

Disability Equality Scheme 2006 - 2009



- promoting disability equality to support creative futures and ambitions

TRINITY LABAN

If you or someone you know requires a copy of this document in Braille, large print or electronically please contact James Hitchins on 020 8305 4418 or email jhitchins@tcm.ac.uk

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1. Summary

Trinity Laban's Disability Equality Scheme aims to promote equality of opportunity and positive attitudes between both disabled and other people; foster an environment where discrimination and harassment of disabled people cannot flourish; meet their needs and encourage their participation within the Trinity Laban community.

The Scheme has been written in accordance with the Codes of Practice issued by the Higher Education Funding Council of England (HEFCE), Quality Assurance Agency (QAA), Disability Rights Commission (DRC) in relation to the Special Educational Needs & Disability Act 2001 and the Equality Challenge Unit (ECU).

The scheme summarises current services for disabled staff and students, highlights areas where services could be improved and identifies good practice. It includes an action plan with agreed priorities to redress the most pressing issues over the next three years. It also includes details of how the impact of the proposed activities will be assessed and progress monitored and reviewed.

Derek Aviss
Joint Principal

Anthony Bowne
Joint Principal

2. Introduction

In order to meet the general duty to promote disability equality, Trinity Laban has a specific duty to produce its first Disability Equality Scheme (DES). The duty to promote disability equality means that, when carrying out our day-to-day functions, Trinity Laban must have due regard to the following:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- Eliminate disability harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs

This Disability Equality Scheme outlines Trinity Laban's future commitment to inclusion and how we address proactively, both now and in the future, the issues surrounding disability. A large amount of good practice and procedure is already in place within the institution and this scheme will formalise and clarify a lot of what we already do. The Disability Equality Scheme gives us an obligation to collect and monitor data. This will give us quantitative data to review alongside the qualitative data we already collect.

Since 2003, huge strides have been made in the development of core services for disabled students and staff. Strong and robust systems have been developed to support these services, which are now well developed and securely embedded.

Disclosure and confidentiality procedures are now in place. Systems to assess the learning needs of disabled students and to transmit information to staff have been further developed. More students are being supported to apply for the DSA. Procedures to provide information and learning materials in alternative formats have been extended and made more systematic. The service has been responsive to feedback and its systems continue to evolve. Staff and students have been extremely positive about the development of these core services, but we must not become complacent.

The Disability Equality Scheme will continue to focus our minds on the need for equality across the HEI and we welcome it as a way to demonstrate our commitment to equality of opportunity for disabled people to achieve full participation and individual potential as students, staff or users of the HEI. Our commitment is to involve disabled people, implement best practice, deliver high quality services and to plan and monitor ongoing improvement.

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3. Disability Statement

Trinity Laban is an equal opportunity employer and is committed to giving full and fair consideration to people with disabilities who apply for a vacancy. This policy extends to providing equal opportunities for disabled employees in training, career development and promotion. It is also the intention of Trinity Laban, so far as reasonably practical, to safeguard the employment of any member of staff who becomes disabled or whose disability increases during employment. Where necessary, this may involve an alteration to facilities, a restructuring of the roles or the retraining of the staff concerned. The institution aims to provide systematic and efficient services to students with disabilities, and so enable them to make informed decisions about their lives in higher education and their future careers. It endeavours to ensure that its provision and structures take into account, as far as possible, the full range of needs of students in a wide range of circumstances including those with physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia, medical conditions and mental health difficulties.

Over the next three years our aims are to:

- Improve access to education and employment for disabled people across the institution.
- Include the views of disabled people in our decision-making processes.
- Improve access and services for disabled people across our various sites.
- Improve disability awareness across our institution.
- Include our commitment and provision for disabled people in our publicity and literature.
- Ensure parity of achievements between all staff/students including those with disabilities.
- Improve our awareness of mechanisms of support for disabled people.
- Be transparent about our findings and respond to them in meaningful ways.
- Provide accessible communication to all our audiences.
- Provide furniture, fittings and equipment suitable for individual students and staff needs both at work and, for students, within their Halls of Residence

4. Where we are now

A. INSTITUTIONAL FACTORS

(i) Trinity Laban as a provider of vocational training

As a music and dance conservatoire, Trinity Laban's mission is to provide performance-led training of the highest calibre in music and dance. The provision recognises this practical and vocational emphasis through its variety of performance specialisms. It is in this context a person's disability must not preclude them from completing their chosen course. At all auditions, the entry criteria is that the aspiring student will be able to fulfil the practical and academic requirements of the course, and has the potential for a performance related career in music and/or dance in some form.

