

Responding to Diversity, Raising Standards, Taking Education Further.

**City College Coventry
Disability Equality Scheme
2006-2009**

December 2006

**Views Of Individuals Concerning Equality
(VOICE)**

This is City College Coventry's Disability Equality Scheme (DES). This framework has been discussed and developed over the past year before being published on the 4th December 2006. During that period we have worked with disabled people, our staff, learners and wider stakeholders to ensure that this scheme enables us to proactively and effectively address Disability Equality across our entire remit as an FE college and as part of the community.

This scheme will eventually encompass and integrate all strands of Equality and Diversity with action points relating to each strand clearly identified, and monitoring of all areas that may be subject to disadvantage.

City College currently has an Equality and Diversity strategy group who meet to discuss policy issues and VOICE (Views Of Individuals Concerning Equality) groups that include staff and students from a variety of schools across the college, and may include those from partner organisations. Disability VOICE is one of several focus groups that will be held regularly in the college. If you have a disability or an interest in disability, we will be holding more focus groups throughout the year. The dates will be published on the staff and student intranet. Other VOICE groups will focus on Race, Gender, Age and Culture but are open to anyone who has an interest in educating others, organising events or learning about these areas.

Training and Development events are taking place in schools and support areas across college to raise awareness, illicit views and recruit members for VOICE. These training events will be extended to learners, as is the opportunity to belong to VOICE.

If you would like to attend one of these events please contact Jude Tymon below. Please note that this document can be made available in a number of formats on request,

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City College recognises that demographics relating to both students and staff are constantly altering and that we must be responsive and flexible to these changes.

Currently.....

- **70% of people with disabilities become disabled during their working life. (DRC)**

In just seven years it is estimated that.....

- **Only a third of the workforce will be male and under 45.**

In the next 10 years it is estimated that.....

- **There will be two million more jobs in the UK economy, 80% of which will be filled by women.**
- **The working age population will increase by one million, with ethnic minorities accounting for over half that increase.**

Economic sustainability will require a fresh approach to employment. Not only do we have to get used to the idea of working later into our lives, but will also mean employers recognising and enabling the potential of the entire population; removing the physical and social barriers to participation in employment for all. Diverse workforces have been proven to be more innovative and therefore more competitive. As a college we are responsible for educating not only our student body, but also our partner employers to recognise these issues and respond to that diversity.

1. INTRODUCTION

Welcome to City College's first Disability Equality Scheme. All public agencies are now required to develop disability equality schemes in order to comply to the Disability Discrimination Amendment Act. The DES provides a framework for action to positively promote disability equality throughout all our functions as a college that truly does respond to Diversity.

The Disability Equality Duty

The new duty on public authorities to produce and implement a Disability Equality Scheme was introduced in the Disability Discrimination Act 2005 and comes into force on the 4th December 2006.

The aim of the duty is to enable public authorities to ensure that their functions and activities lead to real outcomes and practical improvements in the day-to day life and experience of disabled people. This process is built around the responsibility of Public Sector Organisations to:

- Promote Equality of Opportunity
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that relate to their disabilities
- Promote positive actions towards disabled persons
- Encourage participation of disabled persons in public life; and
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

As an education provider as listed in the DRC's (Disability Rights Commission) Statutory Code of Practice for Disability Equality we are required to outline how we will address the objectives listed above through the publication of a Disability Equality Scheme (DES). The DES is intended to provide a practical and proportionate plan of action to ensure that all functions of an organisation consider Disability Equality in the planning, development and operation of its functions. The Disability Equality Scheme is developed on a three year basis, with the requirement for a clearly outlined methodology of review and monitoring of the scheme.

The basic ingredients of a disability equality scheme, set down by the Disability Rights Commission are:

- Ensuring that disabled people participate in the creation and review of the scheme
- An action plan with clear objectives and milestones
- Information outlining how the organisation will gather information on their performance of delivering the scheme.
- Arrangements for assessing the impact of the activities of the College on disability equality and a process of improving these where necessary.
- A process for using the information gathered to review the schemes effectiveness and preparing subsequent schemes.

Definitions of Disability

The Disability Discrimination Act is based on what is known as the ‘Social Model of Disability.’ This definitional model is based on the understanding that “The poverty, disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal and environmental barriers.” Understanding and fully addressing these barriers is a pre-requisite to achieving the transformational potential offered to disabled people through the successful implementation of the duty to promote disability equality.

