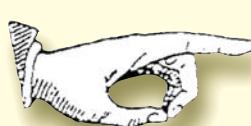


# **Disability Good Practice**

& Meeting the Requirements of the  
Disability Discrimination Act (1995) Part 4

Judy Fink, Disability Co-ordinator

University of the Arts London,  
Student Services July 2004



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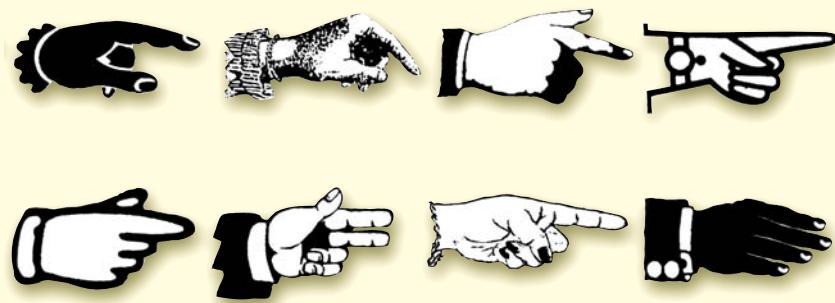
## 1 What is disability?

Disability may arise as a result of physical or sensory impairment, health or mental health issues, a general learning disability or a specific learning difficulty such as dyslexia. An impairment may be visible or hidden.

This handbook takes as its starting point the premise that we need to respond in a positive way to disability and set up procedures and systems, which facilitate good practice and promote non-discriminatory practice.

The handbook looks at the full range of the student experience including:

- recruitment
- teaching and learning
- assessment
- student support services.



## 2 Definitions of disability



There are various approaches to defining disability and three examples are given below. Two definitions are derived from legislation; the first example is the definition used in the Disability Discrimination Act (1995) and the second is that used in the Further and Higher Education Act (1992) and The Learning and Skills Act (2000). The last example is a definition developed by the British Council of Disabled People which looks at the social roots of exclusion for disabled people.

People are defined as disabled if they have:

**... a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.**



Disability Discrimination Act (1995)

**... a significantly greater difficulty in learning than the majority of persons of similar age, or**



**... a disability which either prevents or hinders them from making use of facilities of a kind generally provided by institutions within the further education sector for persons of similar age.**



Further and Higher Education Act (1992) / Learning & Skills Act, (2000)

**... a loss or limitation of opportunity to take part in the life of the mainstream community on an equal level with others, due to physical or social barriers.**



The British Council of Disabled People (BCODP)

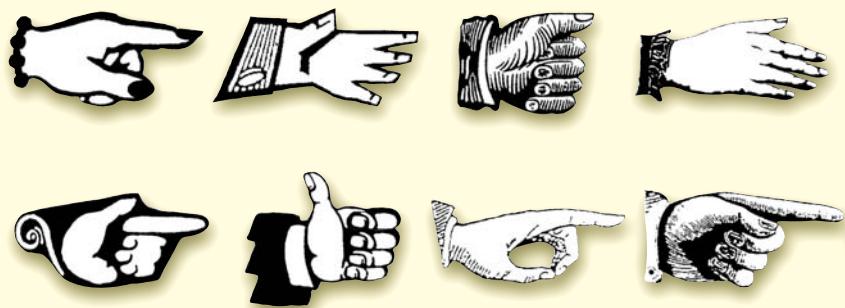


### **3 The Disability Statement of University of the Arts London**

'Breaking the Barriers' (BTB) is the disability statement of University of the Arts London. It contains information about policy and procedures, and structural arrangements, for responding to disability. It also contains useful contacts, both internal and external, and information about financial help available.

It states that:

**At University of the Arts London we aim to provide equal opportunities for all our students. We are committed to combating all forms of discrimination. In particular we aim to respond positively to the needs of disabled students.**



## 4 The legal framework



### **Disability Discrimination Act – 1995**

The Disability Discrimination Act applies to schools, colleges and universities in their role as employers and providers of services, which are available to the public.

This legislation has been extended by The Special Educational Needs and Disability Act 2001 to include a part 4, which covers education provision. The first phases of this legislation came into effective on 1.9. 2002 and 1.9.2003.

Education providers have to ensure that they do not discriminate against disabled people by:

- treating a student less favourably for a reason relating to disability than the provider treats others to whom that reason does not apply
- failing to make reasonable adjustment to help overcome disadvantage faced by disabled students.