In accepting a student with a disability, the HEI will have reached affirmative conclusions on that student's potential and satisfied itself that it can fulfil its own role in support of a successful studentship. Whilst experience suggests that the very nature of certain types of disability, notably profound hearing impairment or various forms of physical impairment, can in certain circumstances preclude the possibility of such vocational training at HE level which the majority of courses at Trinity Laban require, in practice the HEI has an excellent record of looking at each person individually. Students who feel that a conservatoire education is right for them should not be deterred from applying on grounds of disability.

(ii) Physical and mental problems of performance

Attention should be drawn to forms of illness, which, in the HEI's experience, can result from the nature of professional performance training. These are no less real for arising at a later stage in life, or for being outside the normal understanding of the present

legislation; their impact can be highly destructive and permanent, physically and emotionally, and reference to them is therefore made here as being a matter of serious concern which the HEI is addressing in a number of ways.

The current standards required to achieve success in a performing career are unyieldingly high. A conservatoire, which sought to shield its students from such realities, would be failing in its responsibilities. Responses to such tensions naturally vary according to individual temperament and dedication; but specific symptoms are found amongst music and dance students/staff (e.g. the physical [performance anxiety, RSI, eating disorders, osteoporosis etc] and the mental [stress symptoms of varying degrees of severity]). Many cases are clearly psychosomatic.

In addition to the conditions mentioned above there may also be the additional strain of learning disabilities such as autism, dyslexia, hidden disabilities etc that some students/staff of the HEI might have to cope with.

Apart from dealing with individual instances as they arise, Trinity Laban's response has been to develop, through various curricular initiatives [notably individual and group tuition in Alexander Technique, Pilates, Dance Health], physical and mental approaches that discourage stress-related illness. As a result there has been a significant decline in the incidence of such problems within the HEI.



B. PASTORAL AND SPECIALIST SUPPORT

(i) Framework of pastoral support

The HEI has formal structures of pastoral support, applicable to all students/staff. Nonetheless, the particular circumstances of a small institution of nearly 900 students, of which almost 600 are tutored individually on at least one occasion each week, provide an informal and highly sensitive orb of awareness within which the formal process operates. This offers a sense of security to those who suffer from any form of disability, and is recognised as one of the major, if unquantifiable, assets to the pastoral system within the HEI.



(ii) External consultancy policy

In direct contrast to the statement in (i) above lies the impracticality, for the smaller institution, of employing its own specialist medical services. Trinity Laban's policy has been to establish a network of consultants whose professional services may be invoked quickly as the need arises. Through this

range of contacts, now widened to include the University of Westminster and The City University [as validators of the degree courses at Trinity and Laban], the University of Greenwich and professional organisations such as Skill and the RNIB, the HEI is confident of its ability to anticipate and cater for the needs of those with various forms of disability.

C. QUALITY ASSESSMENT

In 2005 Trinity College of Music underwent a Disability Audit based on the QAA Code of Practice for students with disabilities. The resulting follow-up to this audit has resulted in assessment of the quality of welfare support provision within the HEI, including specific provision for those with disability, now being made in the following ways:

- Formal inclusion within the HEFCE Quality assessment and Quality Audit procedures
- Developing an environment of increasing disclosure and support
- Inclusion of the Head of Student Services (TCM), the Student Advisor (Laban) and the Disability Project Officer (TCM) within membership of Course Committees & the Subject Board Committee and the Learning & Teaching Coordinator (Laban).
- Student/Staff feed-back via regular surveys
- Regular interaction with partner institutions in what was the Cadise Consortium and with other national conservatoires
- The Disability Officer monitoring of provision.

Independent auditing

- The Disability Forum
- The Equal Opportunities Committee.

