



European School  
of Osteopathy

**DISABILITY**

**EQUALITY**

**SCHEME**

November 2006

## **SUMMARY**

The Disability Equality Scheme for the European School of Osteopathy is an honest presentation demonstrating an institutional awareness of obligations under disability legislation. The constraints under which the School is operating are highlighted and the plans for meeting its obligations listed.

Information is provided allowing the stakeholder to determine lines of responsibility for issues to be actioned, together with approximate deadlines and mechanisms for monitoring progress.

The clear need for the School to develop a specific focus group embracing a range of disability is identified as internally no such range exists. In consequence, the action points presented will be subject to modification.

Prospects for the future are presented, highlighting the uncertainty deriving from the possible move of the School from its present two-site campus to a single site within the next 3-5 years.

## 1.0 INTRODUCTION

The European School of Osteopathy has a well-defined Equal Opportunities Policy that covers all aspects of the School's operation.

The sensitivity of Management to the needs of disabled individuals working within or visiting the institution is highlighted by the creation some 2 years ago of a Disability Committee with a membership drawn from all School sectors including Management. (*See Appendix I for Committee Membership and Terms of Reference.*) The latter committee includes members of the Student Union with special responsibility for welfare. This committee has had the responsibility for drafting the School's DES, in consultation with various stakeholder groups.

Clearly, it is student disability that is the overwhelming concern of the institution and the Management has a well-defined policy, operative for a number of years, to ensure that disabled students are not discriminated against in their learning and assessment.

The Development and Strategy Plan of the School will include reference to the obligations of the School under the terms of disability legislation to ensure adequate provision for disabled individuals operating within the institution.

The listed-building nature of much of the School's housing does mean, however, that flexibility is reduced. Nevertheless, with advice from disability consultants, necessary adjustments have been, or will be, made to obviate disability discrimination. There is the distinct possibility that within a period of 5 years, the School will have moved from its present divided campus to a single campus site. The requirements of the disabled will be much to the fore in the development of any new campus site.

## 2.0 CONTEXT

Due to new legislation, all public authorities, including higher education colleges, have new duties to promote disability equality. The duties will cover the recruitment, retention and progression of disabled staff and students, as well as making welcome other members of the community who may use the European School of Osteopathy facilities.

A person with a disability is defined by the Disability Discrimination Act (DDA) as "someone with a physical or mental impairment that has a substantial and long-term impact on their ability to carry out day-to-day activities."

This definition includes people with cancer, HIV, multiple sclerosis, heart conditions, hearing or sight impairments (except those which can be corrected with contact lenses or glasses), or a significant mobility difficulty. It also covers those with hidden disabilities, such as diabetes, epilepsy and dyslexia and other learning difficulties. Mental health conditions are also covered.

The legislation sets out general and specific duties. The general duty is that the educational facility must work to eliminate unlawful discrimination and promote equal opportunities for disabled people. We must also promote positive attitudes by ESO staff and the wider academic faculty to encourage the participation of disabled people in the life of the School.

In the process of producing the Disability Equality Scheme, we:

- 1) will involve disabled staff, students and others in producing the scheme and developing the Action Plan;
- 2) have identified our key policies and procedures and impact-assessed how they could affect disabled staff, students and visitors;
- 3) have identified ways to collect both qualitative and quantitative data to inform our actions in our ongoing plan;
- 4) have risk-assessed both the facilities and specific job roles to ensure compatibility with the new legislation;
- 5) have produced a three-year Action Plan;
- 6) have published the Disability Equality Scheme on our website and set up regular meetings to discuss, review and progress the Action Plan.

### **3.0 WHERE WE ARE NOW**

It was not until the introduction of SENDA that the School became fully aware of its responsibilities towards the disabled – or indeed what constituted disability.

Osteopathic practice is a manual medicine and as taught at the European School of Osteopathy, covers a particularly broad range of techniques. By virtue of this, individuals with particular disabilities may be daunted and assume their unsuitability as students. This may or may not be valid. The School in its student recruitment process provides each applicant with full advice and we always require the potential applicant to observe and/or experience an osteopathic treatment.

The main form of disability that is encountered within the student body is dyslexia – a disability that the School has had much experience at dealing with.

The School's general policies, as they affect student and staff recruitment, teaching and learning (including exams and assessment), may be found in the Appendix, together with the Equal Opportunities Policy.

