3. 72% of British homes do not have an accessible door into the building
4. 52% of British homes do not have doors and hallways wide enough for a wheelchair
5. 50% say that they do not have stairs big enough for a stair-lift to be fitted
6. More than half (54%) of those with mobility problems who have looked for accessible homes said they found them difficult to find. Only around one in twenty (4%) said they found them easy to find.
7. NUS research in 2014 shows most students face problems in the private rented sector, especially high costs.

Conference Further Believes:

1. The massive deficit of accessible or adaptable homes in the UK is a national scandal
2. Despite this significant problem, governments and local councils across the UK are not doing enough
3. Most people with mobility problems need some adaptations to their home to allow them to live comfortably and with dignity
4. Adaptations are simply impossible in a worryingly large proportion of homes
5. Without these adaptations people's health and dignity suffers. People can be forced to move out of their homes into care homes/supported living, unable to move out of care into the community, or are trapped within their own homes resorting to washing in their kitchen sinks
6. The lack of accessible housing makes social mobility almost impossible and can result in lack of choice over places to study or increased levels of drop out if housing is inappropriate
7. Many of the problems with housing is also likely to be replicated in student halls, or even worsened due to crowded and poorly-maintained accommodation.

Conference Resolves:

1. Lobby MPs, Councillors and political parties to commit to the Lifetime Homes Standard making sure the next generation of homes are all easily adaptable — with downstairs toilets, stronger walls to fit grab-rails, and bathrooms on the same level as bedrooms.
2. Lobby for at least 1 in 10 new homes being fully wheelchair accessible and all other new builds being to Lifetime Home standards.
3. Lobby private providers of student accommodation to commit to providing accessible/adaptable accommodation.
4. Lobby Universities to commit to providing accessible/adaptable accommodation and to only work with private providers who commit to providing these provisions
5. Lobby for Government to reform current housing rules – including section 106 of the Town and Country Planning Act (1990), the Community Infrastructure Levy (CIL), the New Homes Bonus, and the Housing Bill (Wales) – to increase the supply of accessible homes nationwide.
6. Lobby housing associations and local authorities to create accessible housing registers so people can find accessible social housing more easily.
7. To mandate the Disabled Students' Officer to work with the NUS Welfare Zone on issues around the accessibility and affordability of student housing.

Zone: Rules Revision

Motion 501: Part-Time, Mature, and Post-Graduate (PT/M/PG) Representation

Conference Believes:

1. That there is currently no formal representation of PT/M/PG students on the disabled students' committee.
2. That disabled students' conference does not currently facilitate PT/M/PG students' self-organisation

Conference Further Believes:

1. That the priorities and concerns of PT/M/PG students are often distinct from others', and that these are best communicated by those students.
2. That the disabled students' campaign and committee should commit to being representative of these priorities and concerns.
3. That reserved places on committee and reserved caucuses at conference are an effective way of achieving this.
4. That the representation of PT/M/PG students will enhance the policy and activities of the disabled students' campaign as a whole.

Conference Resolves:

1. To promote the disabled students' conference among PT/M/PG networks so that more delegates of this kind may attend.
2. To ensure that PT/M/PG caucuses are routinely held at NUS UK Disabled Students' Conference
3. To expand the NUS UK Disabled Students' Committee to include a reserved place for a part-time representative, a mature representative, and a post-graduate representative.
4. **Delete Section 101, c. of the Standing Orders and replace with the following text:**
5. "c. Up to eleven individual members with voting rights, elected from Conference and from caucuses"
6. **Add to Section 101, c. of the Standing Orders the following text:**
 - "vii. One part-time representative
 - viii. One mature representative
 - ix. One post-graduate representative"

Motion 502: Creation of a Trans* Representative on the NUS Disabled committee

Conference Believes:

1. The student movement must positively endeavor to be trans* inclusive.
2. That there is currently no individual representation of trans* students on the disabled students' committee.
3. That disabled student's conference does not currently facilitate Trans* students' self-organisation

Conference Further Believes:

1. That the Beyond the straight and narrow research showed that 50% of trans* students have strongly considered dropping out of education
2. That the disabled students' campaign and committee should commit to being representative of trans* students.

3. That reserved places on committee and reserved caucuses at conference are an effective way of achieving this
4. That the representation of trans* students will enhance the policy and activities of the disabled students' campaign as a whole.

Conference Resolves:

1. To promote the disabled students' conference among trans* networks so that more delegates attend from this community.
2. To ensure that trans* caucuses are routinely held at NUS UK Disabled Students' Conference.
3. To expand the NUS UK Disabled Students' Committee to include a reserved place for a Trans* representative to promote more attendance
4. For the elected rep to sit within a trans working group within the liberation campaigns to help inform policy for all liberation committees.

Emergency Motion: From election to austerity

Conference believes:

1. The Conservative Party won the general election and is governing alone following a five year coalition with the Liberal Democrats during which sweeping cuts were imposed.
2. The Conservative majority is relatively weak, with only 331 seats, a backbench rebellion of just 8-10 MPs could unseat the government
3. Twelve billion pounds of cuts in non-pensioner welfare spending have been announced. This is ten percent of the entire welfare budget
4. Proposals for these cuts include freezing benefit payments (a real terms cut), stricter 'fit for work' tests, increases to the bedroom tax, and barring under 25s from incapacity benefits (including Employment and Support Allowance)
5. They also intend to remove the UK as a signatory to the European Convention on Human Rights, replacing it with an unseen bill of British rights. This would be strongly negative for disabled people who have appealed right to the European Court of Human Rights regarding cuts to social care and access to the community, as well as for many other groups, especially asylum seekers.
6. The anti-extremism measures Cameron proposes will "silence any group or individual believed to be undermining democracy, or the British values of tolerance and mutual respect"
7. The election win will be bad for disabled people and worsen the cuts we face, while disabled people are already dying as a result of cuts to care and benefits, as well as errors from a massively overstretched NHS and social services
8. With a small majority and less than a quarter of eligible voters backing them, the Conservative mandate to impose sweeping cuts is weak
9. There are many groups raising information about and fighting these cuts. They include Disabled People Against the Cuts, Alliance Fighting for Inclusive Education, Black Triangle, Mental Health Resistance Network, and too many to list
10. Conference has policy about many of these cuts but not regarding the wider ideological project surrounding them. This is dangerous, elitist, and self centered, based on an individualistic attitude of working and succeeding in a non-existent meritocracy ignoring the positional and structural oppressions facing many groups, rather than a communal attitude of supporting others and spreading the individual costs of disability and unemployment through a benefits system supporting those who need it, funded by tax from those who can afford it.