## 5 Further responsibilities



**From 1st September 2005** education providers will be required to make adjustments to physical features of premises where these put disabled people or students at a substantial disadvantage.



## 6 When is an adjustment reasonable?

Listed below are some factors which might be taken into account in deciding whether or not an adjustment is reasonable:

- the financial resources available to the responsible body
- grants or loans likely to be available to disabled students for support and services
- the cost of taking a particular step
- the extent to which it is practicable to take a particular step
- the extent to which aids or services will otherwise be provided to disabled people or students
- health and safety
- the relevant interest of others
- academic and other prescribed standards.

The requirement to take reasonable steps is ‘anticipatory’.

Organisations need to:

- set up a framework which enables proactive planning to create an inclusive learning experience for disabled students
- anticipate ways in which individual adaptations can be made for disabled students.

The requirement to make reasonable adjustments applies to all aspects of a course including those that involve third parties, e.g. work placements.

## **7 The Disability Rights Commission**



The Disability Rights Commission (DRC) is an independent body, established by Act of Parliament to eliminate the discrimination faced by disabled people and promote equality of opportunity.

Following the extension of the DDA (1995) to include education provision, the DRC has published a Code of Practice for providers of post-16 education and related services. It gives practical guidance how to avoid discrimination against disabled people and students. The code does not impose legal obligations but can be used in evidence in legal proceedings under the DDA.

## **8 Confidentiality, disclosure and reasonable steps**



Whether or not students decide to disclose a disability depends on the culture within the institution and whether there is an atmosphere in which students are confident the response will be helpful and appropriate.

**A responsible body should be proactive in encouraging people to disclose disability.**

DDA (1995) Part 4, Code of Practice, for providers of Post-16 education and related services (DRC).

For the purposes of DDA Part 4, disclosure to one member of staff may be deemed to represent disclosure to the University as a whole.



Early disclosure enables students to have the appropriate dialogue about any arrangements or on course support that may need to be considered. Not all students need support over and above that generally available. However they may still value the opportunity to have some discussion knowing that appropriate confidentiality will be respected. This is often the case for example, with mental health issues.

Early disclosure will be encouraged by:

- a commonly understood culture of positively responding to disability
- a positive message in a disability statement and clear information about contact points
- a positive welcoming statement in the prospectus and in other information
- opportunities to discuss issues with staff at various points before and during study.

Students have a right to confidentiality or different levels of confidentiality. For example, it might be appropriate for reasonable steps to be made without course staff having detailed information about the nature of a student's disability.

Information about a student's disability should not normally be passed onto a third party without the student's consent. It is important to clarify the level of confidentiality and the exceptions to normal practice.

Where it is necessary for different parts of the organisation to pass on information about disability in order to put arrangements in place, this should be made clear to the student.

Confidentiality is of particular concern in the context of work experience and references. It is advisable never to disclose confidential information without the student's involvement.<sup>1</sup>

<sup>1</sup>A confidentiality policy for University of the Arts London has been developed by Student Services and is available from the Directors office.

## **9 Redress**



Students may choose to raise concerns through our existing complaints procedures.

The Disability Rights Commission has set up a conciliation service which deals with complaints in a speedy and effective way. If conciliation fails, or a conciliation agreement is not reached, disabled people may take cases to the County Court.

## **10 Good practice and putting the law into practice**



**Some pointers:**

**Don't make assumptions**

- disabled people are a diverse, heterogeneous group – how individuals experience an impairment will vary.

**Do be flexible**

- a disability research project at University of the Arts London indicated that positive 'can do' attitudes by staff made all the difference to the learning experience of disabled students.<sup>2</sup>

**Do refer to college based and/or centrally based staff if you need further information or advice**

- for additional help and advice available within University of the Arts London see contacts on page 24.

<sup>2</sup> 'Enhancing the Course Offer' is available from the Student Services Disability Team.



## 11 Good practice measures and reasonable adjustments

These examples look at the kind of measures we might need to consider. Many of them already routinely occur across the University. However this guide is to help ensure that the organisation moves towards more consistent practice.



### Pre application

Central to good practice, particularly at the pre-entry stage, is access to clear and accurate course information<sup>3</sup> and arrangements for disability support.