City College’s Disability Equality Scheme is based on the ‘Social Model of Disability’. It therefore seeks to ensure equality of opportunity and access of people with:

- A physical or sensory impairment
- Difficulties associated with learning, communication or social interaction.
- Emotional, behavioural, or mental health problems.

The Diversity of Disability

Our DES recognises that disability itself is extremely diverse and that no one person’s experience of disability is exactly the same as another. Our DES seeks to ensure that the full spectrum of disability issues is represented in our actions to promote disability equality and remove the social and physical barriers faced by disabled people.

Our DES also acknowledges that many users of British sign language see themselves as a linguistic minority not as ‘disabled people’. ‘Deaf’ describes a culture with its own language, history and social norms and structures. This cultural model of deafness expresses being deaf as a positive way of experiencing the world visually, rather than the medical model, which would define deafness as how far someone hearing differs from the ‘norm.’ As we are the founders of SASU, the Coventry wide Deaf support service, this attitude is embedded in the culture of the college.

City College Coventry - Strategic Objectives and external drivers

Our mission statement clearly sets out that we are committed to offering education within a culture which values and celebrates the differences of the people in our local, national and international communities.

“To respond to the diverse educational needs of our learners, to raise continuously the standard of our education and training services, and to take education further into our business and social communities.”

We are driven by the local and national LSC (Learning and Skills Council) agenda including Measures of Success and the emerging Framework for Excellence that builds on these measures. The LSC’s Annual statement of priorities and the local skills gaps will inform our curriculum offer and enable us to respond to the LSC National Strategy

for Living and Working for LDD. The Every Child Matters agenda will be our guidance when relating to vulnerable groups, which will often include those with disabilities. The regional LSC EDIMs will play a part in forming our own priorities and are generally as follows:

:

1. Improve parity of participation among 16-19 yr old learners who are under-represented
2. Improve success rates among groups of learners where rates are below national benchmark
3. Increase the number of older workers (45+) benefiting from training designed to upskill and reskill thus enabling participants to continue to be economically active
4. Address imbalances on FE and WBL programmes in occupational sectors
5. Reduce the percentage of 'unknowns' in WBL and FE individualised ILRs
6. Improve the destination data recorded in ILRs in WBL and FE

Our scheme has an overarching action plan for all functional areas, that spans 3 years and we have prioritised our annual aims as follows:

3 Year Plan

Year 1 Actions	Completed
Publish DES (Disability Equality Scheme)	X
Build on Race Equality Scheme and integrate with Disability equality scheme	
Monitor Equality Diversity Impact Measures	
Training to be rolled out re E&D to all staff and progress tutors to be trained to facilitate E&D awareness during tutorial programme	
Resources to be disseminated for tutorial use	
Form focus groups to include staff and students to review policies across college and inform any recommendations to E&D strategy group	X
Form external partnerships to inform and advice and share best practice regarding disability and other equality strands	X
Publish Impact measures	
Disability awareness week	X
Pledges for Disability Awareness weeks	X
Ensure Swanswell build meets and is over and above building regulations for access and meets as many requirements of the disabled student population as is possible flagship college / building	
Ensure safe transition to Swanswell for vulnerable students	
Respond to LSC National strategy re Living for Learning and Work – Improving Education and Training for people with Learning Difficulties and Disabilities.	
Ensure all assignments / lesson resources are differentiated and available in advance in a variety of formats for those with LDD	
Courses available for LDD extended to link with employability needs	
Respond to Every Child Matters in relation to those with LDD	
Develop a Personal Safety pack for those with Learning Difficulties	

Year 2 actions	Completed
Partner employers involvement / across Coventry Mentoring embedded for those with LDD Respond to LSC National strategy re Living and working LDD E&D awareness during tutorial programme Ensure Swanswell build meets and is over and above building regulations for access and meets as many requirements of the disabled student population as is possible flagship college / building Ensure safe transition to Swanswell for vulnerable students STAR awards for E&D Ensure all assignments / lesson resources are differentiated and available in advance in a variety of formats for those with LDD Respond to LSC National strategy re Living for Learning and Work – Improving Education and Training for people with Learning Difficulties and Disabilities. Respond to forthcoming Disability Agenda and legislation regarding safety of vulnerable groups. Courses available for LDD extended to link with employability needs E&D schemes embedded in next 3 yr dev plan Ensure intranet area for E&D is up to date and measure number of hits on alerts / quiz / awards / pledges etc Monitor EDIMs	
Year 3 actions	Completed
Centre of Excellence for LDD Dyslexia charter mark All college policies and procedures will have been checked for responsiveness to disabled people Courses available for LDD extended to link with employability needs Review DES and EDIMs	

Staff and student surveys

Staff surveys are currently underway and will address issues regarding disclosure which is very low in the college and is not representative of the actual number of staff with disabilities, together with an understanding of the definition of disability and how Access to Work is perceived. Resulting themes so far reveal that many staff do not disclose as they do not know what the definition of disabled is, do not consider themselves to have a disability or that it does not affect their job role.

