



DISABILITY EQUALITY POLICY & ACTION PLAN

2009–2012

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Forward

The Royal Academy of Music is committed to an inclusive environment in which we support and welcome disabled students, staff and visitors. Since the publication of the Disability Equality Policy and Action Plan in 2006 the Academy continues to promote equality of opportunity and to provide a coherent plan to which we are all committed.

Professor Jonathan Freeman-Attwood
Principal

The Disability Equality Policy, Action Plan and Disability Equality Statement are available electronically and can be viewed on the Academy's public website: www.ram.ac.uk. These can also be accessed electronically via the Academy's intranet.

1 Introduction

1.1 The Disability Discrimination Act (2005) extended the existing disability legislation by introducing the disability Equality Duty (DED) that required higher education institutions (HEIs) to produce a Disability Equality Scheme (DES) by 4 December 2006. Institutions have since been required to report annually on their DES and undertake an overall revision of their Scheme within three years and no later than 4th December 2009.

1.2 The Disability Equality Duty places a general requirement on the Academy to promote disability equality and specific duties to support this requirement. This revised document sets out the Academy's continuing commitment to these duties, specifically:

- to involve people with disabilities and learning differences in a meaningful way in the development, monitoring and review of the disability equality policy and action plan.
- to ensure that all members of the Academy can work, study, live, pursue personal and professional development and conduct relations freely
- to comply with statutory and legislative obligations
- to meet the needs of and promote disability equality for staff and students
- to use its status and influence to encourage all its partners and service providers to support the aims of this policy
- to make disability equality integral in the development, delivery and refinement of all other policies, initiatives and services and in the way we manage our staff

1.3 The requirements of this policy are applicable to all staff and students. Everyone must accept personal responsibility for implementing this policy and should be encouraged to share their views on the policy and make suggestions for its improvement.

1.4 The following document constitutes the Disability Equality Scheme of the Royal Academy of Music. It is the Academy's intention to incorporate this DES into a new Single Equality Scheme (SES) and Action Plan.

2 The Academy Context

2.1 The primary function of the Academy is to provide music education for world-class students by world-class teachers.

2.2 The Academy has a long history and an international reputation as a Conservatoire of the highest standard. It attracts students from over 51 countries who must compete with the very best to gain admission. Musical ability and potential are the key criteria for admission as a student or member of academic staff. Additionally, teaching staff usually have an international performing profile and reputation.

2.3 These key criteria are inevitably reflected in the competitive nature of entry to the Academy's programmes of study and in the appointment of academic staff. This presents a challenge to equality and diversity, not only for the Academy, but also to the Conservatoire sector as a whole. This challenge requires a broader and longer-term inclusive approach to musical training and education at pre-HE levels. This is necessary to enable a greater diversity of strong candidates for studentships and academic posts.

3 The Legislative Framework

3.1 The Disability Discrimination Act 2005, [Part 5a] places a general duty on all public authorities [listed in Schedule 1 of the Act] to promote disability equality.

3.2 The Royal Academy of Music is a public authority under the definition of The Act.

3.3 The intention behind this duty is to make disability equality central to the way public authorities work, so it is integral to policymaking, service delivery, regulation, enforcement and employment.

3.4 General Duty

Under the general duty, every public authority shall in carrying out its functions have due regard to:

- the need to eliminate discrimination that is unlawful under the Act;
- the need to eliminate harassment of disabled persons that is related to their disabilities;
- the need to promote equality of opportunity between disabled persons and other persons;
- the need to take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons;
- the need to promote positive attitudes towards disabled persons;
- and
- the need to encourage participation by disabled persons in public life.

3.5 Specific Duties

3.5.1 The general duty is supported by three specific duties that detail the process and method to be followed:

- Publish a Disability Equality Scheme by 4 December 2006
- Develop and regularly review an action plan to ensure that the institution fulfils the new duties
- Review, revise and publish the Policy every three years.

3.5.2 The original policy for 2006–09 addressed the specific duties describing how the Academy involves people with disabilities and learning differences in the development of inclusive practice and impact assessment. The Academy continues to fulfil these requirements and seeks to build upon existing policy in 2009–2012.

4 Principles

- 4.1 The strategic aims of the Academy's Disability Equality Policy are:
- To achieve measurable improvements year-on-year in reducing and eradicating disability inequality, promoting disability equality and increasing awareness of cultural diversity
 - To eliminate the effects of adverse impacts from any of our functions and policies on individual students and staff who have a disability
 - To engage people with disabilities in the development of disability equality at the Academy, through collaboration and partnerships.
- 4.2 The Disability Equality Policy:
- Will continue to be promoted and readily accessible to staff and students and to the public, via published documents and our web site (Appendix 1).
 - Sets out a timetabled action plan to help us meet our obligations under the Act (Appendix 1).
 - Will be reviewed and updated, initially annually, so that it properly reflects priorities and pressures facing the Academy.
 - Will be implemented and managed by the Disability Advisor reporting to the Student Support Co-ordinator, who reports to the Student Liaison Committee (SLC) and in turn to the Academic Board, the Senior Management Team (SMT) and the Governing Body.

5 Definition of Disability

5.1 According to the Disability Discrimination Act (2005) a person is disabled if she or he:

‘has a physical or mental impairment which has a substantial and long-term¹ adverse effect on their ability to carry out normal day to day activities’.

The term ‘disability’ might apply to people with:

- Specific learning difficulties such as Dyslexia, Dyspraxia, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Autism and similar conditions
- Sensory impairments such as visual and hearing impairments
- Mobility impairments
- Long-term health conditions such as diabetes
- An ongoing medical condition such as multiple sclerosis
- A diagnosis of HIV, cancer or multiple sclerosis
- Mental health conditions

In some cases the effect of disability may be constant; in others it will arise intermittently (for example, epilepsy).