Prospectuses and pre-entry information should clearly set out course details and requirements including all aspects of the curriculum, e.g. practical and theoretical work, assessment, placements and field trips. This will help students make informed choices about applying.

Prospectuses should contain a positive statement about disability and contact points if students want further information.

If there are issues about access to facilities and buildings students should be encouraged to make an access visit to the college.

If students declare a disability and discussion indicates further support arrangements will need to be considered, please refer them to the College Disability Representative and/or the Student Services Disability Team so that they can have early access to information which will help them decide whether to apply for a particular course.

Access arrangements may be requested for open days, e.g. sign language communicators. Please contact the Disability Team for further information.

<sup>3</sup> Guidance on making information accessible is included in Section 15.

## **Application and selection**



Decisions should be made on the basis of the agreed criteria, not on (negative) assumptions about disability and the student's potential to succeed, or whether or not a student would be able to find employment in a particular industry on completion.

If additional on course support is needed, it is important that there is discussion with the student and disability staff as early as possible so that necessary arrangements can be put in place.

Do not forget to consider the above when late entrants are accepted onto a course.

Reasonable good practice steps at the application and selection stage might include:

- communication support e.g. British Sign Language interpreter
- material in accessible formats (see section 15).

## **Admissions and registration**



It is unlawful for an institution to discriminate against disabled people

**... in the arrangements it makes for determining admissions or enrolments to the institution.**

Disability Discrimination Act (1995) Part 4

Reasonable good practice steps might include:

- making alternative arrangements for enrolment, e.g. giving an individual a specific time so they do not have to stand in a queue
- providing assistance with forms.



## Teaching and learning

This section looks at good practice and gives examples of good practice and reasonable adjustments across the range of activities which make up curriculum activities including: lectures, seminars, tutorials, studio and practical work, field trips and work experience. It gives examples of good practice and reasonable adjustments.

This is not intended to be a full guide to creating an inclusive curriculum, but it does give examples of the kind of arrangements that routinely need to be considered.

The best and easiest approach to reasonable adjustments is to build them into course planning and review.

Unintended discrimination can often be concealed in practice which is taken for granted. References for further reading are given in Section 12.



### Some good practice pointers to reasonable adjustments:

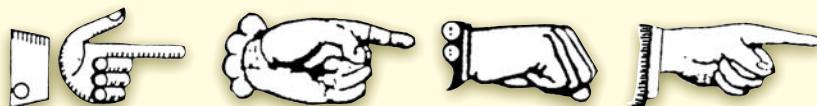
- consider the provision of notes and handouts for lectures and practical workshop sessions, making these materials available on disk where possible
- consider setting study briefs in advance so that students can plan for the task and make any additional arrangements necessary
- explain new subject specific vocabulary and jargon and provide a glossary

- try and provide timetables as early as possible to enable on course support arrangements to be made, e.g. communicators and note takers
- consider providing ground floor notice boards or using email for information particularly when lifts are out of order
- try to avoid making last minute changes to curriculum activities so that students are not unnecessarily excluded by not having necessary support in place, e.g. studio activities which happen at short notice
- provide assignment briefs in writing, including studio projects
- re-arrange studio space to increase access where possible
- allow students to tape lectures and seminars and other sessions as an alternative to taking notes
- make work stations and technical equipment more accessible
- provide a quiet room or space to take medication or rest.

Additional support arrangements are routinely made in response to particular disability issues. Arrangements may be made in conjunction with dyslexia co-ordinators, or disability staff.

Examples include:

- dyslexia support
- provision of studio support
- provision of sign language support – and managing the learning situation so that this arrangement can work effectively
- provision of note-takers.





## **Examinations and assessment**

Examinations and assessments are about establishing whether course requirements and learning outcomes have been met. Used well, these processes can be a tool for motivation.

The issues about how course requirements and learning outcomes are demonstrated to have been met are extensive. There is scope for this debate to be pursued and policy further developed.

The following section indicates the current policy framework at University of the Arts London and includes good practice pointers drawn from across the different colleges.

