



Disability Equality Scheme 2009 -2012

Making Disability Equality Happen

New College first produced a Disability Equality Scheme in 2006 to describe our work in meeting public duties under disability discrimination law including the promotion of equality for, and elimination of discrimination against, our disabled students, staff and visitors. This document is our revised scheme which reviews progress and sets goals for the next three years.

We recognise that the diversity of our students and staff is one of our greatest strengths.

This Disability Equality Scheme is published on our external website at <http://www.newcollege.ac.uk/student-services/e-and-d-files/disability-equality-scheme.pdf> and is available in large print upon request. Comments or questions about this document can be addressed to the Equal Opportunities Adviser or Disability Officer through info@newcollege.ac.uk

The Disability Discrimination Act 2005 defines a disabled person as a person with ‘a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.’

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Part 1 - Introduction

This Disability Equality Scheme (DES) has been produced within the legal context set by the **2005 Disability Discrimination Act** (DDA) and previous relevant legislation. It is a reflection of continuous development in New College of a culture of inclusion and the involvement of disabled students, staff and external groups in planning provision and delivery of services. The Disability Equality Duty involves a set of 6 general duties and a number of specific duties. These are set out below:

The Disability Equality Duty

General Duties

A public authority when carrying out its functions must have due regard to:

- eliminate unlawful discrimination
- eliminate harassment of disabled people that is related to their disability
- promote equality of opportunity between disabled people and other people
- take steps to meet disabled people's needs, even if this requires more favourable treatment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life

Specific Duties

- Review, revise and publish the DES every 3 years
- Prepare and regularly review an action plan that sets out the steps to fulfil the new duties
- Involve disabled people actively in all these processes

The New College Disability Equality Scheme is a way for us to tackle disability discrimination in a positive and practical way that actively promotes opportunities for disabled people. Taking an organisation wide approach will help to achieve tangible outcomes and improvements for disabled people.

The Meaning of Disability

The Disability Discrimination Act 2005 defines a disabled person as a person with 'a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.'

New College Initiatives to Raise Awareness and Promote Positive Attitudes to Disability

With students

Student inductions include activities aimed at raising awareness of disability and other aspects of equality and diversity. Student activities have been continuously improved and since 2001 have included a prescribed activity, including lesson plan and materials, to make students aware of stereotypes and equality issues.

From 2009 all Learning Plans and Schemes of Work feature Equality and Diversity. Every teacher must demonstrate educational inclusion and differentiation in teaching to meet individual needs.

In 2009 OFSTED commented, "Diversity and equality of opportunity have a high profile around the college.....Educational and social inclusion is outstanding."

Since 2004/5 the college has held annual **Diversity and Health Weeks** to promote positive attitudes, celebrate diversity and raise awareness of a range of issues. International events such as World Aids Day and Children in Need are also marked. A range of visitors from local disability interest and awareness community groups and the Primary Care Trust have supported the events, working with students in the college's central foyer area.

The **tutorial programme** for full time students was developed in 2006 to incorporate group tutorials on key themes linked to the Every Child Matters Outcomes and Equality and Diversity. Sessions on stress management, anti bullying, avoiding stereotypical thinking are included. Many areas of the curriculum teach disability awareness and inclusive practice, eg, teacher training, child care, sport.

With Staff

The **college staff induction procedure** includes the college commitment to promote positive attitudes and awareness towards disability.

General **disability awareness training** has formed part of the staff development programme and more specific disability training, for example on mental health and deaf awareness has been provided to staff with a central role in admissions, student services and additional support. Training for teachers has focussed on working with our students, eg, specific learning difficulties, Aspergers Syndrome.

Confidentiality and Disclosure

The college developed its current procedures and supportive paperwork on disclosure of disabilities and additional support needs during 2002/3. The approach was developed in consultation with students who were already accessing additional support and those who had declared disabilities. It now supports sensitive disclosure at both pre entry and on programme phases. Representatives of Working for Opportunities were consulted to identify any improvements. The college also took part in a good practice network project run by LSDA. This helped inform improvements in the prospectus and admissions procedures. Our processes are under continual review.