6 Social Model of Disability

6.1 It is recognised that people who are covered under the legislation may not identify as experiencing a disability. The Academy, however applies the social model of disability to the DDA definition. The social model of disability illustrates how people become disabled by the restrictions placed upon them within society rather than becoming disabled by their impairment or condition. A student for instance, who has dyslexia and is required to complete a written exam may not be disabled by their dyslexia but may be disabled by the failure of an institution to arrange a necessary alternative, such as use of appropriate software, extra time or an oral examination. By using the social model, the Academy strives to provide an inclusive environment, significantly reducing those restrictions by meeting the needs of students, staff and the general public who use Academy facilities.

¹ Under the legislation a long term effect of an impairment means it has lasted at least 12 months, or the total period for which it lasts is likely to be at least 12 months, or it is likely to last for the rest of the life of the person affected.

7 Estates and Access

7.1 The Estates Strategy is regularly updated to take into account developments in the Academy's Disability Equality Policy, to reflect good practice in the sector, and in response to the regular consultations between the Disability Advisor and the Estates Department.

7.2 The Entrance Hall of the Academy was redeveloped in 2009 and enhancements were made to the Security Desks to ensure that wheelchair users may be served at an appropriate height. Circulation space was also increased within the reception area. External development of the Entrance Area (with a view to enhancing access) is currently under consideration.

7.3 A disabled lift links the York Gate building with the main building. Each of the buildings, York Gate and the main building, has a general lift available for people with mobility impairment.

7.4 Procedures are in place to ensure that any planned maintenance that may impact on accessibility to the Academy, and any lift malfunction, is reported as soon as possible to the General Office and other relevant parties. On such occasions, the Academy will put into action a scheme whereby suitable alternative arrangements can be made for relevant students, staff and visitors in the interim. Information is also posted on the Academy's website where visitors are advised to check for the latest information about the events they are attending.

7.5 Wheelchair-user fact sheets

Wheelchair-user fact sheets are available to aid physical navigation around the Academy, giving clear directions to accessible parts of the buildings. These fact sheets, which are available at the Academy and on the Academy's website, have been produced by the Disability Advisor following a survey of the physical access within the Academy.

8 Health & Safety

8.1 Emergency evacuation for people with disabilities

The Health & Safety Officer completed an audit to the main Building, in consultation with the Disability Advisor and Estates Manager, which examined disability access. Disabled refuge areas are provided in the York Gate building, and in the event of an evacuation, there is a team of trained fire marshals to check the refuges and take whatever action is necessary to ensure that people are safely taken out of the building. If appropriate a Personal Emergency Evacuation Plan (PEEP) will be set up for individual staff and students.

8.2 Audiometric Testing

The Academy has a requirement under Health and Safety provision to undertake audiometric testing. Any follow-up is provided by the Disability Advisor and where appropriate the Student Support Co-ordinator. This is in order to take steps to safeguard students' hearing and minimise the risk of any damage occurring whilst at the Academy. Feedback from Students continues to be positive regarding this process.

8.3 Student support and health questionnaires

Student support and health questionnaires are collected at the beginning of each academic year for new entrants to the Academy. Any student who self-identifies as having a disability and who requests contact by the Disability Advisor (or Student Support Co-ordinator) receives an email and/or letter from the Disability Advisor (or Student Support Co-ordinator), offering the opportunity to meet and discuss their support needs. The questionnaire asks students to indicate if they wish their health/disability details to be passed on to tutors and teachers. The Disability Advisor notifies the relevant Programme Board accordingly at the beginning of term.

8.4 Performance-related health questionnaire

A performance-related health questionnaire has been available since 2006 on the Academy's intranet site and continues to be available for both staff and students to complete at any point during their time in the Academy. This can be answered online or downloaded for complete anonymity and returned to either or both the Disability Advisor and the Student Support Co-ordinator. Uptake has been low, but the Academy continues to seek ways of improving response rates.

8.5 Funding for treatment (Students)

An arrangement with the Musicians Benevolent Fund, which considers applications for a grant towards treatment costs to enhance student well being, is ongoing and works well. For students who are not eligible under the scheme, the Academy can offer some financial assistance towards the cost of specialist treatment.

9 Academy Publications

9.1 The Academy's public website complies with disability accessibility guidelines.

9.2 The Academy's intranet is being re-designed in 2010 and disability needs will be factored into the new design and framework.

9.3 A disability guide for staff, students and visitors was published early in 2008. It is updated periodically and accessible on the Academy's intranet and public website. Paper copies are available on request in enlarged format.

9.4 The Academy's Calendar of Events includes information on access to Academy venues for visitors with disabilities on the inside of the front cover.

9.5 The Prospectus for students and the Diary are available in a large print version from the General Office on request.

10 Information Technology

10.1 Computer access

The Academy's IT regularly reviews disability access to computers. A key aspect of the enhancement strategy for access is the development of wireless networking throughout the Academy so that personal laptops can be used in all parts of the buildings.

10.2 IT strategy

The IT strategy has been revised in consultation with the Disability Advisor to ensure that due consideration is made regarding disability and impact assessment. The current e-learning strategy, which sets out objectives for the five year period 2009–2013, includes the following objectives:

- the development of online learning support materials to enhance the student learning experience, including students who have specific learning needs
- the implementation of an e-portfolio platform designed to enable students to submit work in progress and solicit tutorial feedback remotely. This will enable all students to take greater control over the way they pace the development of their work
- the development of a robust framework for the podcasting of learning support materials.

10.3 Wireless networking

Wireless networking has been running successfully since September 2006. Students with wireless laptops funded by Disabled Students' Allowance (DSA) are able to access wireless networking in the same manner as any other student with a personal laptop.

