

# WYCLIFFE HALL

- OXFORD -



## Disability Equality Policy

### 1. Introduction

The purpose of Wycliffe Hall's Disability Equality Policy is to ensure that the needs of disabled persons are taken into account in all aspects of the life of the Hall. It is the intention of Wycliffe Hall to promote equality for disabled people and challenge all forms of discrimination against them

As a Christian community, we believe that all people have dignity and worth because all people are made in the image of God and beloved by him. As part of our commitment to this truth, we will do all we can to ensure that no one is excluded or disadvantaged in our community because of a disability. We will continue to work towards a fully inclusive environment. This means that we will adopt the principles of inclusiveness wherever possible in terms of designing, managing and monitoring the built environment and carrying out the Hall's business. We aim to create a better environment for the entire community and better access for disabled people and users generally.

This Disability Equality Policy sets out the overall policy objectives for improving and addressing disability inequalities, the five core areas that we are concentrating on improving, and action plans for delivering improvements to access and services. The Hall's policy is set within the framework of our statutory responsibilities under the Disability Discrimination Act and the Equality Act 2010 and related measures; our statement of ethos at the beginning of this document; our equal opportunities policy, which sets the standard for assessing our policies, practices and procedures, and the University of Oxford's Disability Equality policy, found at <http://www.admin.ox.ac.uk/eop/disab/des.shtml>

The five core areas are incorporated into the action plan framework. These are

- a) buildings access and the built environment
- b) communications: including how we communicate with students and staff and providing information in accessible formats
- c) training: ongoing targeted training and information for all staff so that we are able to
- d) provide a better service and ensure our staff fully understand their responsibilities in relation to the Disability Equality Policy employment: including recruitment and retention of disabled people
- e) learning support: for both staff and students

Wycliffe Hall recognises that the Disability Equality Policy has to be a 'living' policy to be effective, and will therefore keep it constantly under review and regularly monitored.

### 2. Overall Policy Framework

To address inequality towards disabled people Wycliffe Hall's Council, Principal and Senior Management Team will ensure:

- clear objectives for improving disability access are defined, and priorities in our improvement plans are set;
- an equality impact assessment is carried out at three year intervals on existing policies, practices and procedures to identify where action needs to be taken to make improvements or changes, and to promote equality of opportunity for disabled people;
- ongoing resources and support are available to support disability equality objectives;
- all staff are aware of their responsibility to communicate with students and colleagues and provide information in accessible formats
- an effective process for dealing with complaints relating to discrimination is included in the Hall's complaints procedure policy
- the Hall identifies, supports and prioritises improvements to make buildings and services accessible to disabled people.
- the adoption of a Disability Equality Policy covering the five core areas. The policy framework will set out the standards that Wycliffe Hall will abide by, including compliance with building standards and minimum access facilities.
- action plans are developed for each of the five areas and that those plans are reviewed and updated regularly, and a report on progress on them presented by the Principal to Hall Council annually.

### 3. Audit, Monitoring, Training and Review

- 3.1 **Audit** Every three years an access audit will be carried by a qualified person which will, in the light of current legislation, statutory guidance and building and health and safety regulations, identify physical barriers to the use of buildings and equipment and determine the actions necessary to deal with them. The Senior Management Team will present a report on the audit, including an action plan, to Hall Council within six months of the outcome of the audit being received.
- 3.2 **Monitoring** The Principal will designate a member of the tutorial team ('the Disability Officer') who will work with the Principal and Bursar in overseeing the operation of the Hall's Disability Policy and ensuring that the necessary actions are put in hand by the appropriate persons to fulfil its requirements. The Disability Officer will arrange for disabled staff and students to be involved in the monitoring exercise. Through the disability officer the Hall will co-operate with the University's arrangements for monitoring and overseeing disability provision.
- 3.3 **Training** The Principal and the Senior Management Team will regularly review staff training so as to ensure that all staff - academic, administrative and support - fully understand their responsibilities under the Hall's Disability Policy and are enabled to fulfil those responsibilities. Particular emphasis will be placed on the responsibility to communicate with students and staff and provide information in accessible formats.
- 3.4 **Review** The Hall Council will review its Disability Policy every three years and at such other times as legislative changes, policy guidance or other events require.