As indicated, the disability incidence within the student body is predominantly restricted to learning difficulties (mainly dyslexia). Physical disability is mainly in the area of impaired sight and hearing. All disabled students are regularly monitored for their needs – see Exams and Assessment (*Appendix II*).

The following table summarises the incidence of disability in the student body over the last 3 years.

**TABLE SUMMARISING THE INCIDENCE OF DISABILITY IN THE STUDENT BODY 2003-2006**

| Year      | Dyslexia | Other Disabilities |
|-----------|----------|--------------------|
| 2003/2004 | 12       | 6                  |
| 2004/2005 | 15       | 7                  |
| 2005/2006 | 17       | 6                  |

There has only ever been one disabled member of the admin staff – who had a physical disability that did not require accommodation by the School. Within the teaching faculty the only disability has been dyslexia, and that less than 1%.

The number of disabled public visiting the School over the past 10 years has also been in single figures – mainly in the context of International Conferences. Disabled access has not been a problem on such occasions. (A blind delegate was accompanied by a guide.)

Within the clinic, there is access for wheelchair users and ground floor treatment rooms with height-adjustable treatment tables.

To date, the School has not involved disabled individuals outside the institution in focus group meetings. This is clearly an area that needs to be addressed and is alluded to in the Action Plan.

The School Management is satisfied, however, that within the context of its present disability groups its policies are working reasonably well and the School is operating within the guidelines of disability legislation. Its main shortcomings are addressed in the Action Plan.

#### **4.0 IMPACT ASSESSMENT AND ACTION PLAN**

An important initial step was to enlist the help of an appropriate consultant in the identification of features, both physical and otherwise, within the institutional operation that are of concern in the context of disability legislation. This first step has been achieved and a number of objectives have been formulated. These objectives are as follows:

- Improve physical access into and within the main administrative block at the School's Boxley site.

- Improve certain internal and external aspects of health and safety associated with the Boxley site buildings that may adversely affect the physically disabled.
- Improve signage within the School buildings.
- Clearly identify disabled car parking spaces.
- Increase the number of accessible toilets.
- Cater for the needs of the hard of hearing in lectures.
- Improve Library access.
- Improve website accessibility and production of versions of institutional documentation in Braille.
- Broaden the consultative process with disabled groups to include more of the physically disabled.
- Implement training, as required.
- Improve existing policies and procedures associated with recruitment (staff/students) and exams and assessment.

These broad objectives were then translated into intended actions with approximate target dates, as follows:

**A. Easy and low cost actions – achievable by Christmas 2006**

1. Quote to be obtained for installation of two bells – one at the bottom of the entrance steps to Boxley House and one at the back door to the house (both bells to be linked to existing ‘buzzer’ in Reception, Library and main Administrative Office).  
*Responsible Staff: Caretaker (Mr A Perdios)*  
*Line Manager: Corporate Operations Manager (Mr I Fraser)*
2. Mats at front and back entrances to be replaced or secured, as appropriate.  
*Responsible Staff: Caretaker (Mr A Perdios)*  
*Line Manager: Corporate Operations Manager (Mr I Fraser)*
3. Trim foliage overhanging hand-rail to front steps to Boxley House.  
*Responsible Staff: Caretaker (Mr A Perdios)*  
*Line Manager: Corporate Operations Manager (Mr I Fraser)*
4. Improve clarity of signs in all parts of the School (internally and externally), in particular at the main Boxley Reception, Disability Entrance and site of disabled car-parking.