10.4 Assistive software

Assistive software is now installed on selected computers throughout the Academy:

- *TextHelp Read&Write* is available for demonstration by the Disability Advisor and is accessible on six computers in a variety of the student labs.
- *Inspiration* can be demonstrated by the Disability Advisor and by six other staff members. It is available on 23 computers in the various student labs.

One computer is dedicated for accessible software and includes:

- Jaws Professional for Windows XP version 8
- GoodFeel version 3 + Lime and Sharp Eye
- Text Bridge Pro 11
- Epson Perfection Scanner
- Everest Braille Printer (and Braille paper)
- Sibelius Speaking
- DBT Braille Translator
- Wordswork
- Mindgenius
- Wordbar
- Sibelius 6

10.5 IT training

Training is offered to staff members on the use of Inspiration, to allow for the potential for selected lecture delivery to be in a more dyslexia-friendly style, facilitating the use of colour, image and mind mapping layout. Such training will be initially provided by the Disability Advisor. The IT Training Coordinator helps to arrange training where necessary and to plan IT awareness days and activities. It is planned that further use of assistive software will be incorporated into the Academy's learning and teaching support strategy.

10.6 Funding assistive software

The Head of IT has negotiated special deals with a variety of suppliers, including a 30% discount on Sibelius music-writing software, which enables students from the Academy (including international disabled students who are ineligible for the Disabled Students' Allowance) to benefit from discounts on purchases.

10.7 IT customer Charter

The IT customer charter, which is in development, will give due consideration to disability issues.

10.8 Creative Technology Lab (CTL) & Creative/MusicTechnology Teaching

The CTL suite of studios is based around Apple Macs which feature in-built access tools such as Zoom, Display Contrast, Voiceover, screen alerts, Sticky Keys, Slow Keys, Mouse & Trackpad options.

10.9 Technicians are able to adapt/adjust the audio environment using EQ, balance and volume. Manuals and other educational content are available online so that text size can be adjusted and voiceover used, outside the restraints of class time.

10.10 Flexibility in teaching style with small class sizes and hands-on technical staff enables attention to be given to particular needs of individual students.

11 The Museum

11.1 The Museum's Collections Management Policy, Conservation Management Plan and Audience Development Plan each reflect the duties of the Academy under the 2005 Act. Museum stewards are trained to help visitors with disabilities. Large-print versions of exhibition handouts are available in the Museum. Accessibility questionnaires are kept on display on all three floors of the museum.

12 Human Resources

12.1 The Human Resources Department continues to ensure that all job applicants and staff are treated equally in terms of recruitment, employment and development. Whenever new policies are drafted or existing policies updated, Human Resources looks for ways to integrate them as closely as possible with the Academy's equality policies.

12.2 Disability disclosure is encouraged and facilitated at various points of employment. There are two main purposes for this; firstly to enable us to gather accurate monitoring data and thus enable us to identify priorities for advancing disability equality and secondly so that the Academy can put in place reasonable adjustments for disabled staff members.

12.3 At the recruitment stage candidates complete an equal opportunities monitoring form. This includes a section on disability in which candidates can inform us if they have access requirements or are likely to require any adjustments to the recruitment process. At the short-listing stage candidates are then given a further opportunity to request access arrangements or adjustments,

12.4 If the successful candidate had disclosed that they have a disability, Human Resources and/or the manager will discuss with the individual what adjustments, if any, may be needed. The Disability Advisor provides specialist advice to HR and the manager and additional advice and support to the member of staff as required. The Academy always aims to be as responsive as possible in making such reasonable adjustments for employees.

12.5 Disability support and adjustments will be monitored throughout the course of employment and enable equality of opportunity for disabled staff members. This includes access to staff development and training, appraisal, access to staff benefits, promotion or progression into other suitable roles at the Academy.

12.6 Information on disability is provided to all new staff as part of the staff hand-book and within staff induction presentations as part of the Central Induction Programme. Further training/briefing sessions for existing staff are currently being considered with the aim that all staff members have a sensitivity to disability issues and an awareness of Academy policy relating to disability. The role of the Disability Advisor in devising, updating and delivering this training to staff is paramount.

12.7 We continue to highlight important policies and procedures during the induction programme to all staff, including how to access the many online policies. All information given during the induction programme is additionally published on the intranet, so that staff can access this at their convenience.

13 The Disability Advisor

13.1 The Disability Advisor provides a comprehensive level of service and support to students and staff on all disability-related matters, and also has responsibility for overseeing the creation, implementation and evaluation of the Academy's disability strategies and policies, and to ensure that they are effectively applied.

14 The Student Experience

14.1 The Academy offers a wide range of support for disabled students and those with specific learning difficulties so that all students can participate fully in the life of the Academy. The Academy produces a Handbook for disabled students which is sent to students declaring a disability. They are encouraged to meet with the Disability Advisor.

14.2 Dyslexic and dyspraxic students

- The Academy has a designated Independent Additional Support tutor who works closely with dyslexic and dyspraxic students to provide specialist advice and support.
- The Independent Additional Support tutor continues to provide 1:1 support sessions for dyslexic and dyspraxic students. As a specialist in music and dyslexia/dyspraxia she is able to provide an integrated service helping students to develop strategies for both academic and musical learning. Funding for the tuition is provided by the Disabled Students Allowance, for those students who are eligible. Students who are not able to apply for the allowance are still given 1:1 support as the Academy funds the provision of a few sessions each week.
- The Independent Additional Support tutor constantly seeks informal feedback from the students she supports and provides the students with more formal feedback mechanisms at the end of each term. This is fed back to the Disability Advisor and Student Support Co-ordinator.

