

Case Study 1

Don't Wait – ANTICIPATE!

Information

- Is information about residential accommodation accessible to disabled students? Is it available in alternative formats (electronically, in Braille or in large print)?
- Is web-based material accessible to those using assistive technology, such as screen reading software, or those not using a mouse?
- Does information about accommodation make clear what adjustments are already in place?
- Is it clear to students that additional adjustments can be made on an individual basis without additional charge (for example en suite rooms or flashing light doorbells)?

Building Inaccessibility

Do your long term accommodation strategies include access targets such as:

- Accessible rooms for wheelchair users or those with mobility difficulties
- Full access to leisure and other facilities, for example, adjustable-height work surfaces in kitchens
- "Accessible" rooms situated in and among other rooms in a range of accommodation so that students can both choose the style of accommodation they prefer, and live near their friends
- Larger rooms for those with additional technology, etc
- Plenty of power points for students using additional technology
- Ensuring televisions in common rooms have Teletext
- Contrasting paint colours for doors and corridors
- Car parking spaces

Accommodation Services Case Studies 21.11.02

- Staff development

If not how might you build these into your existing strategies?

How might you secure the necessary financial resources?

Which committees require to discuss/pass such matters?

If yes how are they kept under review?

Case Study 2

Ignorance IS NOT innocence!

- Do accommodation application forms ask people whether they have a disability or any particular needs regarding accommodation?
- Is it made clear why this information is being requested, and how it will be kept confidential?
- Do hall wardens, cleaners and others know how to respond if a disabled student discloses a disability to them? Do they know to whom, with the student's consent, information should be passed?
- Are there procedures in place to ensure that information is kept confidential to relevant staff, or completely confidential if the student requests this?

Case Study 3

Review allocation and charging policies!

- Are disabled students given priority for accessible rooms, en-suite rooms or rooms near to teaching buildings?
- If other students are allocated adapted rooms, is it made clear that they may need to move if a disabled person needs them?
- If a disabled student needs more expensive accommodation simply because of a disability, is he or she charged only the standard rate?

Who would be responsible for this review?

Which committees would need to discuss/pass the review recommendations?

Case Study 4

Ensure contracts and contractors DON'T discriminate!

The institution maintains responsibility for ensuring that students are not discriminated against if residential accommodation is contracted out to a third party. Those responsible for contracts will need to ensure:

- contracts are specific about the level of anticipatory adjustments that should be made
- individual adjustments are made for students who need them
- allocation procedures and charging policies are not discriminatory.

Who is responsible for ensuring contracts/contractors don't discriminate?

Which committees need to discuss/pass such matters?

Case Study 5

Staff Development IS a Defence in Law!

- 1 Have staff training needs on disability and the Act been assessed?
 - Is there a strategy to meet expressed needs?
- 2 Do all staff (including part-timers, temporary and contract workers) know their responsibilities under the Act?
 - Do staff and agents' contracts make clear what is expected regarding treatment of disabled students?
 - Do they know how to avoid discriminating against disabled students?
 - Are procedures in place to ensure that discriminatory treatment is picked up on and dealt with appropriately?
 - Do departments have the funds to provide staff with the necessary training to be able to identify and implement reasonable adjustments?
 - Do review and appraisal procedures address staff training needs on disability issues; and reward staff appropriately for innovative practice or high quality service in this area?