Conference resolves:

1. To contact other networks also aligned against cuts affecting disabled people and work with them as appropriate in order to fight these cuts as effectively as possible, and attend and organise their activities where possible
2. To campaign against scrapping the Human Rights Act
3. To campaign against any extremism measures that do not protect freedom of speech, ideas, and assembly
4. To call for a campaign of escalating direct action with the goal of preventing these cuts and bringing down the weak Conservative majority in government as achieved by students in Quebec, thereby saving the lives, dignity, and independence of untold numbers of disabled people these cuts would otherwise destroy

Policy passed at Disabled Students Conference 2016

Zone | Welfare and Student Rights

Motion 401: Mental Health and Suicide Prevention

NUS Believes

1. The Disabled Students Campaign has campaigned on issues of mental health for a long time
 2. In the year 2015/16 the focus broadened to include projects aimed at the prevention of suicide in the student population
 3. This project has included building relationships with organisations with similar goals, the beginnings of a research partnership with the University of Worcester, and the production of an in-depth guide for student unions and activists
-

NUS Further Believes

1. That it is vitally important this work continues
 2. That the work this year, and the sector in general, has been too HE specific and must become more relevant to the needs of FE students.
 3. That research is a vital method of understanding these issues in the long-term.
-

NUS Resolves

1. To follow up on the recommendations of this year's guide with further training and campaign support for students unions and activists
 2. To commit to the research partnership with the University of Worcester by guiding their work and ensuring the outcomes are used productively.
 3. To ensure the policy focus of the Campaign in the year 2016/17 is on FE students' experience of mental health and suicide and that this work should be carried out in conjunction with FE students unions
-

Motion 402: Black Disabled Students

NUS Believes

1. The NUS Disabled Students' campaign aims to remove the stigma from all disabilities, challenge perceptions and encourage all members of our society to take a positive attitude towards understanding the nature of disability and overcoming prejudices.
 2. It has been questioned as to what it means to be young, Black and disabled.
 3. Scope's Report, 'Overlooked Communities, Overdue Changes' highlights important matters⁹;
 - Although there is no specific reference to students, there are at least one million black and minority ethnic (BME) disabled people in the UK.
 - Stigma appears to be a particularly problematic area for black disabled people, especially those with mental health needs.
-

⁹ <http://www.scope.org.uk/Scope/media/Images/Publication%20Directory/Over-looked-communities-over-due-change.pdf?ext=.pdf>

- There are many misunderstandings of disability which can lead to negative attitudes toward disabled people.
- The stigma of being disabled can lead to people being 'invisible'.
- It can affect the consistency of support being provided, i.e. care was only provided when it was absolutely necessary
- Stigma can also affect those associated with disabled people, as well as disabled people themselves.
- Social isolation is widespread for black disabled people.
- Women's experience of being disabled can be compounded by expectations about domestic labour.
- Immediate family is the primary resource for managing the impact of long-term ill-health.
- Over-protection can be a problem for young black disabled people. The desire to live independently can be a source of conflict between young people and their relatives, who may be reluctant to allow young people space to explore their own identities.
- Family can also be a primary source of stigma.

NUS Further Believes

1. That understanding the experiences of intersectional disabled people is vital to the strength and legitimacy of our Campaign
 2. We need to look more into how culture, heritage, race and ethnicity influence the lives of disabled people.
-

NUS Resolves

1. To raise awareness in the student movement of the experiences and particular barriers faced by black disabled people.
 2. To ensure greater advocacy and visibility by seeking out black disabled speakers for Disabled Students Campaign events
 3. To reach out to black disabled students so they are able to meet people with similar experiences and also talk about their personal experiences.
 4. To conduct a research with specific reference to the problems faced by black disabled students.
-

Motion 403: Disabled Women and Domestic Violence

NUS Believes

1. Disabled women are twice as likely to experience gender-based violence than non-disabled women
 2. Disabled women are also likely to experience abuse over a longer period of time and suffer more severe injuries as a result.
 3. Disabled women are less likely to seek help and often the help is not appropriate.
 4. Financial abuse is widely experienced by disabled women.
 5. Abuse is often more acute where the abusive partner is the carer.
-

NUS Further Believes

1. Disabled women can experience violence in many form such as physical violence, sexual violence and emotional/Psychological Violence.

2. Sometimes the person who is abusing the woman is also disabled. This can cause even more problems and can be perceived as an additional barrier in reporting and being believed.
3. Women who have experienced violence from disabled men report difficulties in being taken seriously by the police and social services.
4. It is vital that service providers and statutory agencies, and campus welfare services are aware of, and respond appropriately to violence against disabled women, including when it is perpetrated by another disabled person.

NUS Resolves

1. To work with the women's campaign and other relevant organisations produce a briefing with resources about how to support disabled women who are survivors of or are currently in abusive relationships.

<http://www.niaendingviolence.org.uk/perch/resources/double-oppression-violence-against-disabled-women.pdf>

Motion 404: Solidarity with Trans Students

NUS Believes

1. That the first NUS Trans conference was held on 9th December 2015.
2. That this conference did not have the sovereign power to pass policy, and all motions passed will have to be ratified at LGBT+ conference.
3. That Trans conference 2015 passed a motion to create 'A full time paid NUS Trans Officer and an autonomous NUS Trans Liberation Campaign'.

NUS Further Believes

1. That the autonomy of liberation groups/ campaigns should be respected.
2. That the point that was previously argued at national conference, that creating a Trans officer is against the autonomy of the LGBT+ campaign as the motion fell there, is no longer applicable as the motion passed at NUS trans conference.

NUS Resolves

1. To support Trans students to achieve the goal of 'A full time paid NUS Trans Officer and an autonomous NUS Trans Liberation Campaign' in any way possible.
-

Motion 405: Accessibility of HE Careers Services

NUS Believes

1. That some schemes, programmes and resources provided by Careers services are not suitably accessible to disabled students;
2. That content aimed towards disabled students is often limited to material surrounding the disclosure of disabilities when job-seeking.
3. That many H.E. and F.E. institutes career services, job centres and recruitment agencies are failing disabled students.
4. That many of these only offer or give limited services and these are only available when booked in advance.

5. Not all buildings (public or private) that house these services are physically accessible for disabled students, nor have on hand accessible information.
-

Conference Further Believes

1. When requesting or booking additional support, no matter what it is, is not promoting independence and in many instances can result in longer waiting times than those of non- disabled students.
 2. That there are inequalities within the services dependant on location or even different campuses.
 3. That the Disabled Student's Campaign has live policy that incorporates non accessibility and support the services within both F.E and H.E.
-

NUS Resolves

1. To push Careers services provided by HE institutions to make sure their content and schemes are accessible to all disabled students wherever possible;
 2. To lobby Careers services to provide a wider range of extra-curricular activities so that disabled students can as engage equally as able bodied students with services to improve employability;
 3. To lobby Careers services to take into account the access needs of disabled students when communicating the need for students to take part in a range of employability schemes and programmes.
 4. To mandate the disabled students campaign to work with these services to enhance and encourage disability awareness and support.
 5. To support all disabled students within H.E. and F.E. who are using the service now and in the future.
 6. To campaign against the cuts to such services and support mechanisms disabled students rely on.
-

Motion 406: Self-certification Policies

NUS Believes

1. That different HE institutions have different policies governing the time one can self-certify as ill to account for absences from academic requirements, before medical proof is required;
 2. That such policies often don't take into account the needs of students with long-term disabilities or chronic illnesses.
-

NUS Resolves

1. To lobby institutions to standardise their self-certification policies in line with best practise in Higher Education;
 2. To lobby HE institutions to allow students with long-term disabilities and illnesses to have extra discretionary arrangements with regards amount of time one can self-certify as ill before medical proof is required
-

Motion 407: Further work on accessibility issues for learners with learning difficulties and disabilities

NUS Believes

1. NUS is the self-professed national voice of students, with around 600 affiliated students' unions

2. NUS members include higher education institutions, further education institutions and apprenticeship providers. Within our members are specialist institutions, such as Derwen College (a specialist residential FE college for learners with learning difficulties and disabilities) and other FE colleges that include specialist provision for learners with learning difficulties and disabilities.