- Responsible Staff:* Marketing & Publicity Officer (Mr C Hedges)  
*Line Manager:* Head of Corporate Operations (Mr N Hales)
5. Install hand-rail on stair up to main photocopier.  
*Responsible Staff:* Caretaker (Mr A Perdios)  
*Line Manager:* Corporate Operations Manager (Mr I Fraser)
6. Website accessibility to be improved by the deployment of 'Screentalk'.  
*Responsible Staff:* Human Resources Adviser (Mrs J Harris)  
*Line Manager:* Head of Corporate Operations (Mr N Hales)
7. Conversion of key institutional documentation into a Braille format to be investigated.  
*Responsible Staff:* Admissions Officer (Miss B Ranger)  
*Line Manager:* Vice-Principal (Academic) (Dr P Fletcher)
8. Clear glass doors to be 'frosted'.  
*Responsible Staff:* Caretaker (Mr A Perdios)  
*Line Manager:* Corporate Operations Manager (Mr I Fraser)
9. Three disabled parking spaces to be identified and monitored for misuse (front steps; back door; Pavilion lecture rooms).  
*Responsible Staff:* Head of Corporate Operations (Mr N Hales) and  
Corporate Operations Manager (Mr I Fraser)
10. Edges of all external steps to be contrasted.  
*Responsible Staff:* Caretaker (Mr A Perdios)  
*Line Manager:* Corporate Operations Manager (Mr I Fraser)
11. Set up a focus group of disabled individuals drawn from within and outside the School to provide a spectrum of disability.  
*Responsible Staff:* Welfare Officer (Mrs J White)  
*Line Manager:* Vice-Principal (Academic) (Dr P Fletcher)
12. Confirm with the requisite authorities for how long staff and faculty job applications must be retained.  
*Responsible Staff:* Human Resources Adviser (Mrs J Harris)  
*Line Manager:* Head of Corporate Operations (Mr N Hales)
13. Ensure the continued achievement of the following goals:
- a) Disability Assessment Reports – early receipt from involved students.
  - b) Staff and teaching faculty – compliance with disability regulations as they affect teaching and assessment.
  - c) Written permission from disabled students for transmission of their disability to relevant staff/faculty.
  - d) Regular progress monitoring of disabled students.

e) Staff/faculty training to assist students with certain forms of disability (eg dyslexia).

*Responsible Staff:* Academic Registrar (Mrs E Bell)

*Line Manager:* Vice-Principal (Academic) (Dr P Fletcher)

**B. Key targets for achievement by December 2007 (achievement in part dependent on potential move to single campus site)**

1. Permanent non-slip ramp and stair-rail to be fitted for disabled access through kitchen.  
*Responsible Staff:* Caretaker (Mr A Perdios)  
*Line Manager:* Corporate Operations Manager (Mr I Fraser)
2. Two standard toilets abutting Student Common Room to be converted into one disabled toilet; disabled toilet within female toilets in Boxley House to be converted into a unisex disabled toilet with separate entrance.  
*Responsible Staff:* Head of Corporate Operations (Mr N Hales)
3. Hearing loop to be installed in one of the classrooms.  
*Responsible Staff:* Welfare Officer (Mrs Jacqui White)  
*Line Manager:* Vice-Principal (Academic) (Dr P Fletcher)
4. Continued use of the current Library site at Boxley to be investigated. Should the decision be reached not to translate to a single site – access to the Library must be improved, possibly by the installation of a suitable stair lift.  
*Responsible Staff:* Vice-Principal (Academic) (Dr P Fletcher)
5. Maintenance of main drive at Boxley site to be monitored frequently.  
*Responsible Staff:* Corporate Operations Manager (Mr I Fraser)  
*Line Manager:* Head of Corporate Operations (Mr N Hales)
6. Purchase/lease requisite computers for dyslexic student use.  
*Responsible Staff:* Library Supervisor (Mrs S Elliott)  
*Line Manager:* Vice-Principal (Academic) (Dr P Fletcher)
7. Training of requisite staff/faculty to act as scribes for dyslexic (and other) students in examinations/assessments.  
*Responsible Staff:* Academic Registrar (Mrs E Bell)  
*Line Manager:* Vice-Principal (Academic) (Dr P Fletcher)
8. Recruitment of additional invigilators to cope with the special needs of disabled students.  
*Responsible Staff:* Academic Registrar (Mrs E Bell)  
*Line Manager:* Vice-Principal (Academic) (Dr P Fletcher)

There follow a series of action points, all related to job recruitment. In each case the responsible staff member is the Human Resources Adviser, whose line manager is the Head of Corporate Operations (Mr N Hales).

9. Send out a copy of the Equal Opportunities Policy with application forms.
10. Extend Disability Discrimination training to the rest of the employees.
11. Job descriptions to be revised annually at appraisal, to ensure that any changes to employees' circumstances are considered.
12. Interview Training Skills training course for line managers (to be run in-house).
13. Equal Opportunities training for Senior Management.
14. Collect and classify information regarding disabled applicants and current employees.
15. Examination of the success rate of disabled applicants.
16. Record recruitment, training and promotional records of all employees and compare statistics of disabled and able-bodied employees.