In 'Breaking the Barriers' (BTB) it states that:

**University of the Arts London is determined to allow students to achieve their potential without experiencing difficulties that arise through their disability... we aim to make sure that our methods of assessment are flexible enough for us to adapt them to the individual needs of each student.**

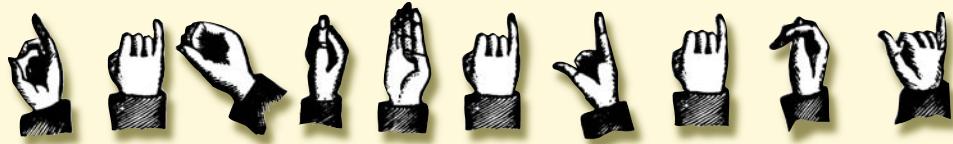
Particular arrangements will depend on the nature of the disability. Students are advised in BTB to discuss assessment arrangements with Course Directors or the Dean of School in advance of any exam or assessment.

The outcome of this meeting should be a formal written agreement detailing the arrangements to be followed. It may be appropriate for the student to provide documentary evidence supporting their request, e.g. a Dyslexia Assessment report.<sup>4</sup>

<sup>4</sup> See also Academic Affairs Regulations.

### **Examples of possible arrangements:**

- extra time allowances
- use of alternative formats, for example, Braille, tape, large print, coloured papers
- having papers checked for accessibility of language for deaf students
- use of a computer and specialist software if appropriate
- access to a separate room
- a note-taker
- a reader for exam questions
- a dictionary or electronic spell checker
- an alternative form of assessment, e.g. viva, video presentation, submitting work on tape
- identification by sticker for consideration at marking and grading
- rest breaks
- confidentiality.





## **Attendance, time out due to disability and suspension of studies**

Some students may have difficulty attending from time to time because of disability. This could involve either missing the odd lecture, seminar or studio workshop, needing a later start time or time off for medical appointments. Sometimes students may need to take more lengthy periods of time out or suspend their studies for a period.

Wherever possible staff should respond in a flexible way when an absence is related to disability. In such cases staff are advised to:

- have a discussion with the student about individual circumstances
- note arrangements agreed – make sure that the student understands the nature and level of the support being offered
- with the student's agreement, ensure other relevant staff are made aware of any arrangements
- discuss contact arrangements so that the student can plan their return to study. For example, some students may need to put in place support arrangements that were not previously required
- advise students of contacts within colleges and Student Services to discuss relevant issues, for example, financial matters.

## **Exclusions**



Students should not be excluded for reasons of disability.

In situations where there is concern about a student's welfare, or behaviour which may be related to disability, appropriate procedures should be followed<sup>5</sup>. University staff are welcome to consult the Disability Team or use the Counselling Staff Support line.

## **Work placements**



Disabled students should have equal access to opportunities to benefit from work placements.

Disabled students sometimes face particular barriers or discrimination in securing placements and may therefore need extra support. This may be a particular issue on courses that require students to find their own placements.

It may be necessary to consider reasonable adjustments for the placement itself.

The Department for Education and Skills have provided a good practice guide 'Providing Work Placements for Disabled Students'. It suggests meeting early with students to discuss work placements and highlights the following areas to be considered:

- ensure students are properly prepared for placements
- discuss access to work placements, including transport
- consider access to any equipment and/or support the student may need on the work placement, e.g. facilities for deaf and visually impaired students
- consider arrangements for support workers if appropriate
- consider support that students may need from college staff during placement.

<sup>5</sup> See Mental Health Procedure (2004), Student Services.



## **Field trips**

Field trips may form an essential part of the curriculum and early planning will help ensure that disabled students are not excluded.

Course information should contain information about field trips. Discuss trips with students in advance and if further information is needed please contact the Disability Team based in student services. Arrangements that might need to be considered are:

- transportation
- support such as a communicator or a personal helper
- parking
- alternative arrangements if the venue is not easily accessible.



## **Award ceremonies**

Arrangements need to be considered for award ceremonies as appropriate.

This might include the following:

- sign language interpretation
- temporary ramps
- parking
- personal assistance
- providing information in alternative formats.

## **12 Access to additional services**



Additional services which form an integral part of the learning experience need to be accessible and inclusive. They are covered by the new legislation.

These include:

- student advisory services
- careers and job placement finding services
- recreational facilities
- counselling
- car parking
- advisory services
- college shops
- catering facilities
- residential accommodation
- library and learning resources
- IT facilities and information
- communication technology.

These services will all need to be considered to ensure that they are responsive to the needs of disabled students and appropriate modification to facilities made.