3. NUS liberation campaigns are at the heart of our work, fighting for liberation from oppression

4. NUS this year continued to develop the training programme - FE Leaders - developed specifically for learners with learning difficulties and disabilities

NUS Further Believes

1. Learners with learning difficulties and disabilities are entitled to a voice within our structures, entitled to have their views listened to and their voices heard

2. NUS prides itself on access awareness, but, despite some raised awareness, still falls short for learners with learning difficulties and disabilities. Our campaigns and national conference remain inaccessible to this group

3. NUS has a duty to ensure that all members are able to understand processes, to make an informed decision and choice. However, if learners with learning difficulties and disabilities cannot understand or interpret the information provided by NUS, then this is a barrier to participation

4. Learners with learning difficulties and disabilities are very limited in their choices for further education, and it is essential that their rights are promoted, defended and extended

5. Whilst some work has already begun within NUS on addressing accessibility issues for this group of learners far more needs to be done

NUS Resolves

1. To further develop and maintain the FE Leaders programme developed specifically for learners with learning difficulties and disabilities

2. For the Disabled Students' Officer to work with the NUS VP Further Education and NUS VP Union Development to review NUS information, seek and undertake relevant training and produce accessible versions

3. For the NUS Disabled Students' Officer to visit Derwen College Students' Union and unions in other similar providers, including FE colleges that include specialist provision, and to encourage other NUS Officers to do the same, to gain a better understanding of how specialist colleges function to ensure that training is relevant to the needs of students there

Motion 408: Support for funding specialist FE provision

NUS Believes

1. NUS is the self-professed national voice of students, with around 600 affiliated students' unions

2. NUS members include higher education institutions, further education institutions and apprenticeship providers. Within our members are specialist institutions, such as Derwen College (a specialist residential FE college for learners with learning difficulties and disabilities) and other FE colleges that include specialist provision for learners with learning difficulties and disabilities.
3. NUS liberation campaigns are at the heart of our work, fighting for liberation from oppression
4. That the Disabled Students' Campaign has live policy that aims for 'free and inclusive education'

NUS Further Believes

1. Learners with learning difficulties and disabilities are entitled to a voice within our structures, entitled to have their views listened to and their voices heard
2. Learners with learning difficulties and disabilities are very limited in their choices for further education and it is essential that their rights are promoted, defended and extended
3. That cuts to funding are failing learners with learning difficulties and disabilities and the places available at specialist colleges
4. That disabled students should have the choice between high quality mainstream and high quality specialist education and that these choices should be supported.

NUS Resolves

1. To endorse NATSPEC's 'A Right, not a Fight' campaign for learners with learning difficulties and disabilities, demanding that all students with special educational needs have access to specialist support
 2. For the Disabled Students' Officer to provide advice and support to learners with learning difficulties and disabilities in order for them to campaign for funding for appropriate specialist further education provision
 3. That alongside this, we should continue to campaign for mainstream education to be as accessible as possible for all learners
-

Motion 409: Disabled People and the Welfare State

Conference believes:

1. The last six years of first the Coalition government and now the Tory majority government have seen a sustained attack on disabled people and the welfare state which was created to support them and others in society who need it.
2. There have been savage cuts to disabled people's benefits, often under the heading of 'modernisation'.
3. The policies and comments of Secretary of State for Work and Pensions, Iain Duncan Smith referred to "normal, non-disabled people" in a debate in Parliament in September 2015.¹⁰
4. There are plans to devolve some control over benefits policy in Scotland, whilst Northern Ireland has a separate benefits system.

¹⁰ http://www.huffingtonpost.co.uk/2015/09/09/iain-duncan-smith-pmq-s-disabled-people_n_8110754.html

Conference further believes:

1. Society should support disabled people via a strong welfare state.
2. With a Tory Government in Westminster until 2020 at least, committed to further austerity, there is the threat of further cuts.
3. Comments like those made by Iain Duncan Smith are a disgrace, especially given his position.
4. That the central NUS 'Cut the Costs' campaign was an inadequate response to these government attacks, focussing solely on Higher Education funding, that failed to represent disabled students' voices and needs due to a lack of political will or consultation with the Disabled Students' Committee.
5. We must not forget the devolved administrations in our campaign work.

Conference resolves:

1. For the DSO to work with the Vice President Welfare to oppose these cuts.
2. For the DSO to support the disabled students' officers in the Nations on campaigns that target MSPs, AMs and MLAs.
3. For the DSO and committee to plan local direct action and other lobbying activity across the UK, involving SUs and activists, to persuade MPs to not vote for further austerity and to restore the welfare state.
4. That the Disabled Students' Officer should hold the NUS President accountable for the failings of the 'Cut the Costs' campaign and encourage all NUS Officers to consult the Disabled Students' Committee when launching campaigns

Zone: Education

Motion 201: Accessible Apprenticeship and Work Placements

NUS Believes

1. Many disabled students who are on courses with placement or are apprentices are either unable to access the learning environment or are unable to be placed.
 2. A common barrier is employers' assumption that they will not be able to meet the disabled students' support needs, or that this will be too expensive.
 3. Another common problem is the idea that the disabled student will put themselves or others at risk in the work place, often without any impartial assessment of the situation.
 4. Many students and apprentices are receiving no or very little support or information from their teaching institution or student support services to overcome these barriers.
 5. That often Students Unions are not equipped to deal with employment rights cases, and trade unions are not equipped to deal with students' rights cases, leaving an apprentice or student on placement with no real union backing.
-

NUS Further Believes

1. That disabled students are at a disadvantage due to the lack of accessible placements and lack of understanding of student's needs.
 2. That the exclusion of disabled students has a detrimental impact on their learning and skills now and in their future education or employment
 3. Mandatory equal opportunities training does not highlight inclusivity with regard to different forms of disabilities and support needs and that many requests for advice are not adhered to or given.
-

NUS Resolves

1. To develop training for Student Unions, student support workers and disabled students on Equal Opportunities and employment law.
 2. To encourage and support Students Unions to lobby their institution to make work placements inclusive, as well as offering support to disabled students who want to get involved.
 3. To work with the National Society of Apprentices on this issue.
 4. To work with all relevant trade unions on this issue.
-

Motion 202: Continuing the fight for DSA

NUS Believes

1. That in April 2014 the Government announced its intention to significantly reduce the level of support offered by the Disabled Students Allowance (DSA) by "rebalancing" much of the cost and responsibility onto Higher Education providers.
 2. NUS and the Disabled Students' Campaign mobilised nationally and secured a delay in these cuts by one year.
 3. Over the summer of 2015 a consultation was held in which we expressed our opposition to these changes in the strongest possible terms
 4. In December 2015 the Government announced it would push ahead with its proposals.
 5. That these changes include the introduction of a £200 charge for all disabled students receiving technological support
 6. DSA is devolved in Scotland and Northern Ireland
-