D. STAFF DEVELOPMENT AND TRAINING

The following apply at the present time:

- The Disability Officer (TCM) and the Learning & Teaching Coordinator (Laban) are both responsible for maintaining awareness of disability issues within the HEI, They distribute information on specific students and general disability information. In support of this they keep contact with external agencies and attend appropriate courses.
- Appropriate information and guidance are issued by way of the Disability Handbook to all members of staff [academic and administrative] who are expected to be involved with students identified as having specific disabilities.
- Specialised training and information is provided on an as required basis.
- 3 x 2-3 hour Disability Awareness training sessions are provided each year and are available to all staff and students
- Laban has an on-going commitment to offering in-house training and to supporting staff to attend external staff development events in relation to disability issues. Specifically, the Learning and Teaching Co-ordinator oversees the provision of staff development in relation to the accessibility of the curricula of all Laban study programmes and the learning, teaching and assessment strategies employed in their delivery

E. DISCLOSURE OF DISABILITY WITHIN THE HEI**Student & Staff numbers for Academic Year 2006/07**

- 86 with Special Learning Difficulties

- 9 with a Hidden Disability
- 3 with Hearing Impairment
- 6 with Visual Impairment
- 6 with Mental Health Problems
- 4 with Multiple Disabilities.
- 4 with Mobility difficulties

So far in the 2006/07 academic year 22% of the student population of Trinity Laban have disclosed a disability.

5. Support for Students and Staff

(i) Structure of pastoral and welfare support

At Trinity Laban disability awareness and the specific issues relating to Music and Dance Health are already embedded within the curriculum. The support services listed below are open to students who develop or become aware of a problem during their course, as well as those who disclose a disability on application or admission. The formal system operates as follows:

**(ii) Student Services Department
*[Medical and student advisory services]******Trinity College of Music***

Head of Student Services
 Disability Officer
 Student Services Administrator
 4 x Counsellors
 Tutor for International Students
 Dyslexia Tutor
 Braille and IT assistant
 Movement and Acting Consultant
 Physiotherapist
 Hypnotherapist
 Alexander Technique Co-ordinator

Alexander Technique Tutor
Hand Therapist

The Head of Student Services (TCM) and both the Learning & Teaching Co-ordinator and the Student Advisor (Laban) have responsibility for student welfare at their respective Colleges whilst the Disability Officer will initiate all provision for disabled students. The Academic Registrar is the member of the HEI's Executive Group charged with overseeing disability and welfare provision for students.

Laban

Learning & Teaching Coordinator
Student Advisor
Head of Dance Health
Senior Counsellor
Counsellor
Physiotherapist x 2
Masseurs
Dance Health Studio
Pilates Studio



Initial and on-going academic and practical support is available from both the Learning and Teaching Co-ordinator and the Student Advisor. They will assess the student's needs, give advice on obtaining support grants or other resources and act as a liaison between

the student and other members of the academic and academic related staff.

Additionally the Student Advisor is also available to help all students with emotional support and practical advice on areas such as finance, housing, health and social issues. Programme Leaders will also be a point of contact for any programme specific issues related to special educational need or disability.

Specialist Support:

In accepting responsibility for the quality of a disabled student's experience at the HEI, Trinity Laban undertakes to make special provision as far as its means will allow. Final agreement on what is required, and can be provided, will be reached before any offer and acceptance of a place; but in broad outline:

What Trinity Laban provides:

- Full support of the College welfare service
- Full access to Trinity Laban's onsite medical services as needed
- General practitioners, physiotherapists, psychiatric services and other recommended consultants
- Benefits from the HEI's on-going contacts with national support organisations, HEFCE, City University and the Universities of Westminster and Greenwich
- Close liaison with the student's specialist advisers and/or academic tutors
- Guaranteed accommodation in the hall of residence
- Readers.
- Specialist computer equipment and software.
- Alternative formats.
- I.T. training.
- English language support for academic purposes

What can be provided through a Disabled Student's Allowance

- Personal Helpers
- Amanuenses, signers, interpreters, etc., on a regular basis
- Personal IT or other specialized equipment
- Some supplementary tuition if recommended
- Travel Allowance

(iii) Library and IT services:

The Libraries at Trinity Laban are accessible to all staff and students. The experienced professional staff are fully acquainted with the needs of the disabled student and will respond to all reasonable requests for help.

IT provision for students is contained within the Libraries and includes Internet access through JANET, to which remote access can be made available.

The IT equipment in the Libraries incorporates specialist provision which have been developed for meeting the needs of the visually impaired students: screen reading software, dictation software, specialist audio recording software, music notation software are available, together with Brailing facilities for both text and music.

There are also five PCs with screen magnification software, dictation software, specialist dictionary and thesaurus, scan-to-voice and screen reading software, mind-mapping programs and loop hearing systems. Students with Dyslexia have priority access to these PCs. The literacy software Texthelp Read and Write Gold is networked on all Library Computers.