DDA Implementation in New College

New College's main premises were opened in January 2003 and extended with a sports centre in 2004 and an annexe in September 2005. A disability access audit was carried out by TBA Fire Safety and Access Consultants in March 2003. This resulted in a number of improvements to the premises, equipment and certain procedures, making use of additional LSC funding. These have included:

- Distinct coloured paving from the main car park to the front entrance
- Magnetic openings on all internal fire doors linked to the fire alarm system
- Enhanced medical room facilities
- Widened external paving
- Purchase of vibrating pagers, portable hearing loops and walkie talkies
- Purchase of evac chairs and associated training for key staff

- Purchase of coloured overlay rulers (to assist with scotopic sensitivity and dyslexia)
- Purchase of adjustable height tables and work stations
- Investment in specialist software such as 'Dragon dictate' and hardware such as Brailite and Alphasmart.

In addition the college developed partnership arrangements with Farleigh Further Education College in Swindon (part of the Priory Group) to provide educational opportunities for their residential and day placement students with Aspergers Syndrome, who wish to follow GCSE and A level programmes.

Specialist Services

Additional Support Services for students with disabilities, medical conditions, learning difficulties and differences have been expanded. Since 2006 the number of students being assisted has more than doubled and more than 20 full time equivalent (fte) specialist staff are now dedicated to this service. Resources such as assistive technology and specialist software have also been developed. Membership of the National Association of Disability Practitioners (NADP) and other networks facilitates professional updating

The innovative support work with students with Asperger Syndrome has resulted in the provision of a dedicated base room for these students on campus.

External contractors are used for many functions including British Sign Language interpreting, educational psychology assessments and personal care. The Independent Psychological Service (TIPS) provides specialist support to the increasing number of students with mental health difficulties.

A college nurse was appointed for the first time in 2009 to enable the college to support students with complex medical requirements.

The College was awarded 'Positive About Disabled People' accreditation by JobCentrePlus in December 2003, gaining re-accreditation each year. This award acknowledges that we are committed to employing and retaining disabled people. The College publicises this commitment in all its recruitment advertising. The 'two ticks' symbol is prominently displayed on all recruitment adverts as well as on the college web site and prospectus. Two members of staff have been assessed for specialist equipment or adaptations under the Department of Work and Pensions' *Access to Work* Scheme.

Links to other college policies and plans

This DES supports and extends the college's Equalising Opportunities – Celebrating Diversity Policy. New and revised policies will include an equality impact assessment. Equality and Diversity are embedded in course reviews, self assessment reports and development plans from academic and business support teams and the College as a whole.

Part 2: Principles of the New College Disability Equality Scheme

The College Mission Statement

Our aim is to provide quality education, training and services which:

- meet our learners' needs
- encourage individuals to realise their full potential
- support lifelong learning
- help young people, the community and business to prosper

We aim to put learners first, and provide our services in ways that are flexible, responsive, friendly and efficient

The College Prospectus, Website, Student Planner / Handbook, staff handbook and other publicity materials all emphasise our commitment to Equality of Opportunity and the Celebration of Diversity. Student groups and outside support agencies have contributed ideas to the positive representation of ethnic groups, people with disabilities and young parents.

All our publications reinforce New College's inclusiveness and commitment to learners and staff as individuals. The college recognises that 1 in 8 of the working age population is disabled¹ and that failing to make adjustments will risk losing skilled and experienced colleagues and under providing for students.

The college's DES and its action plan will provide a particular focus for this work. The involvement of disabled people in shaping, monitoring and evaluating the DES, has and will continue to ensure that the college reflects their priorities in its planning and provision of facilities and services.

¹ Source 2001 census

Models of Disability

Staff training sessions, discussion with local support groups and preparatory research have all emphasised that there are 2 main models of disability; a medical model and a social model.

- **The medical model** reinforces the idea that the problems people face are a direct result of their own health or impairment and focuses on what is wrong with a person and what they cannot do. This can lead to a negative labelling approach.
- **The social model** shifts the focus from what is 'wrong' with a person to what is wrong with attitudes, systems and practices of an organisation as it is these that create barriers preventing participation by disabled people.

The college's promotion of disability equality acknowledges the broader social model developed by disabled people themselves. The emphasis of college action plans will be to continue to understand and dismantle barriers to participation. It is also recognised that it may be appropriate to gather and analyse some information by impairment type.