NUS Further Believes

1. That the changes to DSA will leave disabled students with significantly less support than they need to progress and achieve in the HE environment

2. That the obligation of HE providers to take responsibility for elements of disabled students' support will lead to inconsistency in the sector and smaller, less well-funded institutions unable to support their disabled students
 3. That no proper monitoring process has been proposed to measure the impact of these changes
 4. The DSA remains unavailable to international students
 5. That the £200 charge is not only extortionate and defeats the object of DSA, but will put many students off even applying for DSA
-

NUS Resolves

1. To continue to campaign for the re-instatement of a DSA that is fit for purpose and available to international students
 2. To continue to use the five principles of a good system of support that were outline in our Consultation response, these being:
 - Support must be of high quality
 - Support must be available in a timely manner
 - Students must have access to an individualised assessment of their needs
 - Support should remain consistent across the sector
 - Students must have access to an appropriate means of appeal and redress
 3. To lobby for a system of monitoring so that the impact of these changes is understood by the Government and institutions
 4. To conduct research of our own into the experience of new HE students or those claiming DSA for the first time with particular attention paid to disabled students from poorer background and identifying into other liberation groups
 5. To support students unions in their efforts to mitigate the loss of DSA at a local level.
 6. To launch a specific campaign about the £200 charge in an effort to have this repealed as swiftly as possible.
 7. For the DSO to work with Nations DSOs to safeguard and extend Disabled Students Allowances in the Nations
-

Zone: Strong and Active Unions

Motion 101: An Effective Collective

NUS Believes

1. A successful campaign requires mobilisation on a national scale, and currently the Disabled Students Campaign is too small, and often London-centric, to achieve this.
2. The Campaign has struggled with communication in the past, and improving our communication to student unions and activists will be key in future campaigns.
3. It is vital that we ensure our communication and mobilisation is as accessible as it can possibly be.

NUS Further Believes

1. Introducing regional organising networks would enable national mobilisations to take place by creating improved channels of communication between the Disabled Students Committee and Officer and student unions.
2. Specific training should be provided for disabled activists and officers to equip them with the skills to organise on their own campus and run successful campaigns.
3. Improving communication will allow more disabled students to become involved in the campaign and increase our ability to win for students.

NUS Resolves

1. To create a structure of regional organising groups across the Disabled Students Campaign in England, corresponding to the NUS Regions that are allocated to Block of 15 members, and to work with the NUS Scotland, NUS Wales and NUS-USI Disabled Students Campaigns.
2. To introduce a 'Disabled Activist Training Day' once a year, with the aim of training disabled officers and disabled students with the skills to run successful campaigns in their institutions.
3. To assign each committee member a region or nation, and to make that committee member responsible for communicating aspects of the campaign's work to student unions in their region or nation.
4. To work in partnership with trade unions, anticuts groups and disability rights organisations at a local, regional and national level, to promote the work of our campaign and build alliances.
5. To communicate the work of the disabled students campaign to our membership with a monthly reports and bulletin from the National Officer.
6. To update the Campaign website on NUS Connect with all resources and to make it simpler and easier for activists and officers to use.
7. To produce guidance for disabled students in student unions that do not currently have liberation officers on how to introduce them, and seek to work in conjunction with other NUS liberation campaigns to achieve this.
8. To ensure that use of social media does not rely on a personal connection with the National Officer, and that all relevant groups and pages are rationalised and refreshed annually.

Motion 102: Self-care for SU Officers

NUS Believes

1. Being a SU officer isn't easy. It can be even more difficult for those with disabilities.
2. Self-care is when a person has to take time to prioritise their own physical and mental health.
3. Officers are often expected to do huge hours often without sufficient time to rest, causing burnout.
4. The NUS women's campaign has produced workshop materials on practicing self-care.

NUS Further Believes

1. Self-care is important and should be a priority.

2. No one should criticise other people on their self-care methods.
3. Conferences should be try to accommodate to people's self-care and accessibility needs.

NUS Resolves

1. NUS Disabled Campaign to work with the NUS women's campaign to support activist to run self-care workshop.
 2. For the to NUS Disabled Campaign to encourage self-care workshops to run at in the lead and change training conferences and liberation activist days.
-

Motion 103: Stronger Together

NUS Believes

1. That the Westminster Government has ignored the voices of disabled people and continually creates policies that disadvantage disabled people not only in education but also throughout life.
 2. That there are four Governments throughout the UK that have policy-making powers.
 3. Education is devolved to each nation.
 4. Due to the funding systems through the Barnett Consequential, funding changes decide in Westminster have knock-on affects in the Wales, Scotland and Northern Ireland.
-

NUS Further Believes

1. That the Disabled Students' Campaign is stronger when it works together across all the nations lobbying their respective governments.
 2. That the Disabled Students' Campaign has a proud history of campaigning and winning on issues for disabled students.
 3. Often students unions in further education do not have a disabled students' officer or a formalised students union at all.
 4. In further education campaigning on issues is often harder due to lack of funding and resources.
-

NUS Resolves

1. To create training packs to empower activists to tackle issues on their campuses and in their communities for both HE and FE that can be used across all nations.
 2. To ensure that all national campaigns take into consideration the devolution settlement and enable students' unions to take action not matter where in the country they are.
 3. For the NUS Disabled Students Campaign to ensure that any resources they create that are students facing are provided bilingually so can be used in Wales.
 4. To support part time disabled students' officers and ensure that they are fully equipped to get the most out of their year in office.
 5. To create networks of disabled students' officers and activists across Scotland, Northern Ireland, Wales and England to enable the sharing of best practice and support throughout the year.
 6. For there to be more support for Nations Disabled students' officers as they too are part time volunteer officers, this support should include training for these officers.
-

Motion 104: NUS Communication to Students' Unions

NUS Believes

- 1) The NUS could improve its lines of communications to Students Unions in general
- 2) That specifically the NUS could better publicise the deadlines and dates for conferences for all of its liberation groups
- 3) The NUS should work to maintain a constant list of relevant officials in affiliated Students

Unions, which takes into account the changing nature of officer positions in Students Unions year on year.