Dyslexic and Visually Impaired Students are also given the option of being notified by phone before their library items become overdue.

(iv) Accommodation, catering and other facilities:

- The HEI has an agreement with the University of Greenwich and an accommodation provider for the rental of rooms in a purpose built

student accommodation block in very close proximity to both the Trinity College of Music and Laban campuses [i.e. just under a mile distance]. It can easily be reached by bus if required. Students with certain disabilities will automatically be given the following:

- preference in the allocation of places in the hall. If advice on other forms of accommodation is required, students will contact the relevant staff member who, in appropriate cases, will attempt to locate suitable lodgings as close to the College as possible.
- The *Butler Bar* is easily accessible on the ground floor of the College building as is the Café at Laban also situated on the ground floor. Catering facilities also exist in the hall of residence.
- All students are required to register with a GP near their place of residence. Those living in the Greenwich area are invited to consider the Burney Street Practice, including the Greenwich Reach Practice.
- Trinity College of Music has its own Chaplain, who is the Anglican Chaplain to the Greenwich Foundation. Advice and assistance will be given to anyone wishing to contact other denominations or faith communities.

(v) Admission, Audition And Examinations

Trinity College of Music:

- Students with disability will apply to the College using the CUKAS in the normal way, noting that the application form requests

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information about any disability of which the College should be aware. Where necessary, any indication of disability should be supplemented with a letter if adaptations are required for audition. This is

- particularly important in the event of special preparations being needed for the audition session [e.g. Extra time, Braille, large print; access to the building].
- Those formally assessed as having dyslexia, autism or other specific learning difficulties should record the date and place of their assessment, and indicate whether additional time for written papers is normally allowed them. They should also indicate if there is likely to be a problem with sight-reading tests.

The Audition:

- The audition for undergraduates is in three sections - performance, written paper and interview.
- Discussion with the student will involve questions designed to ensure that the College fully understands the nature of the candidate's disability in relation to his or her future studentship and career, and that, if the student is accepted, the resources will be available to fulfil its declared commitments. At its discretion the College may also invite the parents of prospective students who are disabled to contribute to the discussion at a later stage.
- Any special requirements of a practical nature for the audition should be notified to the Disability Officer and Student Advisor well in advance.

On Arrival:

- If a student accepts a place they will be sent a comprehensive Health and Disability Questionnaire that is returned direct to Student Services.

- If they disclose a disability, condition or impairment at this stage they will be interviewed on arrival.
- In an interview, disclosure of the disability to other members of staff is discussed and the level of detail is agreed. The support available to the student is also discussed.
- Information is only sent to staff with the student's consent and staff return a form to say they have read and received the information.
- Student Services book diagnostic assessment and needs assessments on site.
- The Disability Officer and Student Advisor helps students apply for DSA.

Examination and Assessment:

- It is HEI policy to allow the advised amount of additional time in written examinations for those assessed as having specific learning difficulties and visually impaired students.
- It is also possible to negotiate through the appropriate officer an extension of time for written assignments to be completed. Such assignments form the basis of semestral marks, and are now the principal method of academic assessment within the HEI
- The HEI will also consider, upon request, individual support for those with specific learning difficulties and other means of assistance to those with dyslexic, autistic, memory issues or physical difficulty, such as amanuenses or readers for exams, alternative assessment methods,

colour sheets.

Laban:

- All students apply to Laban directly, indicating on the application form any disability that they wish to disclose. Where necessary, any indication of disability should be supplemented with a letter if adaptations are required for audition.
- Those formally assessed as having dyslexia, autism or other specific learning difficulties should record the date and place of their assessment, and indicate whether additional time for written papers is normally allowed them.

The Audition:

- The audition for undergraduates is in two parts - technical classes and interview.
- Any special requirements of a practical nature for the audition should be notified to the Admissions Officer well in advance.
- Discussion with the student will involve questions designed to ensure that Laban fully understands the nature of the candidate's disability in relation to his or her future studentship and career, and that, if the student is accepted, the resources will be available to fulfil its declared commitments.



On Arrival:

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- If a student accepts a place they will be sent a Health Questionnaire that is returned to the Admissions Office.
- During the registration process students are asked to disclose any disability, condition or learning difficulty. The Learning and Teaching Coordinator and/or Student Advisor will then arrange individual meetings with such students and develop with them appropriate strategies for the specific needs indicated.
- Assessments may be arranged for dyslexic and other students where necessary.