**C. Longer-term Targets**

The achievement of these are dependent upon the potential move of the institution to a single site.

1. The patio slabs on the south-facing aspect of Boxley House to be re-laid to improve current uneven surface.  
*Responsible Staff: Caretaker (Mr A Perdios)*  
*Line Manager: Corporate Operations Manager (Mr I Fraser)*
2. Door widths in some instances require increasing. (Door and corridor widths will be addressed in any alternative building.)  
*Responsible Staff: Head of Corporate Operations (Mr N Hales)*

**D. At the School's Clinic Site there is also an action plan in place as follows (for immediate attention):**

- Signage to be upgraded both internally and externally;
- Risk assessments are underway;
- Footpath leading from the rear of the main clinic building to the classroom block to be pressure-washed;
- External lights to be inspected;
- Old/worn carpets to be taped;
- Internal steps leading from the level of the Clinic Director's Office in the White House to the patient waiting area, to be rendered

- less hazardous with a filing cabinet at the side to provide hand-support and to prevent falls;
- Fire extinguisher stands to replace unstable wall mountings.

*For all of the above the Responsible Staff: Mrs Jacquie Harris (Human Resource Advisor)*

*Mr Ian Fraser (Corporate Operations Manager);*

*Line Manager: Mr Nigel Hales (Head of Corporate Operations).*

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The Organisation & Functional Charts and Hierarchy of Committees and Sub-committees for the School may be found in Appendices III and IV respectively.

### **Measurable Indicators of Progress**

The Progress Indicators will be quantitative and will be monitored at every Disability Committee Meeting, ie progress will have been made or not. It will be the responsibility of the Chair of the Disability Committee to ensure that responsible staff are alerted to any failings – either directly or via the line manager.

Clearly the focus group alluded to in A (11) will produce outcomes that could alter the perception of the School as to its present position and hence radically change the Action Priorities presented here.

## **5.0 REPORTING ON PROGRESS WITH THE DES – MAKING THINGS HAPPEN**

The components of the Action Plan will be incorporated into the Development & Strategy Plan, a key aspect of the progress of the School, which is reviewed annually by the Board of Trustees. The Development & Strategy Plan, a key aspect of the progress of the School, which is reviewed annually by the Board of Trustees. The Development & Strategy Plan of the School is available to all of the School's external auditors and therefore its contents are closely monitored.

As indicated earlier, the reporting of progress with the DES will be to the Disability Committee, the membership and Terms of Reference of which may be found in the Appendix. From the Hierarchy of Committees (*see Appendix IV*), it may be seen that the Disability Committee reports directly to the Management Committee, in turn reporting to the Board of Governors/Trustees.

The Disability Committee meets at least once per term and more frequently if required. The Management Committee meets fortnightly. (*Dates of meetings for both of these committees for the present Academic Session may be found in Appendix V.*)

At each of the planned meetings, a key agenda item for the Disability Committee will be DES progress. As the membership includes Senior Managers, there is therefore a direct line of communication to the Management Committee, accountable for the day-to-day management of the School.

As can be seen from its Terms of Reference, the Disability Committee has responsibility for addressing communications to Management, staff, faculty and students regarding disability legislation and any associated training. The Management Committee will have responsibility for implementation.

Within the Action Plan, reference is made to a focus group of disabled people, drawn from a range of disability. It is clear that this must remain as a “standing” group that meets annually, providing valuable feedback on progress made.

All such data collected will be analysed by the Disability Committee before consultation with Management, leading to possible changes in the DES and possible modification of the Development & Strategy Plan in discussion with the Board of Trustees.

The DES, and any subsequent amendments, will be published on the School’s website.

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The responsibility for updating/redrafting the DES will be that of the Disability Committee in consultation with the Management Committee.

## **6.0 LOOKING AHEAD**

As mentioned in the Introduction, there is the possibility of the School moving to a single site within the next 3-5 years. If this does not happen, and the School remains on its present site, it will be a challenge to meet all the issues raised in the Action Plan, more particularly the access issues entailing door and corridor widening. Improving access to the Library could also be an issue, although not insuperable.