14.3 The Audition Process

- The Disability Advisor is in regular consultation with Registry regarding disabled applicants who make enquiries to the Academy. A record is kept of the number of applicants with a disability.
- Discussions take place between the Disability Advisor and Registry prior to auditions in December and February each year, to ensure that disabled applicants' needs are satisfactorily met.
- Students who declare a disability and indicate that they wish this to be taken into account are contacted by the Registry inviting them to specify what would be helpful for them. Stewards and members of the auditions panel are informed as appropriate.
- Applicants who declare a disability, such as visual impairment or a specific learning difficulty such as dyslexia or dyspraxia, are automatically offered reasonable adjustments. These typically can be the provision of enlarged script for sight reading and extra time for any written assessment; care with regards to running order; the offer of a personal steward during the audition day (for example, in the case of a partially sighted student or one with impaired mobility).

- A feedback questionnaire for all candidates auditioning for a place at the Academy was introduced in 2009. Relevant feedback will inform the Academy's evolving procedures with regard to the audition experience of applicants with a disability.

14.4 Teaching and Learning

Any student who has declared a disability is contacted by the Disability Advisor and encouraged to meet and discuss their support needs. For reasonable adjustments to be made, students with disabilities are required to have written evidence of the effects of their disability on their music studies. For example, a dyslexic student requires an up-to-date diagnostic report (post 16 years). Requests are made to the Deputy Principal when necessary to seek funding for diagnostic assessments.

14.5 Personal Learning Plans

Personal Learning Plans [PLPs] are set up by the Disability Advisor, based on the recommendation of their medical/psychological reports or needs assessment and in consultation with the student. A copy of the PLP is then forwarded, with the student's agreement, to the relevant Head of Programme, Tutor and teachers.

14.6 Exam arrangements

Exam arrangements can be applied for as part of the PLP process and if approved by the relevant Programme Board are arranged by the Examinations Officer and Disability Advisor. Typical exam arrangements include extra time and the use of laptops.

15 Increasing Disability Awareness

15.1 Staff training

15.1.1 Videos containing a variety of disability information are accessible through the Student Support Services.

15.1.2 Online disability awareness training is available on the Academy's intranet by accessing the 'Disability' section on the 'Support Services' page and selecting the 'Online disability awareness training' link. General guidelines are also available on this page, detailing the effect on musical learning of a variety of disabilities and medical conditions.

15.2 Student induction

15.2.1 For the academic year starting September 2009, 'Week Zero' aimed at facilitating the induction process for disabled and non-disabled students alike. The Student Services Co-ordinator was actively involved in raising awareness of disability and health-related issues and providing relevant information for students before teaching formally began.

15.2.2 With the ongoing development of the Academy's intranet site, a pre-induction area is proposed for students to include relevant disability related issues.

16 Links with the Student Union

16.1 The Student Union is aware of the need to produce dyslexia-friendly material and has been provided by the Academy with guidance and information.

16.2 Links have been developed with the student union to highlight any disability issues that have been brought to their notice

17 Participation and Feedback

17.1 Feedback from students is actively sought when updating Personal Learning Plans (PLPs) at the beginning of each autumn term as well as via the Independent Additional Support Tutor.

17.2 The Academic Secretariat has devised an integrated format to gather student feedback, in consultation with the Student Union and the Registry, to ensure greater participation. These issues are also brought forward at the Student Staff Liaison Committee whence they progress along the Academy's committee structure.

18 Current Numbers of Disabled Students and Staff

18.1 Students with disabilities

Number of disabled students (who disclosed) in 2009–10:

No known disability	626
Blind/partially sighted	1
Deaf/ hearing impairment	3
Wheelchair user/mobility difficulties	1
Mental Health Difficulties	3
Unseen disability	21
Multiple disabilities	2
Specific learning differences (including dyslexia/ dyspraxia)	21
Disability not listed above	2

Dyslexia continues to be the main disability disclosed by students at the Academy.

18.2 Staff with disabilities

The Academy monitors equality data annually, both internally and as part of the annual HESA return, which subsequently helps to inform our direction for the rolling three year Human Resources (HR) strategy. The statistics monitored in May 2009 detail the following numbers of employees with at least one declared disability:

Teaching Staff	5 declared disabled out of 393
Music Support Staff	1 declared disabled out of 60
General Administrative Staff	2 declared disabled out of 63

19 Monitoring Numbers of Visitors with disabilities

19.1 The Academy has an arrangement which ensures that the Disability Advisor is notified by email when the General Office receives any enquiries about access to the Academy from disabled members of the public. Such notification allows the Disability Advisor to make appropriate consideration of the needs of visitors with a disability when planning for future developments at the Academy. A feedback questionnaire for visitors continues to be available.

20 Impact Assessment

20.1 The Disability Equality Duty's Code of Practice places a requirement on the Academy to assess all its policies, procedures and strategies for impact on disability issues.

20.2 The Disability Advisor and Management Information Coordinator screened numerous institutional policies, procedures and publications and assessed whether full impact assessments were required and recommendations were delivered to Senior Management in September 2009.

20.3 Impact assessment Functions

The Academy's policies, practices, provisions and criteria are designed to meet the priorities and targets of central government, the Academy's Governing Body, HEFCE, the Academy's mission and the educational needs of the communities we serve. This policy will apply to the following key areas:

- Alumni, careers & student employment
- Corporate communications
- Governance and Management
- Estates
- Student Services & Support
- Teaching and Learning
- Information Technology and Systems
- Human Resources
- Strategic Projects and Planning
- Partnerships and Collaboration
- Finance
- Support for Information Systems

20.4 Impact Assessment Procedures

The Academy has assessed its policies and strategies in the light of the Disability Equality Duty's (DED) Code of Practice relating to Disability Impact Assessment (DIA). The Disability Advisor has worked with the Management Information Coordinator and key departments to assess the impact of the policy or procedure on people with disabilities.