### Appendix 1

#### Individual Action Plans for the Five Core Areas

##### A Buildings Access and the Built Environment

The requirements of the DDA allocates responsibility to 'Service Providers' and priority has been given to the way services are delivered to ensure disabled people are not treated less favourably. This does not always involve making alterations to buildings.

It is recognised that where physical features in buildings completely prevent or seriously hinder access, sometimes, the only way of delivering a service may be through making alterations to buildings and equipment. Physical features arise from design or construction of a building and any fixtures, fittings and equipment on the premises. This could include paths, entrances, parking, doors, toilets, stairs etc.

###### A.1 Access Audit

An Access Audit has been carried out by a qualified surveyor to identify physical barriers and determine what reasonable adjustments are required to buildings and equipment.

From this audit Access Plans have been put into place. The Access Plans are designed to record adjustments to improve accessibility and are used to identify short, medium and long term targets for addressing problems.

###### A.2 Projects to Alter Physical Barriers

Access Plans assist in prioritising necessary works for improving accessibility to buildings. Many building issues identified within Access Plans (lighting, heating, door furniture, colour contrasts etc.) will be improved as part of an on-going general maintenance and future improvement plan. These will be identified accordingly within the Access Plan.

###### A.3 Standards for New and Existing Buildings

All new buildings will comply with legislation and follow the guidelines for 'BS 8300 Design of Buildings'.

Existing buildings shall, where it is reasonable to do so, be improved to the guidelines within BS 8300.

##### B Communication

There is also an equality statement on the Wycliffe Hall website. This can be found at <http://www.wycliffehall.org.uk/equality-policy>

In the course of updating the Hall's Weblearn site, the Hall will add guidance setting out how we should communicate both internally and externally in a consistent way that reflects our awareness and understanding of disability equality issues. This will also form part of induction training for staff.

The guide provides clear standards and advice on:

- Structuring Your Material
- Using Plain English/Language
- Clear print
- Signs and signage
- What to do when we receive a request

- Using large print effectively
- Using positive images
- Face to face communications
- Communicating with people with learning disabilities
- Advertising
- Presentations

The Hall also circulates to staff and makes available in the Library the Booklet 'Welcoming Disabled Customers' which contains advice in these areas.

### C Training

The Senior Management Team has responsibility for our organisational approach to all equality training. In reviewing and developing training, the standards for this approach will take into consideration:

- The social model of disability will be the foundation for all training/learning and development.
- Disability equality training will be a consistent and mandatory part of induction for all staff.
- Training/learning will encompass all staff irrespective of hierarchy, contracted hours or nature of contract.

### D Employment

Wycliffe Hall aims to work towards a position where disabled people feel around recruitment and retention policies to achieve this objective.

#### Standards to Take into Consideration:

- Disabled people being guaranteed an interview if they meet the essential minimum requirements for the post.
- Making reasonable adjustments to the working environment to allow disabled applicants to be appointed.
- Ensuring that every support is given to employees who develop a disability, and that all employees have access to the Employee and Disability Service (EADS).
- Supporting the 'Access to Work Policy' for disabled people who are starting work or in existing employment.

### E Learning Support

On application to the Hall, potential students are given the opportunity to declare an SpLD or other disability and are then referred by the Admissions Officer to the Disability Officer as the gateway for support. Additionally, students may self-refer to the Disability Officer during their course.

The University of Oxford has a clearly developed pathway for support for students with a disability. Wycliffe Hall follows the protocols and procedures from Oxford University which can be found at:

<http://www.ox.ac.uk/students/shw/das/>

The University of Durham's guidelines can be found at:

<https://www.dur.ac.uk/dusd/>

It is expected that working practices will be established with the University of Durham's Disability Office for those students doing Common Awards.

Staff seeking guidance are referred first to the Disability Offices for each of the awarding bodies (above).