The Management remains optimistic that all of the issues listed within the Action Plan can be addressed.

## **APPENDICES**

|              |                                                                       |
|--------------|-----------------------------------------------------------------------|
| Appendix I   | Committee Membership                                                  |
| Appendix II  | Examinations and Assessment                                           |
| Appendix III | Organisation and Functional Charts<br>(separate document)             |
| Appendix IV  | Hierarchy of Committees and Sub-<br>Committees<br>(separate document) |
| Appendix V   | Meeting dates for Disability Committee<br>and Management Committee    |

Terms of Reference

1. To provide guidance to Management, Clinic and Classroom Teaching Faculty on how to comply with DDA and SENDA (via seminars, booklets etc)
2. To investigate note and disseminate information on the special needs of particular disability groups. This dissemination could take the form of special talks from experts in the field.
3. To determine current levels of disability legislation compliance within the School and Clinic. (Physical, human, intellectual and teaching resource).
4. To arrange for suitable disability awareness training for management and faculty. This can take any number of forms and could involve selected individuals attending conferences and seminars to gain knowledge for later institutional dissemination (see also item 2).
5. To determine from where requisite legal advice may be obtained.
6. In the first instance to deal with any complaints concerning non-compliance with DDA/SENDA legislation. This may concern internal institutional compliance or compliance as it may affect any external groups making use of the School's facilities (see next item).
7. To ensure the adequacy in terms of DDA/SENDA compliance of any of the School's facilities made available to non-osteopathic external groups.
8. To investigate the likely cost to the School of full DDA/ SENDA compliance.
9. Seek to establish norms of DDA and SENDA compliance throughout the UK Osteopathic Educational Community. (Via The Council of Osteopathic Educational Institutions and the General Osteopathic Council).

The Disability Committee will meet at least once per term and more frequently if required. It will report directly to the Management Committee.

Membership:

- Welfare Officer (Chair)
- Academic Registrar
- Admissions Officer
- Vice-Principal (Academic)
- Caretakers
- Clinic Practice Manager

**Generally**

It is important to remember that disability covers many areas including long term illness and the effects of this. The School must be aware of these areas.

- All students with disabilities noted on Admission Form and UCAS application
- Conveyed to Exams and Assessment Office
- Relative information checked, eg dyslexia assessment report or disability report checked, and the recommendations discussed with the individual student to determine what facilities, help, etc the student needs
- If a student does not have a report, advice is given as to how to obtain this with costings if relevant
- Follow up with student on a regular basis – in certain cases disabilities and requirements may change
- Confidentiality is maintained for all students. Where it necessary information is needed to be passed to lecturers, welfare officer, other staff, permission from the id obtained

**Coursework**

- Dyslexic students informed of extra time available and a submission date agreed.
- Relevant staff are informed of students with disabilities and what is required of them.
- Offer help/assistance from an appropriate person if student requests it
- Guidelines for marking dyslexic students' work is given to lecturers

**Examinations**

- Ensure that I requirements in the individual reports have been considered when planning the exam programme
- Dyslexic students will get extra time, usually 25%, but this will be noted on their individual reports and in certain cases it may be longer
- A scribe or reader will be offered – a separate examination room must be available with different trained invigilators
- For students who need/require it, rest breaks will be offered
- Examination papers will be given in different format, eg larger font, again instructions on what is required will be on the individual student's disability report
- For students with long term illnesses, special arrangements can be made if unable to take exam on the designated day or staggering exams if necessary
- For students with long term illnesses, discrete seating/placement in the exam room is available
- Invigilators informed discretely of students with special needs and requirements
- Guidelines for marking dyslexic students' work given to examiners

(Organisational and Functional Charts – see separate document)

(Hierarchy of Committees and  
Subcommittees – see separate document)

