
Disabilities: Policy & Strategy



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**Reviewed and
Approved by
Academic
Board July
2014**

This policy available on ECHE's website
Revised: July 2014
Review: July 2016

European College for Higher Education is committed to safeguarding and promoting the welfare of children and young people, as well as vulnerable adults, and expects all staff and volunteers to share this commitment.

This Policy applies to all College programmes except those for which the applicable policy is that of a validating Higher Education institution or other Awarding Body.

We review our policies regularly to update them and to ensure that they are accessible and fair to all. All policies are subject to equality impact assessments. Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a different impact on grounds of race, gender, disability, age, religion/belief, gender reassignment, pregnancy/maternity or sexual orientation.

We are always keen to hear from anyone who wants to contribute to these impact assessments and we welcome suggestions for improving the accessibility of fairness of the policy.

To make suggestions or to see further information please contact:

Academic Committee:

Tel: 0208 800 1200
Email: admin@eche.co.uk

Equality Impact Assessed:

Footnote

In an effort to keep costs to a minimum a conscious decision has been made not to print out this document and it would be appreciated that you refer to the copy and relevant Appendices available on our website www.eche.co.uk.

Disabilities: Policy & Strategy

1. Introduction

European College for Higher Education (ECHE) encourages participation in its learning programmes by all segments of the community and social sectors it serves. The College will, as a matter of policy, ensure that students with learning difficulties and/or disabilities are able to follow a programme of study most suitable to his or her needs with appropriate support. This support will be monitored, reviewed and changed, as and when necessary.

2. Mission Statement

To work with people with disabilities of all ages; promoting their rights and independence; responding to their needs and targeting resources to support them effectively so that they can achieve their true potential.

Purpose/Objectives of Disability Policy;

3. The purpose of the ECHE Disability Policy is

- To ensure compliance with the Disability Discrimination Act 1995 as well as to put in place an appropriate code of practice,
- To implement the commitment of the College in developing an environment in which all applicants and students are given the opportunity to demonstrate and realise their full potential,
- To provide for the commitment of the staff in their work to develop such an environment.

3.1 ECHE seeks to embed a culture of support and equal opportunities for students with disabilities or learning difficulties and

1. To provide fair and equal treatment of all students;
2. To comply with current legislation under the Disability Discrimination Act;
3. To comply with the Code of Practice for the Assurance of Academic and Quality and Standards in Higher Education ensuring that,

The assessment and examination policies, practices and procedures should provide disabled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes.

4. Disability Strategy

The disability service of ECHE is open to both current and prospective students. The disability team of the College is headed by the ECHE Principal himself and includes the Director of Studies and Student Welfare Officer. The team is happy to discuss your individual needs at any stage of the application process.

Our disability team is able to offer a wide range of continuing support for medical conditions, health difficulties and other disabilities. The aim is to ensure you get the most from your experience at ECHE and provide an inclusive learning environment. If you do have a disability, whether mental, physical, and/or intellectual level it is essential that you register with us so that you get the additional help and support that you need. If you have complex needs please let us know as far in advance as possible so we can make reasonable adjustments in a timely manner.

4.1 European College for Higher Education's disability strategy has been developed

- To promote an accessible environment in which all people can live in independence and dignity,
- To provide better and more relevant services for people with disabilities,
- To inform service providers of the issues that are important to people with disabilities, and
- To develop and maintain high quality, coordinated, equitable, sustainable services for all with disabilities, based on assessment of need and evidence of best practice.

4.2 Objectives of Disability Strategy

- To raise awareness of disability issues amongst the clients/service beneficiaries and ensure services through launching and implementing this strategy along with appropriate publicity, education and training,
- To fully assess the needs of people with disabilities,
- To review current service provision, identify gaps and draw up an action plan to meet identified needs,
- To review the information and advice that people with disabilities can get now and improve them where necessary,
- To make sure all information is in a format that is accessible by everyone,
- To review evidence for the effectiveness, of existing and proposed services and initiatives,
- To develop proposals for the redesign or development of services where necessary to meet assessed need,
- To improve access to generic services for people with disabilities, and
- To ensure active, inclusive and meaningful consultation with service users in the development of the strategy and monitoring its implementation.

4.3 Enabling Procedure

- To enhance disability support and in order to avoid any kind discrimination towards the disabled students ECHE has set itself the following procedures:
- That applicants and students are given the opportunity to disclose a disability or learning difficulty;
- That the requirements of applicants or students who disclose a disability or learning difficulty are assessed on an individual basis;
- That reasonable adjustments are provided, within the resources available, for applicants or students who disclose a disability or learning difficulty;

- That all discussions and information regarding a disability or learning difficulty are treated in a confidential manner.