Staff and students with disabilities have been invited to input at the planning stages throughout the development of the new college build at Swanswell and the VOICE group representatives meet regularly with the project manager to input regarding the finer details that will make everyday life for those with disabilities much easier.

Given the personal nature of some of the questions on the survey, the process for completion is entirely voluntary and anonymous. The survey is being completed across the college in conjunction with the training events within each functional area. The

student surveys are on going and part of the VOICE and Learner Support group meetings.

The Scheme

Our Disability Equality Scheme is one of an emerging set of schemes and targeted action plans to promote different elements of Equality and Diversity throughout our functions. These other strands include, race, gender, and age. We recognise that all these strands are interconnected and, at a strategic level we approach Equality and Diversity from a holistic perspective. However, these single strand action plans enable us to develop a targeted evaluation and monitoring process for individual elements of Equality and Diversity policy until embedded. This approach enables us to see where our interventions are having most impact and improve our performance where necessary.

The purpose of our Disability Equality Scheme is to:

- Show how we have involved disabled people in decisions we have made.
- Find out what barriers are faced by disabled people and take steps to remove them.
- Find out what disabled people need and which of these needs are the most important to them.
- Make sure we meet our legal duties.
- Tell people what our responsibilities are. This includes informing: stakeholders, managers, employees, unions, our partners in the public, voluntary and employment sectors, as well as the local community.
- Explain how we make things fairer for disabled people in planning our services and what we do.
- Show how the Scheme links to other equalities objectives and priorities.
- Provide information about our involvement, assessments and training arrangements.
- Work in partnership with other disability organisations to prevent ignorance and prejudice in the wider community.
- Show what has changed as a result of involvement and set out our three-year disability equality action plan on how we will put the Scheme into practice.
- Monitor and check what we are doing and report each year

Our Disability Statement

We will work to reduce disadvantages, discrimination, and inequalities of opportunity, and promote diversity in terms of the people we serve, our workforce, the partners we work with and the services we deliver.

We aim to work with partners and in particular, local employers in order to enhance the employment opportunities for learners with disabilities and our training and education will reflect the LSC National Strategy for Living and Working for people with LDD. Our responsibilities to our learners will extend to those employers that we partner in initiatives such as Train 2 Gain and LEGI.

Our Objectives

We want disabled people living and working in Coventry to be enabled to realise their full potential. We will promote this by:

- and changing attitudes that prevent disabled people from getting access to courses, jobs and services provided by the college and its partners.
- Promoting disability equality at all levels within CCC
- Working together with disabled people, disability organisations and disability access groups to achieve equality of opportunity.
- Involving disabled people (including our disabled employees) on employment matters and the services we provide.
- Training our own employees, so they are more aware of and have the skills to take positive action in removing the barriers placed in the way of disabled people by society.
- Creating a culture where harassment and discrimination against disabled people is unacceptable and will be stopped. Creating a culture where both employees and students feel able to declare their disability so that accurate information is available to help us to review reasonable adjustments, priority areas and to set targets.
- Utilising mentors for both disabled staff and learners, and ensuring integration of disabled learners in areas of the college unused to supporting those with disabilities.
- Acting as an example of good practice to other organisations.

Participation of Disabled People in the Development of the DES

This participation includes the utilisation of:

- Research from Birmingham University as presented by the Disability Rights Commission Oct 06
- An internal reference group, consisting of staff and students with disabilities and learning difficulties/ ALS students/ VOICE groups
- Autistic support groups – both internal and external
- Dyslexia support group
- Coventry PCT DES writing group – including Coventry service users who have disabilities
- Social services / inter college DES writing group
- The advice of disability consultants, through training seminars attended by diversity manager, and internal training events
- The advice of disabled students at Portland College for physically disabled
- The advice of disabled staff and students at Hereward college

Disability Demographics

Working with disabled people across the region has helped us understand the barriers and outcomes they experience. This information reinforces our statistical evidence

gathered through the **2001 Census, the Annual Labour Force Survey** and our own regional knowledge of the life experiences of disabled people. We know that:

- There are 6.8 million disabled people of working age in Britain, one fifth of the total working age population. 52% are men and 48% are women.
- Disability rates also increase with age, only 9% of adults aged between 16-24 have a disability, whereas in the 50 to retirement age category this rises to 44%.
- There has been a gradual increase in the number of disabled people in Britain over time, from six million in 1998 to 6.8 million in spring 2005. This is 14% growth in the disabled population, in comparison the non-disabled population only grew by 0.6% in the same period.