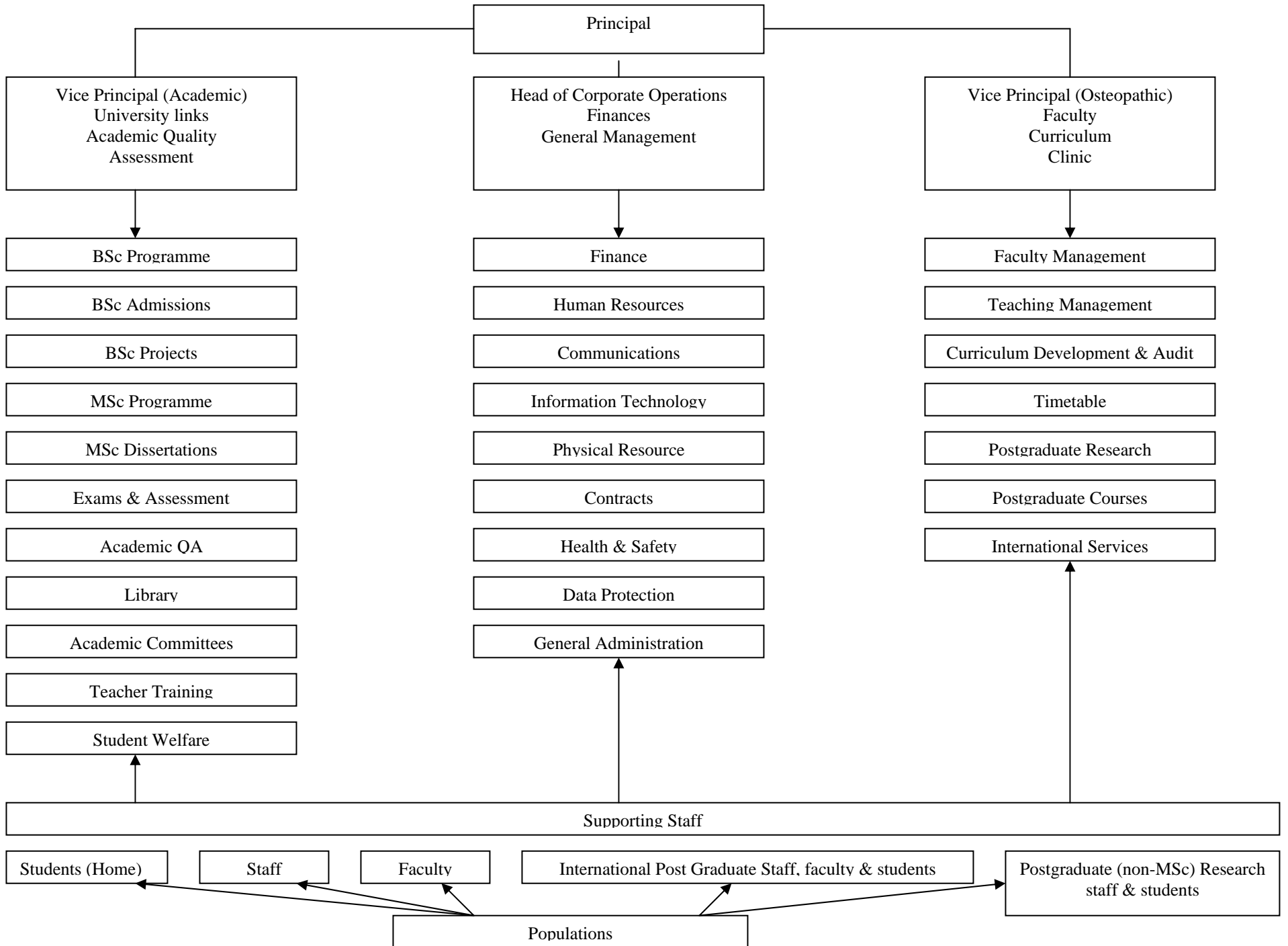
### Management Committee Meeting Dates

- December 13<sup>th</sup> 2006 3.30pm;
- January 3<sup>rd</sup> 2007 10.00am;
- January 17<sup>th</sup> 2007 2.00pm;
- January 31<sup>st</sup> 2007 10,00am;
- February 14<sup>th</sup> 2007 10,00am;
- February 28<sup>th</sup> 2007 10.00am;
- March 14<sup>th</sup> 2007 10.00am;
- March 28<sup>th</sup> 2007 10.00am;
- April 11<sup>th</sup> 2007 10.00am;
- April 25<sup>th</sup> 2007 10.00am;
- May 9<sup>th</sup> 2007 10.00am;
- May 23<sup>rd</sup> 2007 10.00am;
- June 6<sup>th</sup> 2007 10.00am;
- June 20<sup>th</sup> 2007 10.00am;
- July 4<sup>th</sup> 2007 10.00am;
- July 18<sup>th</sup> 2007 10.00am.