NUS Resolves

Conference resolves:

- 1) The various regions assigned to committee members will be publicised after the first meeting of the committee through NUS Connect and on a monthly update by the National Officer
 - 2) Committee Members contact addresses will be made available on NUS Connect
 - 3) Committee will publish a "Stay Connected" toolkit for new officers in SU's to address how student officers can connect and engage with NUS.
-

Motion 105: A full time paid NUS Trans Officer and an autonomous NUS Trans Liberation Campaign

NUS Believes

1. In 2005 the 'T' in NUS LGBT+ was added to the definition of the remit of the NUS LGBT+ campaign.
 2. A motion was submitted to NUS National Conference 2015 to create a full time paid NUS Trans Officer. This motion gained a simple majority but failed to receive the two thirds required to amend the rules and articles of NUS UK.
 4. At National Conference 2016 NUS will take forward a review of its governance and financial model, informed by a commissioned review called: 'A New Settlement' and a further wide consultation with students' unions, and bring an outline of proposals to improve the costs and benefits for NUS' affiliated members.
-

NUS Further Believes

1. Thanks to the great work of many LGBT+ activists the LGB+ community has made vast progress in achieving equality and liberation for LGB+ people in law and society over the last few years. However the same cannot be said for the trans community.
 2. In the UK (and the rest of the world) the trans community still faces marginalisation, discrimination and prejudice in regards to legal recognition, equal marriage, health care and equal rights to name but a few examples.
 3. The NUS LGBT+ campaign has two elected officers. Due to the historical gender bias within the LGBT+ movement and NUS championing gender balancing across all leadership roles within NUS one of the LGBT+ officer places is reserved specifically for those who define as women within the LGBT+ campaign.
-

NUS Resolves

1. To mandate the NUS Disabled Students' Officer and NUS Disabled Students' Campaign to actively campaign FOR a NUS Trans Officer AND stand in solidarity with the NUS LGBT+ Campaign and those who define as trans in submitting a motion to NUS National Conference 2016 to amend rules and articles of NUS UK to include the following:
 - a. To create a full time paid NUS Trans Officer who shall sit on the NEC with an additional NEC second place.
 - b. That the NUS Trans NEC second place NEC must be gender-balanced.
 - c. To create an autonomous NUS Trans Liberation campaign separate and from the NUS LGBT+ campaign.
 - d. That the NUS Trans officer, and additional second place on NEC, shall be elected at the NUS Trans Conference.
 - e. That the NUS Trans Conference must also elect a committee of volunteers to form the NUS Trans Campaign National Committee.
2. That if the motion to create a full time paid NUS Trans Officer and an autonomous NUS Trans Liberation Campaign passes at NUS LGBT+ conference and NUS National conference 2016 this shall become part of and

implemented within the NUS governance review.

3. That the first NUS Trans Officer, NEC place and committee shall be elected at NUS Trans Conference in 2017 ready to take office in July 2017.

4. That a reserved NUS LGBT+ officer place for women within the campaign remains and that the creation of a full time paid NUS Trans officer must not supersede this.

Motion 106: Don't You (Forget About Me)

NUS Believes

1. That there are Disabled Students in Further Education
 2. That there is not a fair representation of FE at Disabled Students Conference.
 3. That last year there were less than 10 FE at conference, this is not a fair representation of disabled students in FE
-

NUS Further Believes

1. That FE Unions making up the majority of NUS Union Membership and as such should be better represented, not only on conference floor but in campaigns as a whole in the disabled students campaign
 2. That FE students should be able to feel as empowered and included as HE students within the structures on the Disabled students campaign.
 3. Area reviews under way by this Tory Government, will see many disabled students have to drop out of education because of accessibility and travel costs
 4. Scotland has seen massive cuts to FE institutions by the SNP, almost cutting the FE sector by a third.
-

NUS Resolves

1. For the DSO to work with the Vice President Further Education to help develop student unions in Further Education institutions
 2. For the DSO to work with Vice President Further Education to look at ways to support disabled students who will be affected by the area reviews and create local campaigns to lobby FE institutions for better provision around access for disabled students
 3. For the DSO and committee to create resources and guidance specifically for FE institutions around disabled activism and how to fight the cuts
 4. For the DSO and Committee to create specific materials to ensure that we are talking to as many FE institutions as possible and increasing FE representation
 5. For the DSO to work with the Nations DSO and Full time officers to ensure that we are tackling specific cuts to the nations that have devolved education policies
-

Zone | Society and Citizenship

Motion 301: Defending our Human Rights

NUS Believes

1. The Human Rights Act (1998) reflects the minimum standards necessary for people to live with dignity.
2. The Human Rights Act (1998) gives people the freedom to choose how they live, how they express themselves, and what kind of government they want to support, amongst many other vitally important safeguards.
3. By guaranteeing life, liberty, equality, and security, The Human Rights Act (1998) protects people against abuse by those who are more powerful than themselves.
4. It also ensures basic protections for disabled people as well as other oppressed groups that NUS represents.

NUS Further Believes

1. The current government wants to replace The Human Rights Act (1998) with a British Bill of Rights; however we currently do not know what it would contain, how it might work, and how – if at all – it would relate to The European Convention on Human Rights.
2. Polls show that the public in Britain are against any changes to the current legislation on human rights, therefore the government has no mandate for this Bill.
3. Any changes to current legislation could severely affect the rights of disabled people and other oppressed groups, whom we stand in solidarity with.

NUS Resolves

1. To oppose and actively campaign against the proposed changes in human rights legislation.
2. To work in partnership with other liberation groups to oppose the changes to human rights legislation.
3. To make disabled students aware of the proposed changes and the impact they may have on them, through blogs and other NUS communications.
4. To use direct action where necessary to express our opposition to this proposal
5. To lobby NUS to seek legal advice and support on this matter.

Motion 302: Supporting Student Nurses

NUS Believes

1. That the government has decided to scrap student nurses' bursaries in England and replace them with loans.
2. The Royal College of Nursing said fear of debt would put people off training.
3. That these changes will impact on student nurses and student doctors, as well as other public sector professions, including social workers.

NUS Further Believes

1. The proposed cuts are wrong and unfair.
2. Nursing is a profession that really affects disabled students.
3. Disabled students are affected by these changes more than most as they already face additional barriers in accessing higher education, therefore introducing cost barriers to training will mean fewer disabled students apply to these courses, depriving the workforce of the valuable contribution and experiences these individuals have to offer.
4. That this change is another example of the government's reluctance to invest in the NHS.
5. That as disabled people who may rely on the NHS we should stand in solidarity with NHS students and workers

NUS Resolves

1. To support those affected in their fight against the cuts, where possible, in any action they take against the cuts.
 2. That the Disabled Students' Committee release a statement of solidarity with nurses, doctors and NHS students, highlighting the political nature of these changes.
-

Motion 303: Supporting Junior Doctors

NUS Believes

1. That the government has decided to change the junior doctors' contract.
 2. The BMA has called these changes unsafe and unfair.
 3. 98% of junior doctors polled decided to take industrial action to fight these changes to their contract.
-

NUS Further Believes

1. Medicine is a profession that really affects disabled students.
 2. The proposed changes are wrong, unfair and unsafe.
-

NUS Resolves

1. To Support Junior doctors in any action they take against the changes to their contracts.
 2. That NUS disabled students committee will Issue a statement of support for junior doctors.
-

Motion 304: Hello!! It's me. I was wondering....

NUS Believes

1. There will be the Mayor elections up and down the Country,
 2. There are also The Nations Assembly elections
 3. Over the years, disability rights have progressive, but there is still much to do before we live in a truly liberated society.
 4. There is a lack of understanding when it comes to disability within the political parties, of which this shuts disabled people out.
-

NUS Further Believes

1. Mencap, completed a survey and found that 64% of people with learning disabilities who were questioned said that they did not vote in the 2010 general election.
 2. The government has passed policies that make it extremely difficult for disabled people, cuts to Disabled Students Allowance, Employment and Support Allowance and Work Capability Assessments.
 3. It is key for Disabled Students to get their voice heard both on a local and national level.
-

NUS Resolves

1. To produce a guide for Disabled Students in joint effort with other Disabled organisations/support networks to help disabled students and societies lobby candidates in the up and coming Mayor Elections and The Nations Assembly Election.