Barriers and negative outcomes faced by Disabled People

Disabled people continue to face significant social barriers to economic and social participation which include:

- Physical Barriers – unsuitable housing, inaccessible transport and public facilities.
- One of the most pervading social barriers for disabled people is the impact of stereotypes that limit entry to opportunities in employment and education.
- Lack of accessible information, resources and services.
- Discrimination in employment
- Segregated services.
- Adoption of the medical model.
- Prejudice.
- Devaluing.

Negative Outcomes

For many disabled people the combination of these factors leads to diminished life chances as social barriers prevent equality of access and opportunity. Negative outcomes being experienced by disabled people in the region as a result of these barriers include:

Unemployment and Underemployment

Unemployment and underemployment is an outcome faced by many disabled people for a wide range of reasons. For some it is as a result of inaccessible education, for others a result of direct discrimination, inflexible working practice and poor support and infrastructure.

Many disabled people want to work. In the UK as a whole 50%, (3.4 million people) are currently in work with a further 1.2 million wanting to work. This rate of employment for disabled people has grown steadily in the last eight years from 43 to 50% however this rate still lags far behind non disabled people who have an economic participation rate of approximately 80% in the UK.

Employment rates vary greatly according to the type of impairment a person has. Disabled people with mental health problems have the lowest employment rate in the UK at only 20%. National research shows that this is often a result of prejudice, inflexibility and lack of understanding on the part of employers rather than a lack of willingness or ability to work.

In addition to the higher likelihood that a disabled person may face unemployment than a non-disabled person, it is also true that disabled people in employment are more likely to be underemployed or to work in manual and lower occupations and less likely to work in managerial and professional occupations.

Financial hardship & Lower Household Income Levels

Obviously, the result of unemployment and underemployment is often financial hardship. However, financial hardship can be both direct and indirect for the disabled person. For example, the caring responsibilities of families supporting a disabled adult or child (full or part-time) can significantly impact on the economic capacity of the household as a whole.

55% of families with a disabled child are living on or at the margins of poverty. This is often linked to the added financial pressures of supporting a disabled child combined with greater and longer care commitments, which often reduces the ability of parents to engage in full time work, opting for more flexible part time employment with low pay.

Lower educational attainment

Disabled people are only half as likely to be qualified to degree level and are twice as likely as non disabled people to have no qualifications at all. This pattern of inequality has not changed since 1998.

Disparities between educational outcomes between disabled and non disabled people are often a result of the social barriers to access and attitudes.

Restricted social participation

The inaccessibility of many social meeting places, transport, leisure facilities and methods of communication often result in physical and social isolation for disabled people. The freedom to develop strong and wide social networks is a key ingredient to developing confidence, learning social skills and accessing information that can support people to progress in education and employment. Barriers that limit the ability to develop these networks for disabled people can impact on educational, employment and health outcomes for disabled people.

Additional health problems – stress, depression and mental illness

The pressures placed on disabled people as a result of the barriers and the resulting negative outcomes they often experience also have an impact on their wider health. Social isolation, disempowerment and economic hardship can often produce added stress resulting in depression and other forms of mental illness. The deaf community in particular are more likely to suffer from mental illness.

Current Activities to Address Disability Equality

Activities being undertaken across the college at the present time are outlined below.

Activity	Aim	Relevance to Disability Equality
Disability Equality staff training programme	To train all staff in Equality & Diversity issues	Addresses disability as a distinct strand of Equality & Diversity
Assistive technology in place / Techdis discs on intranet	To educate all staff and students about the range of assistive technology and use of current software options	Gives all teachers and disabled people more ownership and control over their own teaching and/or learning
External trainer days	To assess the college's current status regarding disability and legislative awareness and educate staff across the college	All staff from Governors downwards are responsible for assessing the impact our policies have on those with disabilities
Transition planning	To enable a smooth transition from school to college for vulnerable groups	Students with disabilities have a comprehensive transition plan and risk assessment in place, as a result of discussions with the student regarding their needs
Diversity intranet Site Learner Support site with dyslexia support etc Links	To provide a college based site to talk about issues relating to equality & diversity with links to legislation and any organisations who have expertise in individual disabilities.	Acts as a forum for confidential discussion on Equality Issues generally and the DES development process
Annual Diversity Week	Raise awareness, enhance culture	To ensure that all areas of the college are made aware of the inclusive nature and support mechanisms available in the college