Disclosure of the disability to other members of staff is discussed and the level of detail is agreed - information only being sent to relevant staff with the student's consent. Help with DSA applications will also be undertaken by the Student Advisor, where applicable.

Assessment:

It is possible to negotiate an extension of time for written assignments to be completed.

The HEI will also consider, upon request, individual support for those with specific learning difficulties and other means of assistance to those with dyslexic, autistic, memory issues or physical difficulty.

(vi) Specific Disability Issues:

The HEI is well placed to play a positive role in the growing movements to investigate and ameliorate the problems of disability amongst musicians and dancers. There is a growing concern over the extent of physical and mental impairment, which the pressures upon performers bring; and there are special difficulties for the dyslexic musician in a professional world where, for example, rapid and accurate sight-reading is universally required.

Trinity Laban will seek to contribute in any appropriate way to the growth of a

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common understanding of such conditions and the identification of effective measures to address them.

All learning, teaching and assessment strategies employed at Trinity Laban are potentially accessible. Relevant teams will work with students and staff to ensure that all assessment tasks allow all students to attain component learning outcomes regardless of their learning difficulties or disabilities providing they have been made aware of any specific needs.

IT support

The rapid growth of IT continues to open up opportunities in music and dance, which have hitherto been denied those with certain forms of disability. The HEI will be aware of these possibilities through its own developing IT policy and infrastructure, and will remain alert to their potential. The development in the last three years of specialist IT facilities for the needs of those with visual impairment and dyslexia is an example of the HEI's resolve in this respect, and the provision will be continually monitored and improved as resources allow.

Visual Impairment:

At the current time, there are no visually impaired students at Laban. Braille signs have been placed on all the doors at Trinity College of Music and many of the rooms at TCM are colour coded according to their function.

Timetables are also set-up so those with visual impairment or mobility impairment are timetabled in rooms that are easily accessible.

- Trinity Laban works closely with one of its sister organisations, Trinity Guildhall, and produces Braille music scores for their Grade exams. Trinity Laban is also beta testing a Braille plug-in for Sibelius

- Over the years the HEI has gained enormous experience in this area through the admission of 7 visually impaired students over the past few years. Particular provision has included:

- Specialist IT equipment and tuition
- An academic support tutor
- Full support from the Library service, including the regular provision of Braille materials and embossing facilities for both music and text.

- Increasingly experienced support of members of the academic and performance teaching staff, both in tutoring and in dealing with work assignments.
- Post-graduate students are employed as Readers for visually impaired students.

Mobility Impairment:

King Charles Court

King Charles Court is a Grade 1* listed building and designated "Ancient Monument" within the world heritage site of the Old Royal Naval College and, as such, is maintained and used within the requirements and restrictions of its heritage nature. It is not possible to comply fully with all aspects of the current legislation.

- The relocation of Trinity College of Music to Greenwich in 2001 involved a complete interior restructuring of the King Charles Court which, apart from the third floor areas of the North and South Pavilions and the central part of the West Wing, now conforms to the contemporary requirements for disabled access.
- Fire/Evacuation alarm system complies with all relevant legislation including for sounders/flashing lights

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- Both lifts (East & West wings) comply with current legislation for disabled persons, and each returns to ground floor level on activation of the alarm system
- Being a building of its vintage and heritage, the internal passageway doors are heavy and difficult to operate. Future considerations will include for the installation of automatic doors or "hold back" systems, funding permitting.
- An evacuation chair is sited adjacent to the Jerwood Library (2nd Floor, East Wing) and all main stairs are

designated "Safe Havens". A plan to provide all disabled users of the building with a personal radio in direct contact with Reception/House Services and Room Bookings will be fully effected by March 2007.

- Accommodation on the Rachel McMillan site and Cutty Sark Halls is reached without the need to cross a major road or road junction, and ground floor rooms will be available for disabled students.
- Priority Parking is available for disabled staff and students.

Blackheath Halls

A major refurbishment programme was undertaken at the Blackheath Halls between 2003 and 2006 and as part of this refurbishment access was significantly improved. Phase II of the project, due to commence in 2008, will include the



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installation of a lift to service the Recital Room on the first floor from the ground floor.

Laban

Similarly, the relocation of Laban to Creekside involved a new build and so it also conforms to current requirements for disabled access. All major locations in each building are accessible to wheelchair users, and lift access is available on both wings.

