

## **Case Study 1**

### **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 staff act appropriately to a student disclosure?
  
- 2 How do you ensure that appropriate information is passed on to relevant staff?
  - How do staff get to know about students' needs in an appropriate and timely way?
  - 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 2**

### **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 3**

#### **Don't Wait – ANTICIPATE!**

##### **Marketing Information**

- Is information about Student Services 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 services and facilities make clear what adjustments are already in place?
- Is it clear to students that additional adjustments can be made on an individual basis?

##### **Building in Adjustments**

- Are buildings accessible? Is there level access? Is there good lighting and colour contrast to aid orientation? Are the acoustics appropriate for hearing aid users? Are loop systems installed (and turned on) at reception desks? Are reception desks at appropriate heights?
- Where the service involves information giving, counselling or similar, are materials available in accessible formats? Are sign language interpreters available if required? Do staff know how to communicate with someone who lip reads or has communication difficulties?

## **Case Study 4**

### **What Kind of Disability Service do you need?**

- Is your Disability Service perceived to be part of mainstream institutional provision?
  - Does it have an appropriate reporting structure?
  - Is it seen as making a positive contribution to the institution or seen as being a "nuisance"?
  - Are the boundaries of the Service clearly defined and communicated.

### **Staffing**

- Is your Disability Service adequately staffed to deal with the new responsibilities?
- Is it adequately resourced?
- Do staff have access to relevant and appropriate training?
- Do Disability Services staff have the necessary skills to support the institution in meeting its legal responsibilities under the DDA Part IV?

### **Procedures**

#### **What procedures exist to:**

- Enable Disability Service staff to make other staff aware of students' needs?
- Ensure that these needs are being met?
  - Do Disability Services staff know what to do if needs are not being met – who do they make aware of this, what is their role in "making" staff meet agreed needs etc?
  - What is their role in relation to departmental disability contacts?

**If such procedures don't exist:**

- Which committees and departments need to be involved in bringing about such changes?
- Who will oversee this work?