Zone | Rules Revision

Motion 502: Deadlines and Communication for Conference

NUS Believes

1. Deadlines are needed to be set in order to ensure smooth running of conference.
 2. Every year CM's advise steering they are unaware of deadlines and a rush at the last minute is had to both write and get CM backing to send motions in on time.
 3. Deadlines are placed on various media online and in emails as soon as conference is announced.
-

NUS Further Believes

1. Communication doesn't always get to grassroots level, this can see issues arising in terms of communication and deadlines.
 2. Communication in the modern world should make things easier for information to be known/ received.
-

NUS Resolves

1. That Steering Committee rewrite the Standing Orders so that:
Our Ordinary Motion Deadline is 8 weeks before conference
Our Amendments deadline is 4 weeks before Conference
Our Emergency Motions Deadline is 2 weeks before conference
 2. Steering committee to report back at the next conference of their findings and bring forth any recommendations to be discussed or voted to enact for future conferences.
-

Policy Lapse

201: Disabled International Support Now

Conference believes:

1. International students are underrepresented in the Disabled Students Campaign.
2. International students have been under attack from the current government, putting more stress on disabled international students.
3. International students are not eligible for DSA, and only some institutions provide information and/or support for International Disabled students, putting them at disadvantage.

Conference further believes:

1. International students who are disabled face attacks from the government on multiple faces including visa restrictions and a lack of support for disabled international students.
2. This leads to differences in levels of support available, depending on what institution the student attends. This puts international students at a disadvantage compared to home students both within their own institution and all home students in HE and FE.
3. Under the Equality Act, all disabled students should be entitled to reasonable adjustments and adequate support.
4. There should be a framework for supporting disabled international students created by the government.
5. This has economic, social and academic benefits by being able to attract more disabled international students.

Conference resolves:

1. The Disabled Students Campaign should carry out research on disabled international students to find out:
2. the number of disabled international students in the total of international students in the UK
3. what types of impairments are most common among international disabled students
4. what support they get and if it is sufficient
5. how much it would cost to provide adequate support at the same costs as home students DSA
6. the academic and socio-economic benefits of creating an accessible HE and FE environment for disabled international students
7. To work with the International Campaign to create an action plan for representing disabled international students effectively and to ensure that disabled international students feel they can work with the Disabled Students Campaign.
8. To use the results of the proposed research to recommend better support levels to institutions and seek assurances that institutions will attempt to meet these standards, and to show institutions the socio-economic and academic benefits of creating an accessible HE and FE environment for disabled international students.

203: For more accessible examination conditions

Conference believes:

1. At present, there is a presumption towards an upper limit of 25% extra time in assessments
2. Under current arrangements, many disabled students are left unable to complete these assessments

Conference further believes:

1. The current standards for extra time are insufficient to allow many disabled students to achieve their full potential under examination conditions
2. This has a knock-on effect on our ability to complete our degrees and enter into the job market on an even footing

Conference resolves:

1. To demand that the current standard for extra time in closed assessments is reviewed, with an expectation that the presumed cap on extra time will be substantially raised

204: Widening participation for disabled learners

Conference believes:

1. That disabled students are an underrepresented group in Further and Higher Education
2. Research shows that, at age 16, disabled people tend to have lower GCSE attainment than those without disabilities. They are also less likely to be studying for Level 3 qualifications (including A Levels) and, at ages 18 and 19, less likely to have attained such qualifications. (BIS 2009)
3. That estimates of young participation rates suggest that disabled people are considerably less likely to be in HE by the age of 19 than people without disabilities (BIS 2009)
4. Disabled HE students tend to have lower qualifications on entry than those without disabilities, and they are more likely to have entered HE through non-traditional routes (BIS 2009)
5. Hereward College (The National Integrated College for Disabled Students), Coventry, UK, carried out a 3 year study into widening participation into Higher Education for disabled students (2004), which resulted in an increase of successful applications to HE from the college by 300%
6. Presently, learners who leave secondary education face a sunset on access to free education at Levels 1, 2 and 3 between 16 and 18.
7. Learners who move into further education wishing to study at Levels 1, 2 or 3 also face this funding guillotine at 19.
8. That the Government and the previous Government desire a more qualified population and workforce, and this has been previously underpinned in the Layard and Leitch Agendas

Conference further believes:

1. That widening participation activities increase the ability for disabled learners to access education
2. That insight days, summer schools and partnership days between schools, further education colleges and higher education help to 'close the gap' between differing forms of tertiary education and support learners to progress
3. That widening participation doesn't stop at entry, and includes disabled students' services, including DSO offices and other less formal support mechanisms.
4. That it is a priority for educational institutes, including schools, colleges and universities, to make their staff more aware of the needs, hopes, opinions and fears of disabled students, particularly those with complex difficulties or little known disabilities
5. Whilst we affirm that education at all levels should be free and funded through general taxation and accessible to all without barriers, there are students, many of whom are disabled, who miss out on the opportunity of 'free education' due to the impact of disability at this time in their life.
6. Unfortunately, funding and markets within education at all levels places us as representatives of disabled students with conundrum when agreeing upon policy of our autonomous NUS Campaign – barrier-free access to education at all levels as the touchstone and having to dredge up unpalatable policy stances that do fit within a system filled with barriers to access.

Conference resolves:

1. The NUS DSC will research into ongoing widening participation and access work across FE & HE, and look to producing best practice documentation for students' unions – including recommendations of staff training and successful widening participation initiatives - to lobby their institutions with for the next academic year (2013/14)
2. The NUS DSC will champion widening participation initiatives for disabled learners, working with other areas within NUS to ensure that disabled students are recognised as a key group that benefits from widening participation measures
3. The NUS DSC will lobby educational research bodies, such as the Sutton Trust, to look at the relationship between disabled learners, retention and student success.
4. To call for and campaign for the full funding of Level 1, 2 and 3 qualification for disabled students to be raised at least to 25.

301: Disabled carers: a forgotten minority

Conference believes:

1. That some disabled students during their time in FE or HE education end up supporting other disabled students or have caring responsibilities for relatives, partners or children.
2. That currently people in education for more than 16 hours a week cannot claim carers allowance.
3. That disabled students who are carers for the most part are, due to caring commitments and impairment related barriers, incapable of supplementing their income as non-disabled and non-carer students do with part time jobs.
4. That disabled students who are carers face isolation due to lack of opportunities for socialisation, in part due to a lack of provision for alternative care for the person they take care of.
5. That this leaves disabled students with caring responsibilities financially and socially disadvantaged.