Consultation processes were undertaken at all stages in the design of the Laban

building, by All Clear Designs Ltd, and the completed building conforms to or exceeds current legislative requirements.

Landscaping

The landscaping to the front of Laban contains areas of hard landscaping suitable for wheelchair access.

Entrance

The building has a level entrance from the front and back. The main entrance is accessed via a pair of automated doors.

Box Office/Reception

The Box Office and reception points are immediately accessible to the visitor as they enter the building.

Lifts

All three lifts are fully compliant with current legislation.

General circulation

Large door sizes, ramps and hard floor finishes allow for good general circulation.

Theatre seating

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The theatre seating format has been designed to cater for different requirements, integrated, isolated and larger numbers of wheelchair users.

Control Rooms - sound and lighting

The sound and lighting control room has access for wheelchair users provided by a platform lift. The internal layout of the control room reflects the fact that when audio described performances are in use there needs to be a sound proofed description box with a good view of the stage.



Technical spaces

The rigging system makes use of side bridges. There is full wheelchair access to several of the technical levels, however full wheelchair access is not intended for the upper grid. The majority of the technical spaces are fully accessible to all.

Means of escape

Escape from the building is simplified by the provision of large ramps and open spaces. In areas where central use of the foyer is not acceptable, escape is effected using areas of refuge. Any area of refuge is directly in front of the escape stairwells and lobbies and is

protected by lobby smoke doors. Where possible high-risk lobby doors are fitted with drop down smoke seals. A simple communication system is installed to alert the evacuating authorities to the presence of disabled people in any refuge areas. Each evacuation area has an area of refuge alarm leading back to the central fire alarm point.

Showers and toilets

Accessible toilets are located with all of the toilet accommodation in the building and are intended to address a large number of disabilities.

Dressing rooms

Dressing rooms are designed to be fully accessible for disabled people and have an accessible shower.

Stage access

Access to the theatre stage is from level access. Auditory access is provided by - infrared and induction loop system

Mental Health:

The Counsellors have produced a guide for staff to assist them in recognising mental health issues and warning signs enabling staff to make appropriate referrals to counsellors and to deal with emergencies. Each Counsellor will make careful assessments of clients in order to identify those at risk or having mental health problems, referring to more specialist services as required.

- Trinity Laban has six Counsellors who are available either by appointment or on a drop-in basis.
- Trinity Laban has links with the Brandon Centre in Kentish Town, which provides psychotherapy. Appointments can be made through student services.

- Quiet rooms, located in private areas of the HEI and free from noise, are available and are accessible outside counselling times.
- Every Student who discloses a mental health problem at Trinity Laban will be seen by the appropriate member of the Student Services Department on arrival at the HEI.

6. Monitoring and Review

In November 2005 Trinity College of Music commissioned an external impact evaluation on a Disability Project that ran from 2003-2005 in order to develop the provision for its disabled students. The project began with an external audit of the Trinity College of Music's existing facilities which were assessed against the precepts of the Quality Assurance Agency (QAA) Code of Practice:

students with disabilities^[1] and the (then) new requirements of the Disability Discrimination Act (DDA), part 4.

The recommendations of the initial audit were used to extend the original project objectives. The executive summary highlighted that:

"Huge strides had been made in the development of core services for disabled students during the course of the project. Strong and robust systems had been developed to support these services, which are now well developed and securely embedded. Disclosure and confidentiality procedures are now in place. Systems to assess the learning needs of disabled students and to transmit information to staff have been further developed. More students are being supported to apply for the DSA.

Procedures to provide information and learning materials in alternative formats have been extended and made more systematic. The service has been responsive to feedback and its systems continue to evolve. Staff and students were extremely positive about the development of these core services for disabled students [...] In summary, it was evident that the disability project has had a very significant, wide-ranging and positive impact on its students, staff and on the College as a whole. Academic staff felt that the project had supported the development of a disability-aware culture at the College. The project has provided a secure basis for future developments and has enabled the College to go beyond base-level provision and legal compliance with some examples of exceptional good practice."

Taking forward the recommendations of the impact evaluation, Trinity Laban monitors and reviews as follows:

Staff

Trinity Laban's Equal Opportunities form asks staff to confirm whether they consider themselves to have a disability and to declare any impairment in order that assistance can be provided where necessary. Trinity Laban believes that it has a number of staff who have not declared their disability status.