20.5 If an impact assessment identifies that an existing or proposed policy is likely to have an adverse impact on those with a disability then staff responsible for the delivery of the policy will consider:

- How the general principles and aims of the policy can best meet the Academy's general duty under the Act
- Alternatives that could meet the policy objectives and general principles without any adverse impact
- Whether the adverse impact is unavoidable, and whether it can be justified in relation to the aims and importance of the policy
- Any measures that would help to reduce the predicted adverse impact
- Whether a second round of consultation should be undertaken

20.6 The Disability Advisor of the Academy continues to be the responsible officer for managing the ongoing review of all procedures and processes to ensure compliance. The Disability Advisor reports findings to the Student Support Co-ordinator and the Student Staff Liaison Committee who in turn report to the Senior Management Team.

21 Monitoring Arrangements

21.1 The monitoring of the Disability Equality Scheme and Action Plan is carried out routinely by the Registrar in consultation with the Disability Advisor and the Student Support Co-ordinator.

21.2 The information collected will continue to be used as a basis for the development and planning of future strategies and actions to enable the Academy to continue to improve its performance in promoting disability equality effectively.

21.3 The monitoring process will be used to ensure that staff are treated equally in terms of recruitment, promotion, staff development, grading, and so on. The monitoring process will also be used to ensure students are treated equally in terms of recruitment, admission, progression & retention, assessment, discipline and so on.

22 Data collection

22.1 The Academy collects both qualitative and quantitative information regarding disability issues across the Academy in order that we can effectively monitor and develop our services in line with the general and specific duties.

22.2 Statistical data regarding disabled students and staff is monitored Via the Registry, Disability Advisor and Human Resources, with the Registrar holding administrative responsibility for the accurate collection and reporting of data.

22.3 Statistical data is reported annually to Higher Education Statistics Agency (HESA) and Higher Education Funding Council for England (HEFCE).

22.4 The Academy is aware that, due to the relatively small numbers of disabled students, individual profiles may have a disproportionate effect upon the interpretation of statistical data. To ensure valid representation a combination of qualitative and quantitative data is used.

23 Publishing Arrangements

23.1 The Academy has published the Disability Equality Policy along with its Equality and Diversity Policy on its website. These will continue to be updated every three years, and more frequently where appropriate and necessary.

23.2 The Disability Equality Policy is published along with the Race Equality Policy and Equal Opportunities Policy in paper format as part of the Academy's Policies and Procedures Manual, which is distributed to all Academy Departments. This is amended regularly as required and updates provided. The Policies and Procedures Manual is also available to all staff electronically.

24 Leadership, Governance & Management

24.1 The success of this policy depends on effective leadership and management at every level of the Academy. Each individual of the Academy's community whether Governor, staff, student, partnership body or visiting performer is responsible for adhering to the Academy's Disability Equality Policy and will be expected to apply its principles and commitments in day-to-day work and activities.

24.2 The Registrar, in collaboration with the Disability Advisor, is responsible for ongoing review of all Academy's procedures and processes in order to ensure compliance with all appropriate legislation and codes of practice. The Registrar is also responsible for ensuring that all staff members, in particular Departmental Managers are informed of their responsibilities and that they act in accordance with these.

24.3 Governors have ultimate responsibility for ensuring that the Academy implements all Disability Equality legislation and statutory responsibilities and that in accordance with this, it implements, monitors and evaluates its Disability Equality Policy to reflect the requirements of the Disability Discrimination Act (2005). Governors are specifically responsible for ensuring that:

- The Academy's strategic plan includes a commitment to disability equality
- They are aware of the Academy's statutory responsibilities in relation to disability & equality legislation as an employer and service provider
- They receive and respond to the disability monitoring information on students and staff.
- Appropriate and realistic targets for achieving a representative workforce and student population are set and monitored regularly.

24.4 To do the above, the Governing Body will:

- Require that all reports submitted for its consideration set out how the requirements of the Act are being met & how disability equality is being promoted
- Receive an Annual Equality Report

24.5 The Principal is responsible for ensuring that the Academy's Disability Equality Policy and related action plans are implemented effectively and that appropriate action is taken against individuals on the Academy's premises who do not act in accordance with the policy. The Principal is also responsible for giving a consistently high-profile lead on disability equality. To do this he will:

- Ensure that the disability equality requirements of governors are met
- Report progress to governors annually
- Require that all monitoring and review reports set out how the requirements of The Act are being met and how disability equality is being promoted.
- Keep the disability data of all staff under review
- Ensure the strategic, operational and curriculum plans comply with the duties placed on the Academy by The Act.
- Use formal communication with staff and students to ensure commitment to disability equality is visible and understood.
- Promote the Academy as an equality and diversity exemplar
- Recommend to the Governing Body appropriate and realistic targets for achieving a representative workforce and student population.

24.6 The Senior Management Team is responsible for ensuring that:

- Their staff take the lead in creating a positive, inclusive ethos that challenges discriminatory or inappropriate behaviour on the part of managers, staff or students
- They are aware of the Academy's statutory duties in relation to disability legislation
- All aspects of the Academy's policy and activity are sensitive to disability issues
- disability monitoring information is collected and analysed by impairment
- The procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities
- The Academy's publicity materials present appropriate and positive messages about disabled groups
- Student induction programmes and tutorial programmes reflect the Academy's commitment to promote equality of opportunity
- Appropriate training and development is provided to support the appreciation and understanding of diversity.

24.7 To do the above, Senior Managers will:

- Keep the disability profile of their staff under review and take appropriate measures.
- Ensure that management information systems successfully gather disability data.
- Ensure that disability data is used in policy review and development
- Use team and other departmental meetings to ensure their staff understand the policy and their commitment to it.
- Ensure that their contribution to the strategic, operational and curriculum plans comply with the duties placed on the Academy by the DDA.