Conference further believes:

1. That the major cuts to social care and benefits will lead to more family members, friends and partners becoming unpaid carers as alternatives to this disappear.
2. That students who also provide care should be entitled to carer's allowance regardless of being in education.
3. That lack of funding and/or provision of alternative care will mean that students are often pressured and/or isolated to the point of dropping out of college or university due to their caring responsibilities.
4. That disabled students who are carers need a louder voice in student democracy

Conference resolves:

1. To campaign for the rights of disabled students who are also carers.
2. To challenge the government over the lack of financial and practical support available for students who are carers.
3. To encourage unions who already fund childcare to enable student parents to take part in union activity to widen their demographic to all students with caring responsibilities.
4. To encourage unions and universities to provide support for students who are also carers.

401: Students' unions should offer support to students with interruptions in their studies

Conference believes:

1. Every Students' Union should offer support to students who have interruptions in their studies
2. The dreaded ongoing battle of terminology between "registered students" and "enrolled students" is more than just a the slamming of the democratic door in many Students' Unions due to their constitutional definitions of student membership agreed with their parent institution.
3. For many Students' Unions who are now registered charities, the scope of "who can benefit" and who has access to services, support and representation goes far beyond confirmation of a vote at a General Meeting – for many students, this is access to free, bespoke, student orientated, professional advice and guidance, independent of the institution.

Conference further believes:

1. Many students take interruptions in their studies due to issues caused by their disability
2. Universities are not doing enough to help them as they are not registered as students during the interruption.
3. Students' Unions' memberships and membership rules should be a matter solely for the Students' Union, and NUS is in an ideal position to advise and support any SU on membership rules.
4. Interrupted students should enjoy the benefits of membership of a students' union in terms of accessing all support and welfare services.
5. No student should have to unfairly forfeit their SU membership because of disability or fee status and SU's should take this into account in their membership rules.

Conference resolves:

1. Each Students' Union should offer advice and support to students who are taking interruptions in their course
2. To work with NUS Charitable Services on providing a briefing and guidance on membership rules and the scope of charitable support for students who may not officially fall within students' unions official memberships.

402: More support for accessible sport

Conference believes:

1. That all students should have the right to participate in sport while in 3rd level education
2. Universities and sports unions are not always particularly accessible to students with disabilities

Conference further believes:

1. That motion 305 passed at #NUSDSC12 set out some excellent goals and strategies to improve the accessibility of sport at 3rd level education.
2. Unfortunately, 1 year on, there seems to have been very little change or real development.
3. Given the success of the 2012 Paralympic games and the number of legacy programmes being set up, now is the chance to put new resources and enthusiasm to work!

Conference resolves:

1. To seek a report from Daryl Jones/Hannah Paterson detailing what developments have been made within this area, particularly relating to any contact with BUCS.
2. To develop a two-pronged programme to help:
 - a. University sports centres/sports unions be more accessible and inclusive by mandating the inclusion of disability awareness training for staff to ensure positive attitudes towards students with disabilities, and encouraging the uptake of the NUS's Access challenge or similar audit to ensure physical facilities are accessible.
 - b. sports centres/unions promote these facilities to students with disabilities and ensure they are made aware that these facilities exist and that they are as welcome as any other student

502: Anti-bullying and disabled students

Conference believes:

1. Bullying is still an issue amongst many students in Universities across the United Kingdom.
2. All Universities have an Equality statement including all students and staff has the right to work and study free from bullying and other forms of discrimination.

3. The instances of disability related bullying is up significantly since the introduction of the Equality Act 2010.
4. Coventry University has recently introduced a new policy 'Bullies Stop Now' policy, which has been successful in getting the message across to all students and staff.

Conference further believes:

1. All students and elected officers, at a local as well as a national level should be able to work and study free from bullying and other forms of discrimination.
2. Any discrimination towards elected officers or students should be dealt with in such a way that the person can continue to work or study without fear of being discriminated against.
3. Disability related hate crime should not exist in Higher and Further Education and where it does exist in Unions and Welfare, representatives should work closely with students on strategies to prevent disability hate crime.

Conference resolves:

1. To mandate disabled students campaign national executive committee to look into writing a new policy regarding anti bullying.
2. To mandate the NUS Disabled Students Officer to help implement the policy at a local and national level.

503: Housing for all

Conference believes:

1. Some students for whatever reason may require "more" accessible housing than others, such as with level access, adapted bathrooms, better lighting or wiring for vibrating pillows in addition to audible fire alarms.
2. Other students may require accommodation of a more private nature or away from the often "loud and vibrant" nature of university halls accommodation for anxiety or mental health reasons.
3. The provision of suitable accommodation in both cases is often limited.
4. In some areas accessible accommodation not of a "halls" nature - be it that provided by a university, affiliated entity or commercial company may not exist at all or be as scarce as to be considered non-existent.
5. Students with anxiety or mental health concerns may be particularly disadvantaged due to the cost of securing private [single-occupancy] accommodation, or the refusal of landlords to let "non-student" properties to students, on the basis of a perceived greater risk of damage or anti-social behaviour.
6. Students with physical difficulties in particular are often unable to live with their friends or course-mates due to the inaccessibility of their preferred accommodation.

Conference further believes:

1. Inclusion is preferable to segregation or specialism - any student should be free to live in any area and with the friends or course-mates of their choice.
2. No student should be forced to remain in "halls" style accommodation or live with their parents throughout the duration of their course if they do not wish to do so.
3. The ability of a disabled student to live in a non-halls environment should be considered a positive, and that for some it may be their first experience of living independently or at least more independently than previously - most if not all disabled students would prefer to be as

independent as possible.

4. Private landlords are often reluctant to make even modest changes to the physical fabric of their properties (for example, changing the colour of railings, or painting the edges of steps - to make them safer for vision-impaired students) on the grounds of cost or inconvenience - often founded on the belief of students being a "captive market".

Conference resolves:

1. To encourage University run accommodation services to be aware of housing providers offering accessible accommodation to their students, and to retain at least general information about the accessibility of such accommodation.
2. To encourage universities to recognise that not all students necessarily wish to share accommodation in the form of halls of residence, and to encourage them to provide alternative accommodation styles.
3. That NUS develops and publishes an "inclusive housing strategy" aimed at improving the freedom of disabled students to live wherever they want, in relation to the points raised above.

504: Fair housing and accommodation policy

Conference believes:

1. That students with mental health conditions beyond their control have been forced to leave university and as a result have been left to foot the bill of their student accommodation for the duration of the academic year.
2. That 1 in 4 people will have a mental health condition throughout their lives
3. That very few accommodation providers/landlords provide a 'Get out Clause' allowing students who run into difficulties (e.g. being sectioned under The Mental Health Act) a chance to be excused from their contracts
4. That student advice services are unable to offer help to students in these situations due to the way the housing contracts are written.

Conference further believes:

1. That no student should be discriminated against on the basis of their Mental Health or any Disability
2. That the financial burden students in this position are forced to bear can be detrimental to their health
3. That universities and student unions should be able to hold university indorsed accommodation providers/landlords to account
4. That student unions and universities should have an obligation to act on behalf of students who face these difficulties

Conference resolves:

1. That contracts should contain a 'Get out Clause' stating that in exceptional circumstances (including being sectioned under The Mental Health Act) Students will be allowed to leave the contract
2. That Accommodation agencies such as Unipol should advertise student accommodation providers and landlords that do provide a 'Get out Clause'
3. Each student who encounters difficulties should be dealt with on a case-by-case basis with appropriate support

4. That the NUS should take action against student accommodation providers and landlords that have been seen to operate using unfair accommodation contracts

507: The courtesy campaign

Conference Believes:

1. That many of the doors at university buildings can be difficult to open, especially for those who have a physical disability or are recovering from surgery.
2. Getting through such doors can be difficult, discomforting or even impossible for some students, unless they are helped.
3. Universities should comply with the Equality Act (2010).