From January 2007 all new starters to Trinity Laban will be asked, as part of their induction to attend a brief meeting with the HR Department within their first two weeks and at this meeting the HR team will encourage completion of equality monitoring data. This should reduce the proportion of 'unknown' classifications over time and encourage

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the creation of an inclusive and supportive environment, free from penalty and recrimination.

Trinity Laban monitors its workforce by sex, ethnicity, and disability, by grade and contract status and also monitors its recruitment activity. Trinity Laban's disability monitoring data has not changed in the last year (1% of staff currently declare a disability). Trinity Laban also monitors formal complaints of harassment and bullying by sex, ethnicity and disability. The numbers of applicants for Trinity Laban vacancies who declare a disability are very low, less than 2% of all applicants. The success rate of disabled applicants in the recruitment process appears similar to that for non-disabled applicants. Equality monitoring data are presented to the Board of Governors on an annual basis and these statistics are included on home page and in its Annual Report.

Students

Trinity Laban annually monitors student data in the following ways:

- Undergraduate and graduate applications, offers and acceptances by ethnicity, sex and disability status at Faculty/Department level;
- profiles of new entrant UK domiciled undergraduates and graduates by disability, ethnicity, and sex;
- progression of UK domiciled undergraduates after their first year by disability, ethnicity and sex;
- student completion rates by ethnicity, sex and disability status at Faculty/ Department level; awards to undergraduates by disability, ethnicity and sex.

- A survey is undertaken of all students once a year followed up by
- a survey of "disclosed" disabled students.

The results of Trinity College of Music's 2005/06 survey of 2nd and 3rd year students showed the following:

Response rate = 71.13%

- 94.64% felt able to disclose disability before audition
- 94.44% felt provision to accommodate disability were appropriate and helpful
- 88.89% feel that the provision and support provided has been appropriate and sufficient
- 88.57% felt that staff show a positive and helpful attitude toward disability
- 85.71% feel that course documents and materials are available in appropriate and alternative formats
- 87.80% feel that website and intranet are readily available
- 91.18% felt alternative arrangements for assessments were appropriate and efficiently administered
- 87.88% found Student Disability Forum useful

Results of surveys and monitoring are fed through relevant committees and filtered down to departmental level in order to inform appropriately.

7. Action Plan

The aim of the first year of the action plan for 2006 -07 is to promote equality for disabled people by improving structures within Trinity Laban. The monitoring described above in section 6 will be augmented by additional mechanisms (see below particularly actions 1a and 3a) to provide baseline data. The Disability Forum will consider making recommendations on specific targets in key employment, education and service delivery areas to the Equal Opportunities Committee at the end of the first year.

The Equal Opportunities Committee will be responsible for monitoring the Action Plan and will require annual reports on each of the steps. The Disability Forum will continue to have a key role.

A report on the progress of the DES will be published annually.

	Action	Objective(s)	Responsible Person(s)	Target date
1	DISABLED STAFF			
1a	<p>Collect data from all staff and encourage disclosure of disabled status and update HR databases as appropriate</p> <p>Distribute information about access to work to all disabled staff</p> <p>Ensure all terms and conditions of work are relevant to disabled people</p>	<p>To improve monitoring and data collection. To encourage disability disclosure and reduce the number of 'unknown' disability status classifications. To review in consultation with disabled staff, departments and the estates division any reasonable adjustments Trinity Laban needs to make to its policies or infrastructure to better support disabled staff. Better guidance for staff and their line managers on applying to Access to Work</p>	<p>Head of HR/ Disability Officer and Head of Estates</p>	<p>Commence February 2007</p>
1b	<p>Increase the use of laptops during auditions and assessments</p>	<p>To support staff with learning disabilities so they may execute their duties as appropriate</p>		