- Identify appropriate staff development for themselves and their staff to meet the needs of their respective programme and work areas

24.8 Each individual member of staff and visiting performer and each student also has a responsibility to support and foster the aims of this policy. Staff and students are specifically responsible for ensuring that:

- They are aware of the Academy's statutory duties in relation to disability legislation. All new staff members are requested to read the Equal Opportunities Policies which will include the Disability Equality Policy at induction. Additionally each Department Manager holds a copy of the policies and Procedures Manual containing the Equal Opportunities policy which will include the Disability Equality Policy for reference. This will also be available electronically.
- Their schemes of work, lesson content and teaching resources are accessible to people with disabilities.
- They challenge inappropriate behaviour by fellow staff and students and outside contractors.
- The Academy and each of its individual staff and student confront discrimination on the grounds of disability, whether witting or unwitting, whenever it occurs.

24.9 To do the above, staff and students will:

- Undertake suitable training and induction. As stated above, all new staff members are requested to read and understand the Equal Opportunities Policies as part of their induction. New employees also attend a meeting with the Human Resources Manager who addresses this as well as other Academy issues. All members of the HR team are trained in non-discriminatory practices and are responsible for working with staff teams in recruiting for new members of staff. Ensure any staff managed by them undertake suitable training.
- Ensure that disability related incidents can be identified and resolved speedily and appropriately. This is carried out as part of the Academy's Grievance and Discipline process.
- Ensure a secure and respectful learning and working environment.
- Acknowledge and celebrate the diversity of the Academy.

25 Review & Consultation

25.1 Central to the duty is the involvement of people with disabilities in the monitoring and development of the disability equality scheme. The Academy recognises the importance of this duty and has taken steps to develop mechanisms for involvement of people with disabilities, both staff and students and continues to develop these mechanisms.

26 Complaints & Breaches of the Policy

26.1 In fulfilling our statutory obligations to promote disability equality, some staff and students may think that these obligations have not been met properly, or that more should be done to promote disability equality.

26.2 Any student or member of staff is able to approach the Disability Advisor (DA), to discuss in confidence any matter of concern relating to their disability or learning difference. If the individual wishes for the matter to be taken further, the DA can assist them in following the Academy's complaints/grievance procedures for the issue to be appropriately handled.

26.3 The Academy will review its current complaints procedure to ensure that its duties under the Act are properly reflected and its procedures encompass a fair, proper and constructive response to complaints. As part of this review, the Academy will determine if there is a need for the training of staff handling complaints to take account of disability equality and fair treatment issues and will collect and monitor if a person making a complaint has a disability to enable it to investigate any discrepancies that might arise in the rate of complaints from people with and without disabilities.

26.4 In practice, most complaints are resolved informally. The first step in most cases for members of staff would be to contact the Human Resources Manager to establish the nature of the complaint and determine the most appropriate process to be followed. This may result in the complainant or the HR Manager directly raising the concern with the other parties involved. For students wishing to raise complaints, the first step is always to contact his or her tutor or head of study for information, advice and guidance.

26.5 If it is decided that a formal approach is the most appropriate method, the formal grievance procedure will be followed. Additionally, the Academy will consider producing an annual report on formal complaints to be circulated to appropriate staff to ensure appropriate action is taken. For students wishing to make formal complaints there is again a formal grievance procedure in place.

26.6 With regard to any breaches of the policy by partners and visitors, the Academy will take appropriate action in relation to the nature of the incident. The person who is the subject of any unlawful discrimination will, as far as it is practical, be placed in the position they should have been had the discrimination not occurred.

27 Failure to Follow Policy

27.1 The Academy will take extremely seriously any instances of non-adherence to the DDA and the Academy's Disability Equality Policy by its staff, students, partners and visitors. Any instance of a breach of this policy will be investigated and, where appropriate, will be considered under the respective disciplinary codes for staff and students. For example, in a case of individual harassment the Anti-Harassment code will be invoked. If there is a more general concern that this policy is not being followed, the issue should be referred to the Disability Advisor, Director of Finance and Personnel, the Student Liaison Committee and/or the Governing Body who will address the matter accordingly.

Appendix 1

DISABILITY EQUALITY ACTION PLAN 2009–2012

Task	Action	Outcome	Status/timescale	Staff lead
Corporate Issues				
1. Produce final version of policy & action plan		Draft policy and action plan produced. Formal approval of all relevant bodies.	December 2009	DA SSLC REG
2. Initial launch of policy & action plan	Publish policy & action plan on Academy's web site.	Staff, students & stakeholders aware of policy & action plan.	December 4 2009	DA
3.	Issue summary of policy & action plan to all staff, students & key stakeholders	Staff, students & stakeholders aware of policy & action plan.	January 2010	DA SSLC
4. Identify additional resources to facilitate & oversee implementation of policy & action plan	Consider human resource necessary to ensure oversight of policy	Effective management, development & implementation of policy & action plan.	Year 1	SSLC HR
5. Impact of policy on Academy's strategic aims	Consider how disability equality will continue to be promoted and embedded within the Academy's Corporate Strategy.	Embedding disability equality at corporate level & the dissemination of this into all other Academy's	Ongoing	SSLC SMT

		processes.		
6. Impact of policy on Academy's planning process	Consider how the Academy's disability equality policy impacts on the planning process.	Identification of areas and issues in the planning process where a disability equality dimension is relevant.	Year 1	SSLC SMT
7. Governance & Quality Management	Consider how disability equality can continue to be explicitly built into the business of the Academy's committees and forums. E.g. Consolidate existing committees into a single Equality and Diversity Committee to streamline the Academy approach towards a cohesive equality strategy.	Terms of Reference for all committees.	Year 1	HR
8. Monitoring	Continue to review and develop the monitoring of disability equality within the areas on which it impacts e.g. <ul style="list-style-type: none"> ▪ Staff recruitment & retention ▪ Student recruitment, retention, learning support & achievement ▪ Public access 	Alterations to monitoring strategy & action plan for each area	Ongoing	DA HR REG
9. Publishing	Make arrangements for publishing the disability policy and action plan on the website	Ensure the Policy is available to all Academy Staff and Students and also accessible to external individuals / organisations i.e. via Academy website.	Dec 09	SSC DA