A. Pre-Registration Stage

- Students are given the opportunity to disclose any disability or learning difficulty on the ECHE Application Form;
- Information on how to disclose a disability or learning difficulty is also provided at the ECHE reception;
- Applicants who disclose a disability or learning difficulty are invited to discuss their requirements prior to enrolling on the course/degree program to ensure that the College is able to meet the students' needs.

B. Post-Registration Stage

1. During Induction Week, the Student Admission Office provides students with information, on how to disclose a disability or learning difficulty, if they haven't already done so prior to registering on their course/degree programme;
2. Once a student discloses a disability or learning difficulty, he/she will meet with the Student Welfare Office to complete a Learning Support Form which confirms the special adjustments to be put in place for the student;
3. The Admission Office will distribute copies of the Learning Support Forms to the relevant academic staff each semester;
4. Academic staff meet with any students who have completed a Learning Support Form to discuss the student's needs within the context of their individual modules;
5. Academic staffs are responsible for liaising with the Senior Administrator in the ECHE Registry to take account of any adjustments that take place during the semester.

The Admission Officer is responsible for coordinating all adjustments for end of semester examinations. Personal care support will be provided through daily contact with the student and liaison with parents and other specialist agencies. Personal helpers may also be provided for those students who have identified and requested this specific need.

5. Examples of Adjustments Examples of adjustments include

1. Additional time in tests and examinations;
2. Use of computer in tests and examinations;
3. Separate room provided to accommodate all students with additional time in tests and examinations;
4. Facility to record lectures;
5. Extended loans in the library.

In the case of non-standard adjustments, the Programme Coordinator will be involved in any discussions regarding adjustments to ensure that academic rigor is maintained and that the necessary resources are available.

6. Medical Support and Counselling Services

ECHE has staff trained in first aid that would be available whenever support is needed or arrange for you to be taken to walk-in centre or the hospital for treatment, if treatment cannot be given by the first aid staff. Alternatively, contact can be made via the ECHE Reception. Advice and support is available from staff within ECHE Student Services where confidential counselling services will be provided. Where appropriate, arrangements can be made for students to obtain help or guidance from various outside agencies if they feel support is necessary.

7. Documentation

Students with learning difficulties are required to provide an educational psychologists report in order to enable the College to assess their needs appropriately and entitle them to the necessary adjustments.

7.1 Implementation, Monitoring and Evaluation

The action plan includes timescales; expected outcomes; costing / funding; and targets (where appropriate). There will be clear management responsibility for each action, and appropriate monitoring as well as evaluation.

7.2 ECHE will keep the policy and its implementation under review to ensure, consistent with the equal opportunities policy of the College, so as to ensure that no student receives less favourable treatment on the grounds of any physical or other disability, and that appropriate support is given to students so they can achieve the learning goals which were identified at the beginning of their course, or re-negotiate other appropriate learning outcomes within the duration of their course.

7.3 The Student Welfare Officer will be responsible for monitoring the support provided to students who disclose a disability or learning difficulty. This will be done by means of questionnaires to students who have completed a Learning Support Form and academic staff. Information will also be gathered from the relevant departments involved in student support within the College.

7.4 The ECHE Student Welfare Officer will carry out an annual review and submit a report to the ECHE administration detailing all relevant information and recommending any action that may be necessary. If appropriate, ECHE will seek professional help in deciding the level of disability and the level of further help and support required as identified during induction and throughout the course of study. ECHE will try to ensure that access to teaching rooms is appropriate and relocate teaching areas if required. We will also ensure that, where possible, all areas of the campus are accessible and, where this is not feasible, ensure that alternative arrangements are made and that support and assistance is provided whenever this is possible.

DISABILITIES STRATEGY	
Policy Ref: ECHE 2014	
Version Number	2.0
Version Date	July 2014
Name of Developer/Reviewer	Raza Shah
Policy Owner (College/Centre/Unit)	Academic Committee, Directors of the College.
Person responsible for implementation (postholder)	Directors of College
Approving Committee/Board	Committee
Date approved	July 2014
Effective from	July 2014
Dissemination method (e.g. website)	College website
Review Frequency	2 years
Reviewing Committee	Academic Committee, Directors of the College
Consultation History (individuals/groups consulted with dates)	Drafts of the policy have been considered by: Directors of college Academic Committee