The following are examples of the measures which should be considered as appropriate –

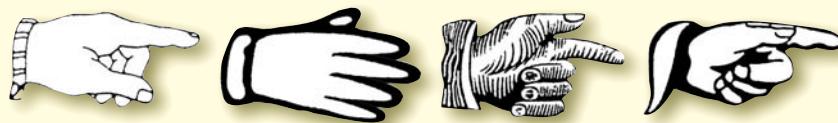
Provision of information in alternative formats:

- electronic
- large print
- Braille

If access to a service is difficult making alternative arrangements by:

- considering an alternative accessible venue if necessary, e.g. careers counselling
- delivering the service in a different way, e.g. a phone interview, posting information or making it available on line, by email or by phone or minicom
- offering an appointment at a less busy time
- providing sign language interpreters or other support arrangements
- making facilities accessible, e.g. computer work stations.

Remember that the requirements concerning physical access come into force in 2005.



## **13 Further information and reading**



- Breaking the Barriers, the disability statement of University of the Arts London
- Creating an Inclusive Learning Environment for Deaf and Hearing Impaired Students
- Dyslexia, A Guide for Staff
- Enhancing the Course Offer, project report

All available from Student Services/Disability Team

email: [disability@arts.ac.uk](mailto:disability@arts.ac.uk) phone: 0202 7514 6157/8139

- Accessible Curricula – A Good Practice Guide

Contact: Carol Doyle

Accessible Curriculum Development Advisor

Learning and Teaching Support Unit, UWIC

Llandaff Campus, Cardiff, CF5 2YB

email: [cdoyle@uwic.ac.uk](mailto:cdoyle@uwic.ac.uk) phone: 029 2041 6264

Copies can be obtained from UWIC Press at a cost of £25.

CD Rom copies in pdf, html and txt can also be obtained.

- Teachability Booklet – Guide for Improving Access to Teaching and Learning

Available on line [www.teachability.strath.co.uk](http://www.teachability.strath.co.uk)

- DRC Code of Practice – Post 16, DDA 1995 Part 4  
Code of practice for providers of Post-16 education and related services

Available from the Disability Rights Commission (DRC), [www.drc-gb.org](http://www.drc-gb.org)

- Providing Work Placements for Disabled Students
- Finding Out About People's Disabilities

Both available from the Department of Education and Skills and on line at [www.lifelonglearning.co.uk](http://www.lifelonglearning.co.uk)



## **14 Internal contacts for dyslexia and disability at University of the Arts London**

Each college has at least one Dyslexia Co-ordinator and a College Disability Representative.

There is a Student Services Office at each college, in addition to Central Student Services at Davies Street.

The University of the Arts London Disability Team is based at Davies Street and offers help information and advice to staff and students.



### **Central Student Services**

65 Davies Street, London, W1K 5DA

#### **General contacts**

telephone	020 7514 6230
fax	020 7514 6219
email	student.services@arts.ac.uk
website	<a href="http://www.arts.ac.uk/student">www.arts.ac.uk/student</a>

#### **Disability Co-ordinator**

Judy Fink	020 7514 6157
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#### **Disability Advisers**

Adriana Sutters	020 7514 6156
Glyn Bell	020 7514 8139
textphone	020 7493 4524
email	<a href="mailto:disability@arts.ac.uk">disability@arts.ac.uk</a>

#### **Counselling Staff Support Line**

telephone	020 7514 6269
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#### **Counselling appointments (enrolled students only)**

telephone	020 7514 6230
email	<a href="mailto:counselling@arts.ac.uk">counselling@arts.ac.uk</a>