The DES and the College's Quality Improvement Strategy

New College is committed to continuous quality improvement and utilises a schedule of accreditation to external quality awards to focus improvements all of which make reference to equality. There is a strong recognition that a high quality provision depends on the promotion of equality of opportunity in relation to disability as well as other issues.

Benefits to the College of Improving Disability Equality

With improved provision and facilities, there has been an increase in the number of students and staff with disabilities. This has already produced benefits to the college.

- The college has a more inclusive environment
- In terms of teaching and learning it has provided a focus for developments of differentiation in lessons by lecturers. A greater variety of teaching materials and resources have therefore been prepared benefiting all students.
- The flow of information to staff about the additional support needs and strategies related to their students has been greatly improved. This has been developed alongside the disclosure procedures to encourage a positive disclosure ethos.
- There is a greater understanding of a wider range of disabilities and learning support needs among staff

- The number of additional support staff has increased with a greater variety of experience and specialist knowledge to benefit students and colleagues including the appointment of a disability officer.
- Networks of external support agencies have grown to provide advice, guidance and specialist support.
- There is an increased awareness in the local area and local schools of the college's improved support arrangements leading to increased enrolments.
- Adoption of a contract with Staff Support Services to provide counselling and advice on physical and emotional health for college staff.
- Better risk assessment processes for visits, work experience etc.
- Improved facilities for all college users.

New College's Commitment to Disability Equality

We have identified the following key principles which will guide our commitment to delivering our DES:

1. Disabled students and staff will have a central role in shaping our approach to disability equality.
2. All staff in the college have a shared responsibility to promote disability equality.
3. Good practice will be shared across the organisation to maintain and develop a culture of inclusion.
4. The establishment of an inclusive learning environment and accessible curriculum will be at the centre of our drive for continuous quality improvement for all.
5. The creation of a diverse workforce which more accurately reflects the population and where all are treated fairly based solely on their merits.
6. The maintenance of a high standard of accessibility to all college premises which is regularly reviewed and updated to meet the needs of disabled people.

Part 3: Involving Disabled People

During the period of the 2006-2009 DES a number of strategies were adopted for involving different groups of disabled people from within and outside the college.

- Staff and students were all circulated with a copy of the DRC sample questionnaire with opportunities to provide an anonymous or named response to the college's Equal Opportunities Adviser & Disability Officer.

- A number of focus group and 1:1 meetings were held to gather perceptions of students and staff with disabilities and learning difficulties.
- A range of local support groups were identified and invited to come in to college to meet with the Disability Officer. A number took advantage of the request to help with the college's health or diversity weeks and were asked for their perceptions of facilities, services etc while in college.
- The Director of Human Resources is a member of the Swindon Employers forum, and has been able to gather ideas from meetings of this group. Links have also been established with the RNID and RNIB to provide advice, signing and Braille translation services.
- Disabled people within college and from local community groups, were invited to advise us issues such as lift use.
- All staff and students were surveyed on a variety of college matters and the results for disabled respondents monitored.

Disabled students, their parents/carers, staff and local community groups will continue to be consulted and involved.

Part 4: Leadership and Management and the Disability Equality Scheme

The Senior Management Team provides support for Disability Equality through participation in the Equality and Diversity Working Group (Directors of Human Resources, Quality and Curriculum). Governors receive an annual Equal Opportunities Report which includes disability matters and the Chair of Governors, Dave Rowlands, is link governor.

Inclusive learning and differentiation strategies must be demonstrated in all teaching and learning. Regular staff training events are held and advice is available from our own specialist staff. Learning Plans and Schemes of Work must document these features and lesson observation criteria have been amended to emphasise the College's commitment.

All interviews for new staff include questions related to Equality of Opportunity and the response to discriminatory behaviour. All members of staff are reminded of their responsibility to eliminate discrimination and promote disability equality as part of induction training and by completing a compulsory Diversity in the Workplace training course.

The Human Resources (HR) department ensures that all its recruitment procedures comply with the commitments of the 'Positive About Disabled People' symbol and that the definition of disability is adhered to as outlined in the Disability Discrimination Act 1995.

