

CLERKS TO GOVERNING BODIES SEMINAR 29.11.02

Case Study 1

What Changes You Will Have To Make Will Depend On What You Do Now!

1. To what extent are current procedures, processes and curricula and facilities accessible?
2. Is there a long-term plan to ensure that accessibility is steadily improved (in line with the anticipatory responsibility)? Do these plans incorporate *every* aspect of your service (e.g. education, accommodation, sports facilities, libraries, marketing information)?
3. How can you build accessibility and inclusion into your strategic planning processes?
 - Where do changes need to take place?
 - Which committees and departments need to be involved?
 - Which strategic processes and statements need to include any intended developments?
 - Who will oversee this work?

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Case Study 2

Ignorance is Not Innocence!

1. What opportunities are students given to disclose a disability/impairment?
 - What additional opportunities could students be given to disclose a disability/impairment?
 - What procedures exist to ensure staffs act appropriately to a student disclosure?
2. What policies exist to ensure appropriate confidentiality of student disability related information?
3. How do you ensure that appropriate information is passed on to relevant staff?
 - How do staff get to know about students' classroom-related needs in an appropriate and timely way?

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Case Study 3

Planned Spending is Better Than Unplanned Spending!

1. Are Departments' budgets sufficiently flexible to cover the costs of adjustments?
 - How are Faculties/Schools/Academic Departments assisted in planning for and meeting the costs of reasonable adjustments for individuals, such as additional handouts, invidualators for class exams etc?
 - How are Faculties/Schools/Departments assisted in planning for and meeting the costs of anticipatory reasonable adjustments, such as designing accessible curricula, putting learning material on the web in a manner accessible to the most students?
 - How are central service departments' enabled to plan for and meet the costs of reasonable adjustments for individuals, such as residences providing adjacent rooms for disabled students', personal assistants when costs for this are not met from other sources?
 - How do you ensure that central service departments' are enabled to plan for and meet the costs of anticipatory reasonable adjustments, such as adaptations to the physical environment, accessible ICT facilities?
2. How do you allocate and prioritise funding received for the support of disabled students (e.g. disability premium funding)?

Case Study 4

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?

Case Study 5

Internal Resolutions Are Better Than External Resolutions

1. Do students know about the institution's complaints procedure?
 - Is it publicised in a way and in places that would alert some disabled students to its existence?
2. Would students use it?
 - Is it, and is it seen to be, effective?
 - Is it speedy?
 - Are students' support and information needs met during the process?