### E.1 Delivery

Where a student's particular need requires a particular form of support (e.g. room with a hearing loop) or material in advance (e.g. handouts for students with dyslexia), teaching staff will be advised by the Disability Officer. Information about any other presenting needs will be reported to relevant staff members by the Disability Officer.

Most libraries, including the WH library, will allow students with SpLDs extended loan times. Differentiated reading lists and other guidance are routinely offered by teaching staff.

*Students Who Wish to Record Lectures*

#### Internal Lectures:

Students on the SpLD list may record lectures on the condition that the recordings are only for their use and not to be shared by any means whatsoever. They should let the lecturer know they are recording.

#### Oxford University Lectures:

Students wishing to record OU lectures must fill in the required forms.

### E.2 Submission of Work

#### Oxford University Matriculated Students (OU)

Students who have declared a disability will be named on a list to be held by the academic administrator and available for teaching staff to see. When internal work is submitted, the Administrator will put an indication on the cover sheet so that the tutor marking the work is aware there is some kind of disability to be borne in mind. It is up to the tutor to check what exactly the nature of the student's disability is.

Work for formal assessment receives the OU orange sheet so that markers are aware.

#### Common Awards (CA)

Students who have declared a disability will also be named on a list held by the Academic Administrator. When internal work is submitted, the Administrator will put an indication on the cover sheet so that the tutor marking the work is aware there is some kind of disability to be borne in mind. It is up to the tutor to check what exactly the nature of the student's disability is.

Work for formal assessment will follow University of Durham's procedures.

### E.3 Types of Assessment for Students with SpLDs

The difference between formative and summative assessment needs to be borne in mind.

In the case of summative assessment, formal assessment of disability will have been done in the University of Oxford(OU)/Wycliffe Hall and/or the University of Durham (CA) for exams and other controlled conditions work. Allowances will have been set by the University of Oxford (OU)/ The University of Durham (CA). Each awarding body will carry advice for markers about SpLD in the case of summative assessment.

At the moment, the following advice has been developed in consultation with the University of Oxford. Advice from the University of Durham is expected to be issued in due course.

In the case of formative assessment, conditions such as dyslexia can be alleviated by IT support.

Therefore:

- Formative (internal) work should be graded as all other work, where grading is required.

- However, full and detailed feedback should be offered to the student as to how performance may have been affected by the disability and possible ways to alleviate the problem.
- If the spelling or punctuation is so bad as to prevent the marker's comprehension, this may affect the grade in view of the IT support which can help the problem. The part of the argument which cannot be understood is discounted in the overall assessment of the quality of the work.
- where the student finds reading a greater time commitment because of their SpLD, it will be appropriate to steer them towards shorter works. It may also be appropriate to modify the amount of reading the student is expected to do when taking into account whether or not the bibliography demonstrates sufficient engagement with the broad sweep of scholarship.

In the case of summative assessment:

- Guidelines from awarding bodies will be followed in the matter of assessment and disclosure.
- Scheduling of seated examinations will take account of students with SpLDs and wherever possible, students with SpLDs will **not** be required to sit more than one three hour seated exam in a day.

#### **E.4 Types of Assessment for Students With a Disability Other Than an SpLD**

Where appropriate, the Disability Officer will take medical advice on the suitability of certain types of assessment for students with a disability other than a SpLD. For example, students with certain physical impairments may be disadvantaged if required to sit for three hours, even with breaks. In such a case, where there is evidence from a medical practitioner, examination by long essay may be more appropriate.

<b>VERSION CONTROL</b>						
<b>Version Number</b>	<b>Policy Gatekeeper</b>	<b>Date Approval</b>	<b>of</b>	<b>Sub-Committee</b>	<b>Date to Take Effect</b>	<b>Date of Next Major Review</b>
<b>V.2</b>	<b>JRW</b>	<b>24.11.14</b>		<b>Education</b>	<b>24.11.14</b>	<b>Hilary 2017</b>

It is the responsibility of the Gatekeeper of each policy to check annually whether there have been any legislative and/or University policy changes that are relevant to Wycliffe Hall.