Job applicants are invited to submit their applications in a number of formats (written, electronic, spoken etc.) and the HR selection process ensures that all disabled people who meet the essential requirements of a job are guaranteed an interview. Applicants can also indicate on the College Application Form if they require any additional aid at interview. This covers areas such as ensuring that interviews take place in an accessible location, providing accessible parking spaces and providing appropriate interpretation at interview.

Recruitment and selection statistics are monitored and analysed annually with the outcome reported to the SMT in the annual Workforce Profile Report. Staff with disabilities are invited to meet a member of the Human Resources team on an annual basis to ensure that the necessary reasonable adjustments for them are being made.

Employee work records are updated annually, inviting employees to inform of changes, that includes up to date disability information. Specific training has been and will continue to be offered to all staff, to enable them to gain a better understanding of disability equality and prepare them for working alongside disabled colleagues and providing services to students with disabilities.

Part 5: Impact Assessment

All college policies will be assessed for their impact on disabled people in a 3 year cycle. The Joint Consultative Committee (JCC) of the college, involving trade union representatives, the Director of Curriculum and the Director of Human Resources gives final approval to college policies. The Director of Customer Service and Quality and Equal Opportunities Adviser have overall responsibility for ensuring that policies are equality impact assessed although the direct responsibility lies with the policy maker/manager.

The Course / Service Area reviews which contribute to the college SAR and Development Plan will also contribute to this process.

Part 6: Gathering Information

Students

Information on recruitment, retention, achievement and success rates of disabled students is collated and reported in the annual Equal Opportunities Monitoring Review to the SMT and Governors. Benchmark comparisons are made where this information

exists for the sector and action points relate to any trends of a significant nature over a rolling three year cycle. Small numbers of students declaring disabilities makes statistical comparisons problematic. Where investigation reveals the need for remedial action this will be initiated.

Staff

The HR department collects information from both existing and applicants, which indicates the number of staff with disabilities. All staff who have declared a disability are invited to an annual private discussion with a member of Human Resources staff.

The information gathered is used to monitor the following:

- Recruitment is open to all and prospective staff with disabilities are as likely to be appointed as those without existing disability
- Annual performance reviews reflect that all staff whether disabled or not are treated fairly
- Promotion is open to all and staff with disabilities have access to promotion opportunities as they arise.
- Access to training/development opportunities is fair and no barriers are evident for staff with disabilities to engage in training opportunities.
- Disabled people are not disproportionately likely to be involved in particularly Harassment and Bullying incidents or Disciplinary, Capability and Grievance Procedures

All staff are offered an exit interview and the opportunity to state whether they hold a perception that reasonable adjustments had not been made to meet their needs.

Differentials in the areas monitored between disabled and non-disabled staff would be investigated. Remedial action will be taken where required. This is reported in the annual Equal Opportunities Monitoring Review to the SMT and Governors.

Part 7: Putting the scheme into practice

The New College DES will be published on our website, staff and student portals and copies sent to community groups and the college governors. Copies will be available on request.

Part 8: Monitoring and Evaluation

- The implementation of the DES will be monitored by the Director of Customer Services and Quality to provide a direct link to the SMT.
- Progress against the DES Action Plan will be recorded each year and published on the intranet. Significant changes will be alerted to SMT and Governors through the annual Equal Opportunities Monitoring Report.

The process of producing course and service area reviews and the construction of the college SAR will also provide opportunities for a focus on the DES at departmental and cross college level. The college SAR is collated by the Director of Customer Service and Quality. The Equal Opportunities Adviser will review the draft of these documents.

Glossary of Abbreviations

| | |
|------|--|
| DDA | Disability Discrimination Act |
| DES | Disability Equality Scheme |
| ECM | Every Child Matters |
| HR | Human Resources |
| IAG | Information Advice and Guidance |
| JCC | Joint Consultative Committee |
| LSDA | Learning and Skills Development Agency |
| LSC | Learning and Skills Council |
| NADP | National Association of Disability Practitioners |
| SAR | Self Assessment Report |
| SMT | Senior Management Team |
| TIPS | The Independent Psychological Service |