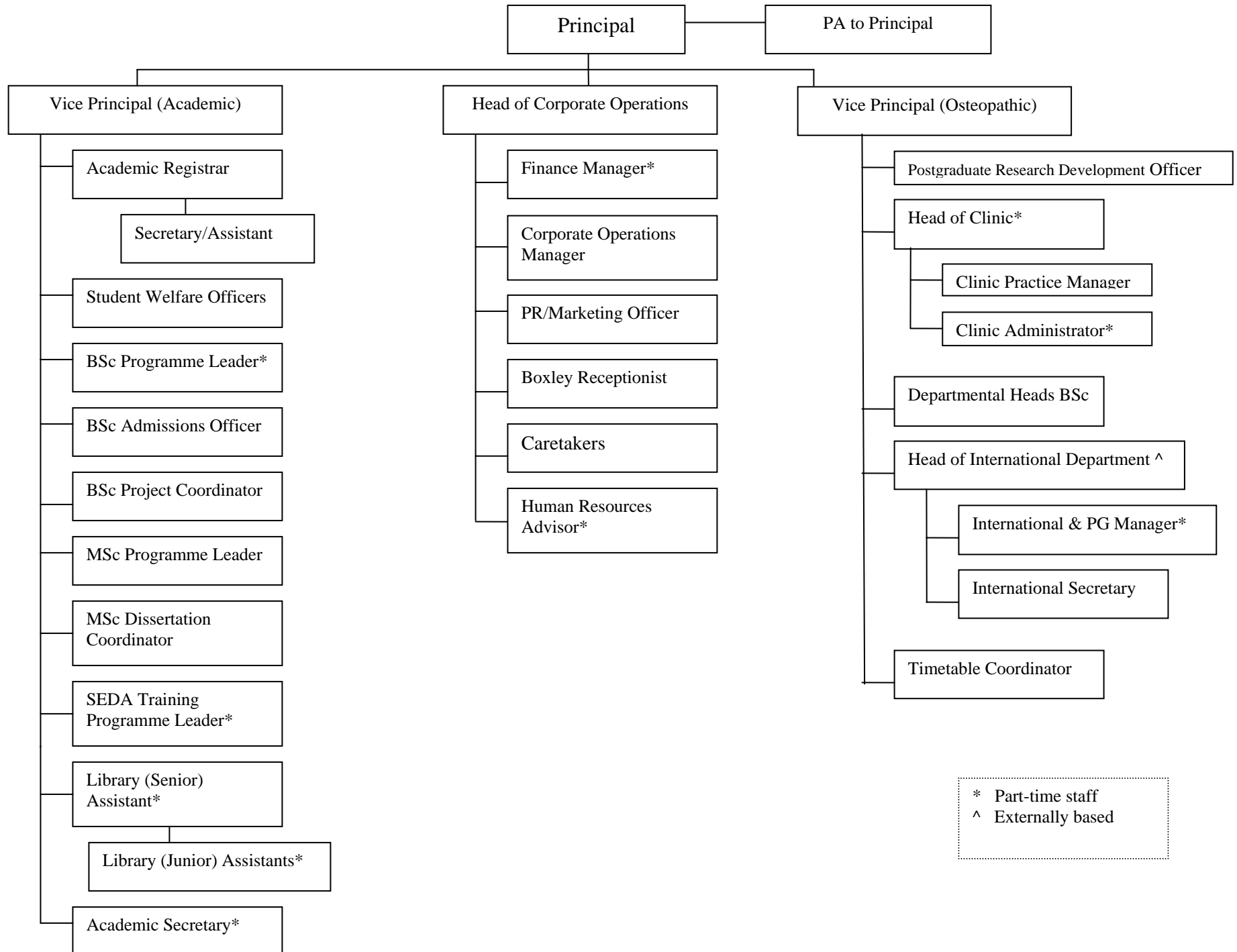
### Disability Committee Meetings

- January 24<sup>th</sup> 2007 10.00am;
- March 7<sup>th</sup> 2007 2.00pm;
- April 18<sup>th</sup> 2007 10.00am;
- May 30<sup>th</sup> 2007 10.00am;
- July 11<sup>th</sup> 2007 10.00am.