	Make arrangements for publishing the disability equality policy in paper and electronic formats in the Academy's Policies and Procedures Manual; a summary in the Staff and Student Handbooks and in 'The Score'. Also ensure that the Disability Equality Policy is included in the Equal Opportunities information which is pigeonholed to students at the beginning of the year.	Ensure all Academy Staff and Students are aware of the Disability Equality Policy.	Ongoing	DA
	Make arrangements for publishing the results of assessment and monitoring.	Ensure results of assessment and monitoring are made available as reference for Academy Stakeholders. Also that these are delivered to the relevant Committees so that action can be taken on findings as appropriate.	Annually	DA REG
9. Impact assessment	To develop procedures to ensure that disability issues are continually impact assessed especially in the development or review of courses.		Ongoing	DA SSLC SMT
10. Accessibility	Identify ways of making the organisation more accessible to students, staff and visitors e.g. developing a read friendly policy, improving signage.	Ensure that the Academy is accessible to all	Ongoing	DA
11. Recruitment	Actively recruiting a wider group of students and staff including those with disabilities.		Ongoing	HR REG

12. Disability and confidentiality procedure	Write a 'whole organisation' procedure for disability and confidentiality (disability disclosure).		Ongoing	SSC DA SSLC SMT
13. Coordination of Arena and Handbooks	To develop a procedure to ensure the coordination and synchronisation of intranet and handbook information.		Ongoing	DA
14. Organisational structure	Coordinate organisation charts/simple information leaflet providing staff names and roles for each Departments. Department and line management details could be designed as 'Academy trees'.			HR
15. Personal Learning Plan procedures	For senior management to confirm PLP procedures			SMT

Tasks	Action	Outcome	Status / Timescale	Staff Lead
Estates				
16. Front Entrance	Front Entrance, sign, door bell etc			
17. Signage	Improve signage through out the building.			
18. Physical disabilities	Long-term solutions are needed for staff with physical disabilities.			
19. Access to library	Investigate how to improve Access to the library for people with physical disabilities.			
20. Hearing loop	Investigate installing a hearing loop throughout the building.			
21. Fire alarm	Updates to the fire alarm system to include people with hearing impairments (sensory alarms)			

Tasks	Action	Outcome	Status / Timescale	Staff Lead
Information Technology				
22. Specialist software	Assign a dedicated member of staff for disability matters and to assist with specialist software.			HoITS
23. Access to RAM email from outside the Academy	Provide written instruction for all staff on how to access their RAM e-mail from a home computer.			HoITS
24. Electronic distribution of student information	Investigate electronic systems for the distribution and coordination of student disability information and needs.			DA HoITS

Tasks	Action	Outcome	Status / Timescale	Staff Lead
Human Resources				
22. Two Ticks Employer	To become a recognised 'Two Ticks Employer'			HR
23. Good Practice Guidelines for Staff	Develop 'good practice guidelines' on support for staff with disabilities.			HR DA
24. Staff development, disability awareness training	Run training on Equality and Diversity for all staff.			HR DA
	To enhance disability awareness training in staff induction.		Ongoing	HR DA

Task	Action	Outcome	Status/timescale	Staff Lead
Registry				
28. Admission and audition	Continue to assess application procedures and policies to identify any impact they might have on disabled people	Revised policies and procedures where necessary	Ongoing	REG DA
26. Assess the effectiveness of audition arrangements for disabled people	Email feedback form to all students who required audition arrangements.	Positive feedback Report findings to SSLC	Annually December	REG DA
30. Monitoring audition	To monitor the number of students seeking audition arrangements and the percentage of disabled applicant who successfully gain places.	Report to the SSLC annually	Annually December	REG DA
31. Exam arrangements	To review procedure for ensuring that exam arrangements once agreed are automatically kept in place for the duration of the student's course. E.g. a student gets 22% extra time in written exams every time he/she takes an exam they are provided with the extra time.	Identify any areas for further action	Ongoing	DA REG
32. Open Days	To ensure that Open days include			REG

	information about the Academy's student support services in line with other conservatoires			SSC DA
33. Courses chosen	To monitor the choice of courses by disabled students	Report to SSLC	Annually January	REG DA

Tasks	Action	Outcome	Status / Timescale	Staff Lead
Student Support Services				
34. Use Medical Questionnaire as monitoring tool	To continue to monitor the number of students who complete a medical questionnaire	Report to the SSLC	Annually October	DA C
35. Performance related injuries questionnaire	To monitor the PRH questionnaires and to arrange for provision of training for students where appropriate	Training in performance related health where appropriate	Review ongoing	SSC DA

Tasks	Action	Outcome	Status / Timescale	Staff Lead
Teaching and Learning				
36. New courses	To consider the needs of people with disabilities/ learning differences in the creation and revision of courses.	Evidence in all proposals that disability equality implications have been considered	Ongoing	Academic Board DA SMT
37. Supporting studies exam arrangements	To complete guidance for aural and keyboard exam arrangements.			DA HSS
38. Music specific vocabulary support	To complete musical vocabulary list for processing and sensory impairments for use with voice processing software.			DA
39. Handbooks	To review handbook information and formatting			DA
40. Study skills	To explore the possibility of a study skills area in the library and on intranet to support all students			DA HoITS
41.	To coordinate the study skills information provided to students so additional support can build upon the information already provided			DA
42. Accessible teaching	To explore ways to develop inclusive and accessible teaching and assessment with			DA

Tasks	Action	Outcome	Status / Timescale	Staff Lead
	reference to <i>Inclusive Assessment in Higher Education: A Resource for Change</i> , (2006), University of Plymouth.			