Appendix 1

Moving Forward – Progress on Disability Equality Action Plan – 2006/9

1. Involvement of Disabled People

| Issue at December 2006 | Progress at December 2009 |
|---|--|
| 1.1 Need to formalise disabled people's involvement in impact assessment and monitoring of this action plan | <p>DES forum meetings held in February, June and December 2007 with participation from staff and students with disabilities. All staff and students invited to participate and individual invitations sent to those with an interest. Total of 3 disabled people attended meetings, a few email queries received. Individuals' queries and interests did not always relate to the DES. Local groups Working for Opportunities and Swindon Coalition for Disabled People invited to participate in send a representative with no positive response. Staff with responsibilities within the Action Plan participated in these meetings.</p> <p>In 2008 and 2009 the DES was reviewed by the Equal Opportunities Officer, Disability Officer and Student Services Manager. Significant progress reported annually in the Equal Opportunities Monitoring Report.</p> <p>Feedback from students and staff is that they are happy to be involved in particular issues on an ad hoc basis rather than monitoring the plan.</p> <p>All adjustments made for individuals at College are by negotiation and agreement.</p> |
| 1.2 Lack of disabled student representation on Student Union Executive | <p>No formal representation on Student Union Executive. Unsuccessful attempts made each year to have a member with an Equality focus. Ongoing effort.</p> <p>One wheelchair user volunteered for Our College We Belong posters and marketing materials.</p> |

2. Teaching and Learning

| Issue at December 2006 | Progress |
|---|---|
| 2.1 Ensure that all course and service area reviews incorporate sections on disability equality from 2007 | <p>Equal Opportunities sections are included on the Quality Health Checks and the Self Assessment Reports. The disability focus tends to be dependent on the syllabus, eg, disability in sport, and the composition of the student group on course.</p> <p>Equality of Opportunity, Inclusion and Differentiation feature within Learning Plans and Schemes of Work and are monitored through Learning Observations.</p> <p>Success rates for students declaring disability for the college as a whole are monitored and reported upon annually through the Equal Opportunities Monitoring Report and the Additional Support Impact Analysis. Sizeable differences between our student performance and college and national benchmarks are then investigated.</p> <p>Student Survey information is used in course review.</p> |
| 2.2 Accessibility of work placement and educational visits | Policy and guidelines updated in 2007. |
| 2.3 Waiting lists of students wishing to access 1:1 additional support and / or exam access arrangements | Students are offered initial meeting with Additional Support staff within 2 weeks. Waiting lists for specialist tuition form at the beginning of the academic year and are in place throughout the year. Early and intensive liaison with school leavers conducted. Although all students identified through school liaison and enrolment are contacted, non respondents, late arrivals and undiagnosed referrals continue to challenge planning. |
| 2.4 Use of Learning Support Assistants (LSAs) in class to best effect | Training sessions run by Additional Support Manager each year. A Handbook for LSAs and Lecturers has been published. LSAs are invited to attend course and curriculum meetings. A number of LSAs and LST (Tutors) are attached to course groups/curriculum areas. The LSA contribution to the lesson is required as part of the College Learning Plan. A qualification bearing courses for LSAs is planned. |
| 2.5 Differentiation of teaching materials | All teachers must respond to individual recommendations made for students. Strong focus on differentiation in all aspects of teaching with staff development sessions for all teachers offered in 2009 and planned for 2010. Strong focus provided in teacher training courses |

3. Premises

| Issue at December 2006 | Progress |
|---|---|
| 3.3 Location of Business Services Division (Fast Forward) on first floor with no lift access | Fast Forward staff now based at Queens Drive but training facilities still at Lucena House and under review. |
| 3.4 Only 1 dropped kerb from disabled parking bays at front of main building – necessitates wheelchair users going in to traffic area from parking bays | <p>Ramp access at front of building resolved with access from parking spaces direct to the building and a reduced gradient on the ramp. A ramp has been installed at the college house. Students with disabilities have commented on the camber on the pavements and the rear entrance (outward opening doors, push button positions and slope). Both these items have been examined by the Facilities Manager and Disability Officer and both students have been consulted. Opinions varied and as the changes requested would be very expensive, no action is planned.</p> <p>Use of the lifts has been reviewed with consultation with disabled students and local outside disability groups. As a result signs have been placed on the lifts to emphasize that disabled people have priority for use.</p> <p>An infra-red hearing loop system has been purchased for the theatre as the existing system could not be used.</p> <p>The Accessibility Statement has been revised, retitled, given to IAG staff and published on the website.</p> <p>Accessibility issues addressed in planning of new annexe.</p> |