## **Staff at colleges**

### **Central Saint Martins College of Art and Design**

Southampton Row, London, WC18 4AP

telephone 020 7514 7000

#### **College Disability Representative**

Margarita Moscoso 020 7514 7143

#### **Student Services**

telephone 020 7514 6230

or Southampton Row 020 7514 7240

or Back Hill (term time) 020 7514 6889



#### **Dyslexia Co-ordinators**

Southampton Row (term time) 020 7514 7043

Elaine Wallace \* Back Hill (term time) 020 7514 8188

### **Camberwell College of Arts**

Peckham Road, London, SE5 5UF

telephone 020 7514 6300



#### **College Disability and Dyslexia Co-ordinator**

Eve Graves – Wilson's Annex 020 7514 6422

#### **Student Services**

Peckham Road (term time) 020 7514 6354

### **Chelsea College of Art and Design**

Manresa Road, London, SW3 6LS

telephone 020 7514 7750



#### **College Disability Representative**

Phillip Courtenay – Hugon Road\* 020 7514 7819

\*Please leave a message with Felicity Chamberlain

#### **Student Services**

telephone 020 7514 6230

or Hugon Road (term time) 020 7514 7899

#### **Dyslexia Co-ordinators**

Pauline Courtenay – Hugon Road\* 020 7514 7899

\*Please leave a message with Felicity Chamberlain



### **London College of Fashion**

20 John Princes St, W1M 0BJ

telephone                            020 7514 7400

#### **College Disability Representative**

Diane Aronstam – John Princes St    020 7514 7586

#### **Student Services**

telephone                            020 7514 7430

or                                      020 7514 6230

#### **Dyslexia Co-ordinator**

Diane Aronstam – John Princes St    020 7514 7586



### **London College of Communication**

Elephant and Castle, SE1 6SB

telephone                            020 7514 6500

#### **College Disability Representative**

Sue Jackson – Elephant and Castle    020 7514 8538

#### **Student Services**

or Elephant and Castle                020 7514 6230

    020 7514 6590

#### **Study Support Co-ordinator**

Celia Bishop                            020 7514 6230

    020 7514 6607

#### **College Dyslexia Co-ordinator**

Heather Symonds                        020 7514 6856

# **15 Useful web addresses**



## **General**

### **[www.lifelonglearning.co.uk](http://www.lifelonglearning.co.uk)**

'Providing Work Placements for Disabled Students' and  
'Finding Out About People's Disabilities'  
two good practice guides.

### **[www.skill.org.uk](http://www.skill.org.uk)**

SKILL: National Bureau for Students with Disabilities.  
LOTS of information of relevance to staff and students.

### **[www.disability.gov.uk](http://www.disability.gov.uk)**

All relevant legislation.

### **[www.drc-gb.org](http://www.drc-gb.org)**

Disability Rights Commission. This web-site includes pages summarising cases taken under the 1995 DDA, and the Code of Practice for providers of post-16 education and related services which accompanies the DDA, Part 4, which is at [www.drc-gb.org/drc/InformationAndLegislation/Page34A.asp](http://www.drc-gb.org/drc/InformationAndLegislation/Page34A.asp).

### **[www.hefce.ac.uk](http://www.hefce.ac.uk)**

Information about many useful publications, including guidelines for accessible courseware.

### **[www.mmu.ac.uk/h-ss/cerlim/projects/reviel/resource.htm](http://www.mmu.ac.uk/h-ss/cerlim/projects/reviel/resource.htm)**

List of Internet sources concerning good design principles.

### **[www.chelt.ac.uk/el/philg/gdn/disabil/index.htm](http://www.chelt.ac.uk/el/philg/gdn/disabil/index.htm)**

Information on accessible field trips.

## **Disability and information technology**

### **[www.techdis.ac.uk](http://www.techdis.ac.uk)**

Information about Disability and IT in HE.

### **[www.jisc.ac.uk](http://www.jisc.ac.uk)**

Joint Information Systems Committee, promotes use of IT in FE and HE



## **Web accessibility**

[www.cast.org/bobby](http://www.cast.org/bobby)

For checking accessibility of web-sites to people who have various impairments.

[www.w3.org/TR/WAI-WEBCONTENT](http://www.w3.org/TR/WAI-WEBCONTENT)

Web accessibility information.



[elj.warwick.ac.uk/jilt/01-2/sloan.html](http://elj.warwick.ac.uk/jilt/01-2/sloan.html)

Lengthy article, by Martin Sloan, published in the Journal of Information Law and Technology, looking at new disability rights to e-commerce and e-learning.

## **Disability specific information**

### **Information for blind and visually impaired people**

[www.rnib.org.uk](http://www.rnib.org.uk)

RNIB Home page.

[haptic.mech.northwestern.edu/intro/tactile](http://haptic.mech.northwestern.edu/intro/tactile)

Interesting paper on tactile displays of information.



[www.ssc.mhie.ac.uk/VI\\_Video/N\\_VIDEO/MainIndx.htm](http://www.ssc.mhie.ac.uk/VI_Video/N_VIDEO/MainIndx.htm)

Video for visually impaired learners.