# EUROPEAN SCHOOL OF OSTEOPATHY (FUNCTIONAL CHART)

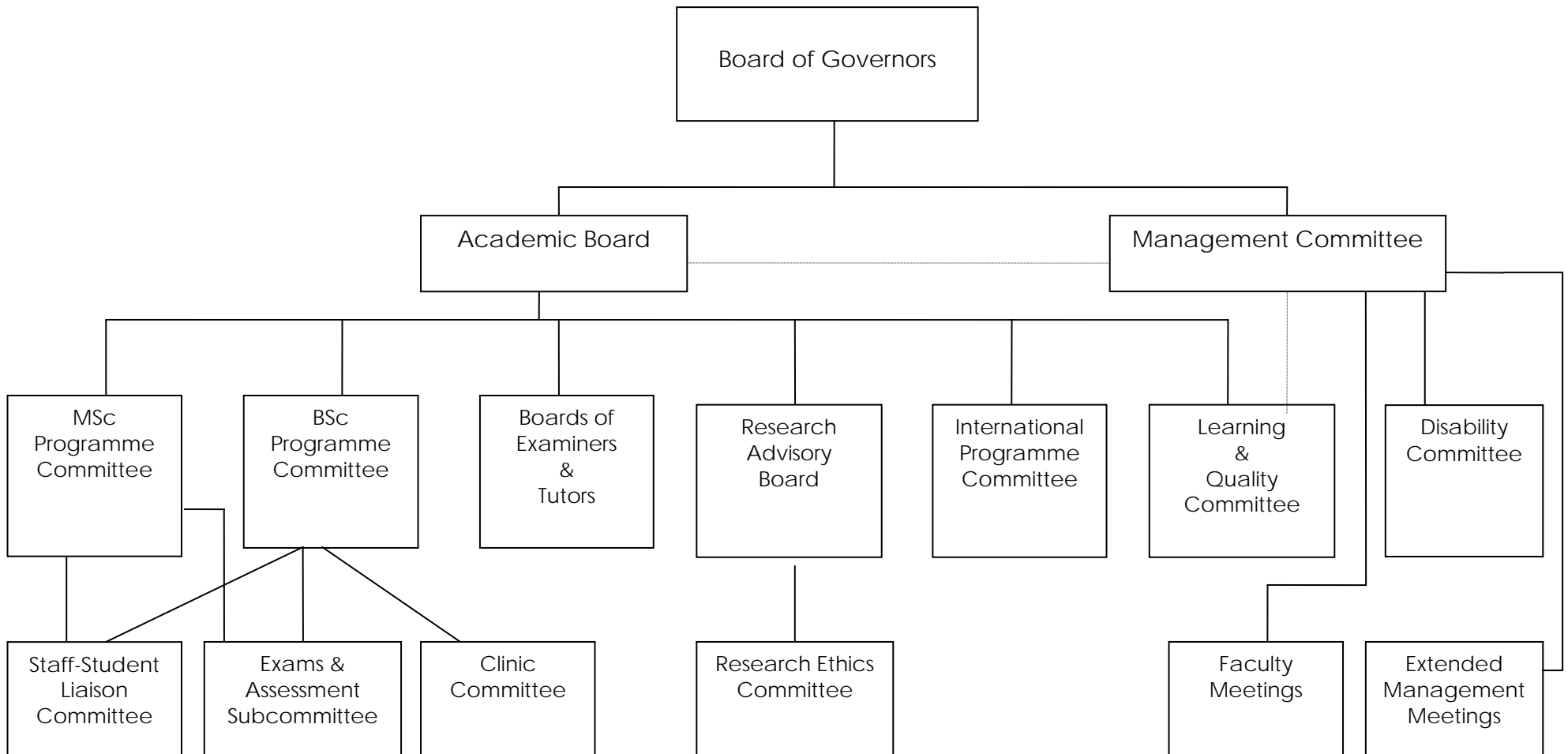


# EUROPEAN SCHOOL OF OSTEOPATHY (ORGANISATION CHART)



\* Part-time staff  
 ^ Externally based

**EUROPEAN SCHOOL OF OSTEOPATHY**  
**HIERARCHY OF COMMITTEES AND SUBCOMMITTEES**



(Also reports to Management Committee)