4. Health and Safety

| Issue at December 2006 | Progress |
|--|--|
| <p>4.1 Fire alarm procedures for wheelchair users and those with sensory impairments</p> | <p>In 2007, seven members of staff were Evac Chair trained. Emergency evacuation procedure is available electronically. Those disabled people who declare a disability affecting evacuation are now invited to meet the Disability Officer and a Personal Emergency Evacuation Plan is produced. New pagers for deaf and hearing impaired people have been purchased. Signage improved in refuge areas. Revised instructions have been produced for visitors.</p> <p>A policy and procedure for the administration and storage of medicine has been produced. Medicine storage facilities have been purchased and a group of staff trained in drug administration to meet the needs of particular incoming students.</p> <p>A College Nurse was appointed in 2009.</p> |

5. Policy Impact Assessment

| Issue at December 2006 | Progress |
|---|---|
| <p>5.1 Disability Impact Assessment of all policies (as part of Equality and Diversity Impact Assessment)</p> | <p>Equality Impact Assessment (EQIA) of all policies procedures and working practices has been started. An on line training programme and system for completing EQIA has been purchased. Awareness raising sessions were held for managers and a number of staff have completed the on line training.</p> |

6. Staffing and Staff Development

| Issue at December 2006 | Progress | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--------------------|----------------------|--------------------|------------------------------|--------------------|------------------------------|--------|------|------|------|-------|--------|--------|------|------|-------|------|--|--------|------|-----|------|-----|--|
| 6.1 Quality of current information in relation to disabled staff | <p>Invitation to staff to disclose in November 2006 unsuccessful. An annual invitation is sent to all staff to update their staff record. Further invitations with biennial staff satisfaction survey. Equality issues are included in performance reviews. Over the last three years staff disability disclosure has increased and unknown has increased. The challenge remains to convince staff with (often acquired) disability currently recorded as not disabled to disclose.</p> <table border="1" data-bbox="640 581 1766 792"> <thead> <tr> <th></th> <th>Disability Disclosed</th> <th>National Benchmark</th> <th>Unknown</th> <th>National Benchmark</th> <th>Estimated Swindon Population</th> </tr> </thead> <tbody> <tr> <td>2006/7</td> <td>1.5%</td> <td>2.6%</td> <td>7.1%</td> <td>11.3%</td> <td>15.5%*</td> </tr> <tr> <td>2007/8</td> <td>2.6%</td> <td>2.7%</td> <td>10.7%</td> <td>9.7%</td> <td></td> </tr> <tr> <td>2008/9</td> <td>2.8%</td> <td>n/a</td> <td>8.6%</td> <td>n/a</td> <td></td> </tr> </tbody> </table> <p>*Swindon Borough Council 2008 Population Estimates – figure represents people with limiting long-term illness (closest comparator available)</p> | | Disability Disclosed | National Benchmark | Unknown | National Benchmark | Estimated Swindon Population | 2006/7 | 1.5% | 2.6% | 7.1% | 11.3% | 15.5%* | 2007/8 | 2.6% | 2.7% | 10.7% | 9.7% | | 2008/9 | 2.8% | n/a | 8.6% | n/a | |
| | Disability Disclosed | National Benchmark | Unknown | National Benchmark | Estimated Swindon Population | | | | | | | | | | | | | | | | | | | | |
| 2006/7 | 1.5% | 2.6% | 7.1% | 11.3% | 15.5%* | | | | | | | | | | | | | | | | | | | | |
| 2007/8 | 2.6% | 2.7% | 10.7% | 9.7% | | | | | | | | | | | | | | | | | | | | | |
| 2008/9 | 2.8% | n/a | 8.6% | n/a | | | | | | | | | | | | | | | | | | | | | |
| 6.2 Staff awareness of disability in particular 'hidden' disabilities and their responsibilities regarding disability equality | <p>Induction sessions promote disability awareness and disclosure. Disability Awareness in general and on specific conditions is offered each year as part of the staff development programme. Issues of equal access to our opportunities, inclusive teaching and assessment and reasonable adjustments are addressed in guidance to tutors and subject teachers.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| 6.3 Meeting staff needs | <p>All staff with declared disability offered 1:1 confidential interview to explore reasonable adjustments. This is ongoing as part of the Jobcentreplus Two Ticks Employment Standard awarded to the college and reaccredited annually. Two members of staff have been assessed under the Jobcentreplus Access to Work Scheme and in one case a grant obtained for work place adaptations.</p> | | | | | | | | | | | | | | | | | | | | | | | | |