Task	Action	Outcome	Status/timescale	Staff Lead
Library				
42. Access information	Access poster or leaflets that invite students to ask for information and individual induction any time during their course.			DA
43. Library map	Improve access to resources by providing a (colour-coded) Map of where things are and what is available.			DA
44. Label format	Labelling, all new labelling to be in larger font on a cream background/blue writing where possible.			CM DA

Key to Action Plan Acronyms:

AS	Academic Secretary
CM	Communications Manager
DA	Disability Advisor
EM	Estates Manager
HoD	Head(s) of Department(s)
HoEL	Head of e learning
HoITS	Head of IT Services
HoMT	Head of Music Technology
HR	Human Resources Department
REG	Registry
SLC	Student Liaison Committee
SSC	Student Support Co-ordinator
SU	Student Union

Appendix 2

Questionnaires and interview questions for disabled staff and students used in the development of the Disability Equality Policy

Disability Equality Questionnaire for Staff

The Royal Academy is required to produce a disability equality scheme every three years that sets out how we will positively act to include disabled people and eliminate discrimination. The first scheme was published in December 2006 and this questionnaire is one of the ways that we are trying to gain feedback on our provision for disabled students and staff.

We are also aware that our staff have much experience of working with disabled students and may have other experience they can draw on in order to help us with the production of our scheme.

Your views will remain confidential and will be used to influence the direction of the scheme. As part of our policy we need to monitor how many disabled staff we employ; we therefore invite you to tell us anonymously if you have a disability. If you feel that your disability affects your work and would like to discuss it please contact the Disability Advisor at disability@ram.ac.uk

There are a few short sections to complete: please answer "Yes" or "No" and elaborate if you wish.

1. About You:

Do you currently have a long-term health condition, a SpLD (Specific Learning Difference such as dyslexia) or disability that you feel affects your day-to-day activities? **If NO please go to Section 3b**

What kind of disability or condition do you have?

- | | |
|--|----------------------------|
| Specific Learning Difference eg Dyslexia | <input type="checkbox"/> |
| Visual Impairment | <input type="checkbox"/> |
| Mobility issues | <input type="checkbox"/> |
| Medical condition | <input type="checkbox"/> |
| Mental health issues | <input type="checkbox"/> |
| Other please specify | <input type="checkbox"/> - |
-

Are you aware that the Academy is required to make reasonable adjustments to support disabled members of staff?

YES NO

Are you aware of the benefits you can claim if you have a disability or health condition and are working, such as Access to Work?

YES NO

Do you claim any disability related benefits?

YES NO

If you claim benefits do you find the benefits to be adequate for you needs?

YES NO

What else could the Academy do to support disabled staff?

2. The future:

Which of the following areas do you feel is the most pressing in terms of disability equality?

- | | |
|--|--|
| <input type="checkbox"/> Building access | <input type="checkbox"/> Access to IT facilities |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Improvements to student support |
| <input type="checkbox"/> Employment issues | <input type="checkbox"/> Teaching and Learning |
| <input type="checkbox"/> Disability Awareness | <input type="checkbox"/> Listening to the views of disabled students and staff |
| <input type="checkbox"/> Monitoring quantitative data to assess our progress | <input type="checkbox"/> Other |

3. Access issues:

a) Have you had any problems accessing the institution's building? YES NO

Have you had problems accessing materials and information provided by the Institution?

YES NO

b) Are you aware of others, staff/students, having problems accessing the institution's buildings?

YES NO

Are you aware of other staff/students having problems accessing any of the following:
materials and
information provided by the Academy or IT Facilities

YES NO

4. Disabled Students:

Do you have experience of working with disabled students? YES NO

Do you feel you have adequate information and training to support disabled students? YES
NO

What more could we do to support disabled students?

Do you feel there is a gap between the provision for disabled students and disabled staff? YES
NO

If you have any other comments you would like to make please use the back of this sheet to comment:

Thank you for taking the time to complete this form; your views are very much appreciated.

Disability Equality: Student questions

General provision

1	Has the support provided by the college for your disability been appropriate and sufficient?
2	Have college documents and other materials been made available to you in accessible formats?
3	Have alternative arrangements needed for you to take assessments been appropriate and efficiently administered?
4	Do you feel able to voice your opinion regarding the support provided for you?
5	Have you found the equipment provided from my DSA helpful?
6	Are you happy with the Personal Learning Plan Scheme and disclosure process?

Facilities:

7	Have you found the Library facilities easy to use?
8	Is the College website and intranet readily available to you?
9	Can you access the college buildings with ease?

The Future

10	Do you think that the Academy is fostering an environment that is supportive to disabled students?
11	During your time at the Academy have you noticed an improvement in the provision for disabled students? If so, in what ways?
12	Do you think that there is more the Academy could do to help disabled students? If so, in what ways?

Appendix 3

GLOSSARY

AS	Academic Secretary
CM	Communications Manager
C	Counsellor
DA	Disability Advisor
DDA	Disability Discrimination Act
DED	Disability Equality Duty
DP	Deputy Principal
DRC	Disability Rights Commission
DS	Disabled Students
DSA	Disabled Student Allowance
EM	Estates Manager
ESTS	Estates Department
HoD	Head(s) of Department(s)
HRDept	Human Resources– comprises Human Resources Manager, Personnel Co-ordinator (Employment, Development & Diversity) & Personnel Co-ordinator (Policy Administration & Information)
HRM	Human Resources Manager
PGTM	Postgraduate Team Meeting
REG	Registry
SLC	Student Liaison Committee
SMT	Senior Management Team
SU	Student Union
SUP	Student Union President