	Action	Objective(s)	Responsible Person(s)	Target date
2	DISABLED STUDENTS			
2a	Harmonise provisions across Colleges	To ensure parity of services and provision at all Trinity Laban campuses	Disability Officer & Head of Student Services	July 2007
2b	Continued development of student Disability Services	Development of services for particular groups in line with student feedback, for example, students with special learning difficulties and mental health difficulties	Disability Officer & Head of Student Services	ongoing
2c	Development of an e-discussion board/network for disabled students	To provide opportunities for discussion amongst disabled students and feedback to the HEI	Disability Officer and Marketing Dep't	September 2007
3	INFORMATION SYSTEMS FOR STAFF AND STUDENTS			
3a	Provide specific booklet on IT provision at Trinity Laban and harmonise any specialist IT provision at all sites (TCM, Laban and Blackheath) for students and staff in order to extend access through the wide area network	To develop more consistent provision across sites and to improve liaison between departmental IT support staff, Student Services and students and staff.	Head of IT, Disability Officer and Head of Student Services	Commence March 2007
4	ESTATES AND FACILITIES			
4a	Clearer system for reporting of and responding to any faults affecting access to estates and facilities	Improve signage. Provide information on how to report faults. Introduce web based reporting form.	Head of Estates and Facilities/ Disability Officer	In place by September 2007

4b	Disability awareness training facilities staff (Reception, Room Bookings, Security and House Services)	Awareness training to enable facilities staff to prioritise requests appropriately	Head of Estates and Facilities/ Disability Officer	Commenced by April 07
	Action	Objective(s)	Responsible Person(s)	Target date
4c	Ensure present provision works	Increase awareness and improve follow-up action to ensure: <ul style="list-style-type: none"> ▪ Skips, barriers etc. do not block wheelchair routes. ▪ Where individual problems arise the concerns of disabled staff and students are dealt with promptly. ▪ People with relevant disabilities are given priority in the allocation of parking spaces and annual parking permits for which no charges are made. ▪ Carry out post-occupancy reviews of major projects. 	Head of Estates and Facilities	Commence 1 March 2007
4d	New works Provisions	Internal Communications system for personal use Installation of lift at Blackheath Halls Investigation of disability issues at Blackheath Halls in respect of the stage and basement Investigation of King Charles Court door opening/closing systems	Head of Estates and Facilities	Commence 1 March 2007
5	STAFF DEVELOPMENT AND TRAINING			

5a	Increase promotion of the importance of disability awareness and disability equality training.	Training offered as part of the ongoing Staff Development Programme, but additional ways of promoting and extending this will be considered. Advice, support and training for managers on disability issues including how to put reasonable adjustments into place.	Deans of Studies, Head of HR, Head of Student Services and the Disability Officer	Ongoing
	Action	Objective(s)	Responsible Person(s)	Target date
5b	A programme of information collection from academic departments to establish clearer understanding of barriers to disabled students and how these can be removed.	This will provide an opportunity to reinforce channels of communication and ensure the dissemination of good practice	Dyslexia Co-ordinator, Disability Officer and Head of Student Services	Commence January 2007
6	CONSULTATION AND COMMUNICATION			
6a	Develop and expand information about disability on Trinity Laban's web pages, especially procedures relevant to disabled staff	Revise Trinity Laban's websites so that information for disabled staff and links to student Disability Services is in one accessible location. Include information on disclosure of disability status, sources of help and advice, Access to Work, the law, disabled job applicants and reasonable adjustments, access to TL buildings and TL disability initiatives. Encourage feedback, especially from disabled staff and students, on any further improvements	Disability Officer	Commence March 2007
6c	Improved communication concerning changes to estates and facilities that affect access and usage for staff and students with disabilities with clear channel for disabled people to communicate any concerns	Consultation facilities improvements	Head of Estates and Facilities/ Disability Officer	Commence by Aug' 2007

6d	Review of HR policies to ensure they promote disability equality	Assess impact of HR policies and Disability Equality Scheme on promoting disability equality in consultation with recognised trade unions where appropriate	Head of HR and JNCC	Commence by Sept' 2007
6e	Re-constitute Disability Forum	Strengthen provision for disability support awareness throughout HEI	Disability Forum, Head of Student Services and Disability Officer	By April 2007
	Action	Objective(s)	Responsible Person(s)	Target date
6f	Consultation with the wider community about the Disability Equality Scheme	The views of disabled individuals using TL's services, local disability groups and organisations of disabled people will be sought to ensure that TL's DES takes into account the relevant needs of these users or potential users of services	Disability Forum, Head of Student Services and Disability Officer	Commence by December 2007
7	IMPACT ASSESSMENT			
7a	Existing policies and procedures	The first task is to prioritise which policies and practices should be examined, starting with those that are most relevant to disabled people. Prioritisation will be carried out by the Disability Forum.	Disability Forum Head of Student Service and Disability Officer	September 2007 - July 2009.
7b	Disability Audit of academic and curricular provision for the HEI			