7. Gathering and Using Information

| Issue at December 2006 | | Progress | | | |
|---|----------------------|--|----------------------|--------------------|----------------------|
| 7.1 Low proportion of students declaring a disability v proportion of 'unknowns' | | ProAchieve reports reveal that the enrolment numbers for students making a disclosure about disability, learning difficulty or medical condition have risen in both age groups. There remains work to be done on those recorded as unknown and those recorded as disability "other" in order to use this information to meet student requirements. | | | |
| Group by Enrolment | Disability disclosed | Group by Enrolment | Disability disclosed | Group by Enrolment | Disability disclosed |
| 06 07 Under 19 | 3.4% | 07 08 Under 19 | 6.5% | 08 09 Under 19 | 11.4% |
| 06 07 19+ | 2.0% | 07 08 19+ | 2.4% | 08 09 19+ | 4.7% |
| 7.2 Lack of student perception information broken down into equality and diversity categories including disability | | QDP Survey Services contracted to conduct and analyse 3 major surveys each year. National benchmarking available. Full equality analysis available. Sample results as follows: | | | |
| Learner Satisfaction Survey 08 09 (Mostly 16 to 19) Respondents 649 of whom Aged 16-19 562 Aged 20+ 40 Summary score for agreement with items 84% Internal Benchmark rating 65 Comparison with all other providers in survey 3/4 quartile ie low | | Responses from students with disability Summary scores for agreement with items With learning difficulty 83% or disability 82% Ratings against internal benchmark (65) 52 students declaring a Learning Difficulty rating = 19 students declaring a Disability rating +5 This group rated provision better than or equal to our other students but they rated our provision low in comparison with results from other providers | | | |

Appendix 2 Disability Equality Action Plan – 2009/12

This is a statement of our long term goals. Targeted action plans will be derived from these and reported upon annually.

The Disability Discrimination Act 2005 defines a disabled person as a person with ‘a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.’

For the purposes of this action plan we will use the above definition with the term disabled encompassing people with learning difficulties and differences.

1. Involvement of Disabled People

Goal

1.1 Improve consultation with and involvement of disabled people in order to reflect disabled people’s priorities in shaping college policy procedures.

1.2 Ensure that the Student Union Executive includes representation of students with disabilities each year

2. Teaching and Learning

Goal

2.1 Ensure that disability equality is highlighted in course review and curriculum area reporting systems in order to share good practice

2.2 Ensure that all teaching is fully inclusive and differentiated to meet requirements of individual students

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|---|
| 2.3 Improve forecasting of numbers and types of students who might want to access support from liaison information in order to plan external and internal resources to meet needs |
| 2.4 Accurate reporting on disabled students through higher and more detailed disclosure of disability |
| 2.5 Use information gathered through student perception/surveys to improve the experience of disabled people at college |
| 2.4 Further development role of Learning Support Assistants (LSAs) particularly in teaching and learning |

3. Premises

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|---|
| Goal |
| 3.1 Ensure that proposed College Annexe maximises opportunities for improved access for disabled people |

4. Health and Safety

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|---|
| Goal |
| 4.1 Ensure that there are sufficient Evac Chair trained staff at all times in order to follow emergency evacuation procedures |
| 4.2 Follow best practice by consulting disabled people and keeping up with technical developments |

5. Policy Impact Assessment

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|--|
| Goal |
| 5.1 Equality and Diversity Impact Assessment of all college policies, procedures plans and working practices in order to ensure that no unintended disadvantage is caused to disabled people and that opportunities for promoting equality are taken |

6. Staffing and Staff Development

| Goal |
|--|
| 6.1 Greater representation of disabled people in the workforce |
| 6.2 Increased staff and student awareness of the impact of disability within the college setting and recognition of staff responsibilities |
| 6.3 Accurate reporting on disabled staff through higher disclosure of disability |