Conference Further Believes:

1. All students, staff, and visitors to universities should be able to get around with ease and comfort.
2. In many cases, it is difficult or impossible for all for all doors to be replaced and made accessible in the foreseeable future.
3. However, a simple act, such as holding a door open for the person behind you, could make all the difference.
4. A courtesy campaign is not a substitute for making universities more accessible, and universities will still have to work on this issue.

Conference Resolves:

1. To look into the possibility of establishing and supporting a "Courtesy Campaign" at universities. Such a campaign can be simple, e.g. by putting up signs reminding people that it is polite hold the door open for the person behind them.

508: Uniform Transport Concessions

Conference believes:

1. A motion in relation to concessionary travel passes for disabled persons (often referred to simply as "disabled bus passes") was passed at last year's conference.
2. That the previous motion concerned the times at which disabled bus passes could be used, and not the modes of transport of which they may be used on.
3. That many disabled students may prefer or be better able to use forms of transport (where available) other than buses, such as trams/light rail systems, underground/metro networks and National Rail network trains.
4. That having the option to use any available method of transport otherwise available to such students (on the basis that cost wasn't an issue) may reduce the journey time experienced by such students and possibly provide for a less stress-inducing and safer journey overall.
5. That while not all disabled students will study at institutions where there is a choice of travel options other than buses, many alternative systems such as trams often incorporate a stop/halt/station in close proximity to academic institutions.

Conference further believes:

1. Some disabled bus pass issuing authorities include the use of alternative systems as part of the entitlement of a disabled bus pass holder.
2. Use of non-bus travel options, however, is often restricted to persons holding disabled bus

passes issued in the local area; for example, only passes issued by Nottingham City or County Councils are valid for use on the Nottingham Express Transit [tram] system, and only those issued by a London authority are valid for use on the London Underground.

3. Disabled students, like any other "group" of student may wish or need to travel at "peak" times - during these times in particular, travel options such as trams may potentially offer faster journey times.
4. Some disabled students may be faced with a choice of a longer, possibly less comfortable, less accessible and less safe journey by bus as they cannot afford any other options otherwise available to them.
5. That it is important to recognise that other travel options may be more accessible or safer;
6. for instance, many tram systems - the Sheffield Supertram, Nottingham Express Transit, Croydon Tramlink and Manchester Metrolink all have level or negligible-step boarding at stops/stations.

Conference resolves:

1. That concessions beyond bus travel alone, which are available to local residents, should be available to students studying in areas where these concessions are provided.
2. That disabled students have the right to concessionary travel in their home residence as well as at their place of study if these locations differ.
3. To campaign for equality in the provision of concessionary travel, and an end to the effectual imposition of a "postcode lottery" in relation to the provision of concessionary travel

509: Accessible sports and societies

Conference Believes:

1. The Paralympics at London 2012 were an enormous success and inspired many young disabled people to get involved in sports
2. Most sports and societies in universities do not have accessible facilities
3. Government cuts means there is less funding to sports and societies
4. Sports and societies do not have big budgets
5. Bradford University has an amazing cycling group that has worked hard at promoting inclusion within sport

Conference Further Believes:

1. Accessible sports are not a priority for existing sport societies
2. Sport is an area where often disabled students are excluded
3. Regular physical activity can help minimize mental health issues
4. It would be beneficial for societies to have accessible elements to their sports clubs

Conference Resolves:

1. Provide best Practice guidelines for setting up accessible sports groups e.g. Cycling 4 All
2. Help with funding applications
3. Lobby student unions to prioritize providing accessible sports facilities and clubs
4. Run a campaign on the benefits of regular exercise on mental health

510: Non-academic personal assistance

Conference believes:

1. Some students may require the provision of personal assistants for the purpose of assisting with mobility and/or communication while at university.
2. Such assistance may include (but is not limited to); physical assistance with pushing wheelchairs or carrying textbooks, British Sign Language interpretation, or physical guidance for vision-impaired students.
3. Staff provided as part of a DSA award along the lines of CB2 are normally only funded for times during which the student is participating in academic activities, such as attending lectures or seminars.
4. Consequently, a student requiring *staffed* assistance for participation in activities of a non-academic nature, such as engaging in a student union society or membership group would be faced with significant funding difficulties.

Conference further believes:

1. All students regardless of any disability should be free and able to participate in any social activity of whatever nature to the extent to which they feel comfortable and otherwise able, to do so.
2. An important part of the university experience is gaining independent living skills, socialising with friends (particularly on the same or similar courses), and participating in a broad spectrum of social, in addition to academic activities.
3. There are often significant difficulties faced by a student seeking to participate in these kinds of activities who requires *staffed* support, commonly exacerbated by arguments between different Social Services departments and the inability of academic institutions or student unions to provide or fund such support.
4. That budgetary constraints on the part of academic institutions, local or central government or their executive agencies alone, can never and should never be seen as justification to deny support to any disabled student.
5. That most (if not all) student unions are keen to involve and include all students in all the activities and services they provide, but may face significant difficulties in terms of funding or lack of knowledge or experience in this area.

Conference resolves:

1. To recognise that a student's experience at university should include the entire "university experience", and not just lectures and seminars.
2. To affirm support for CFB1.
3. To lobby central government to resolve the issue of the "DSA funding hole" faced by students wishing to participate in social activities of a non-academic nature.
4. To liaise with, and produce guidance for, student unions in terms of seeking and acquiring funding to enable them to provide support staff for those students who require it.
5. To produce guidance for student unions in relation to CR4.

Emergency motion: Don't Deport Luqman!**Conference Believes**

1. Luqman Onikosi, a member of the University of Sussex community, is facing deportation to near certain death due to his medical circumstances and the care available in his home country, Nigeria. Students and community members in Brighton have begun a campaign - #DontDeportLuqman - to prevent this.

2. That other organisations like Movement for Justice have been successful in delaying and preventing deportations in the past.

Conference Further Believes

1. That the deportation of students to situations that will likely result in their deaths is a political decision taken by the Home Office to support the UK's border regime.
2. That the National Union of Students Disabled Students Campaign has a responsibility to defend its members against deportation.


Conference Resolves

1. To publicise the #DontDeportLuqman campaign via social media. To commit to mobilising and supporting future direct and indirect action led by the the #DontDeportLuqman campaign.
2. To encourage members with legal resources to get in touch and work towards the campaign.



National Union of Students

Macadam House
275 Gray's Inn Road
London WC1X 8QB

 0845 5210 262

www.nusconnect.org.uk

For general event enquiries contact:

 events@nus.org.uk

For content of the conference, democratic
procedures and elections enquiries contact:

 executiveoffice@nus.org.uk