### **Asperger's syndrome or autism:**

[www.users.dircon.co.uk/~cns/index.html](http://www.users.dircon.co.uk/~cns/index.html)

Asperger's and Autism Students site.



### **Dyslexia or dyspraxia:**

[www.shefc.ac.uk/publications/other/dyslexia/content/reading.html](http://www.shefc.ac.uk/publications/other/dyslexia/content/reading.html)

EUeful contacts and sources of information about dyslexia.

[www.dyslexia-inst.org.uk](http://www.dyslexia-inst.org.uk)

British Dyslexia Association.

[www.emmbrook.demon.co.uk/dysprax/college.htm](http://www.emmbrook.demon.co.uk/dysprax/college.htm)

A guide for dyspraxic students in HE.



### **Students who are deaf or have a hearing impairment**

[www.rnid.org.uk](http://www.rnid.org.uk)

RNID

[www.deafconnections.co.uk](http://www.deafconnections.co.uk)

Deaf Connections.

[www.rnid.org.uk/html/news\\_arts\\_film.htm](http://www.rnid.org.uk/html/news_arts_film.htm)

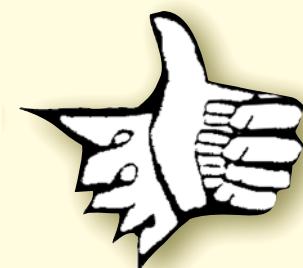
Post-script: National Subtitling Library for Deaf People.



### **Mental health information**

[www.mind.org.uk](http://www.mind.org.uk)

MIND is a national organisation working in the area of Mental Health.





## 16 Making information accessible

### Some general pointers

Information that is clear, well thought out and well presented will be more user friendly. Avoid use of jargon and abbreviations which have not been explained.

### Dyslexia friendly text

#### Some Pointers

- use Arial or a sans serif equivalent font, 12 point
- use an expanded font, 0.8, if possible
- a non shiny paper finish is helpful
- a lower contrast between background and text is helpful
- the use of cream or pale yellow, pink or blue papers seems to be preferred – some people may use transparent coloured overlays
- the use of colour in text helps to pick out dates and numbers
- avoid complex sentence structure – bullet points are more accessible
- clear demarcation between paragraphs is suggested
- double spacing is helpful
- structure text into meaningful chunks with appropriate headings
- shorter line lengths may be helpful
- providing information on disk or electronically will allow students with the IT facilities to make use of screen readers etc.
- avoid right justified margins
- avoid long chains of numbers – divide them into shorter chunks
- for some people, bold text may be more difficult to read as the background can become more dominant.

## **Accessible text for visually impaired people**



### **Some Pointers**

- use Arial (a sans serif font) 12 point minimum
- a non shiny paper finish is helpful
- a higher contrast between background and text is helpful
- use of cream or pale yellow paper may be preferred
- clear spacing and headings between paragraphs is suggested
- double spacing may be helpful
- bold may be helpful
- structure text clearly with appropriate headings
- information provided on disk or electronically will allow students with the IT faculties to make use of voice output systems. Audio tape may also be useful
- text should be separated from pattern and images.
- avoid small fonts

Material should be made available in alternative formats such as Braille, audio tape or large prints as appropriate.

### **For more information**

Please contact the disability team for further information and help with making arrangements at University of the Arts London.

phone	020 7514 6157
or	020 7514 8139
textphone	020 7493 4524
email	<a href="mailto:disability@arts.ac.uk">disability@arts.ac.uk</a>



## 17 Funding framework

### **HE and Post Graduate level**

#### **Disabled Students Allowance (DSA)**

Help is available for:

- equipment and technical aids,  
e.g. computers, word processors, specialist software and consumables
- support arrangements,  
e.g. dyslexia tuition, sign language communicators, readers, studio helpers
- additional travel costs.

Students need to apply for DSA through their Local Education Authority.

#### **'Disability Premium'**

Disability Premium is paid by HEFCE to institutions according to a set formula relating to numbers of disabled students on courses, however it is not ring-fenced.

### **FE level**

#### **Funding for additional support costs**

Additional costs relating to the provision of disability support, e.g. study support, sign language communicators, note takers, can be claimed by institutions from the Learning & Skills Council (formerly FEFC)