Accessibility audits for Swanswell	Ensure building regulations are met and exceeded	Places new college as a flagship example of a building designed specifically with disabled persons in mind.
Disabled staff/students reference group VOICE	To advise on policy areas relating to disability equality	Led by disabled members of staff/students, provides a forum for input to systems and policy changes

Equality Impact Assessment (EIA) Process

The primary function of the EIA should be to determine the extent of differential impact upon the relevant groups and in turn whether that impact has a negative impact on groups or individuals in relation to one or more of the equality categories (gender, disability, sexual orientation, age, religious belief and transgendered and transsexual people). In the light of this assessment, if it is decided that the project, policy or project is not effectively achieving the promotion of equality of opportunity, then measures will be employed to mitigate the adverse impact.

To assess the impact of a proposed project, policy or function it is important to have as much knowledge as possible about how the proposed activity will affect people. How this is assessed will depend on the nature of the activity itself but will include some of the following:

- ***Demographic data and other statistics***
- ***Available research findings***
- ***Comparisons between related policies***
- ***Survey data***
- ***Equality monitoring data***
- ***One off data gathering exercises***

The next section outlines the three levels of EIA that the college will adhere to:

Initial Assessment/Screening

It must be remembered that which ever level is undertaken, it must be **proportionate** to the likely impact of the item under consideration. The more **substantial** the impact on the community the more in-depth the EIA will be.

The Initial Assessment or screening

All policies and procedures will be screened at organisational and school level for their impact on disabled student and staff.

This will play a valuable role in new project, policy or function formulation, or when reviewing an existing project, policy or function and will be carried out in all cases. It is effectively a tool for deciding whether or not the project, policy or function needs a more

in depth analysis. The main difference between the initial assessment/screening and a partial EIA is that it is based on what information we already have/what we already know in relation to the policy and will identify where more information is needed.

Partial Impact Assessment

The Partial Impact Assessment is very similar to the Initial Assessment of a policy and will be undertaken if the Initial Assessment points to the possibility of unjustifiable differential impact on relevant groups. The Partial Impact Assessment will build on the Initial Assessment and explore the risks and benefits of the project, policy or function taking into account the advice of experts or interested groups, such as the relevant VOICE group and the Equality and Diversity Strategy group.

The partial EIA will be used when there is not much information available on the topic in question and it is felt that more information obtained through informal consultation with relevant groups/experts will lead to a more informed decision about the project, policy or function. Should the Partial Impact Assessment point to a real concern about the activities in terms of differential impact which is echoed by the views of the experts/relevant groups, then it will be necessary to undertake a Full EIA.

Full EIA

The Full EIA is a natural progression from the Partial EIA and will be undertaken if there are still real concerns about the project, policy or function in terms of differential/adverse impact which is echoed by the views of the experts/relevant groups.

The full EIA will build on the analysis of the Partial EIA but will be expanded in light of formal consultation, further research and data collection and further analysis. It will also state clear recommendations as to what changes or amendments have occurred to the project, policy or function in light of the EIA.

A full EIA should be undertaken as listed below:

1. Identify the aims of the project, policy or function and how it is to be implemented
2. Consideration of relevant data and research
3. Assessment of impacts
4. Consideration of measures
5. Formal consultation on the actual impact of existing projects, policies or functions and the likely impact of proposed activities
6. Make a decision in the light of data, possible alternatives and consultation
7. Monitoring for adverse impact in the future and publication of the results of such monitoring
8. Publication of results of the Equality Impact Assessments

Action Plan Monitoring, Evaluation and Review

The Disability Equality Scheme and Action Plan will be formally reviewed every three years, although action plans will be reviewed on an annual basis to update any changes as a result of the continuous monitoring process.

The individual action plans which underpin this scheme will have monitoring systems attached so they can be measured for effectiveness.

The Equality and Diversity group will ensure that work is progressed in each of the areas set out in the Action Plans. In addition, the Disability Equality Scheme and Action Plans will be the subject of continuous consultation. The VOICE group, which is a group of stakeholders with a range of interests, will be key driver in developing this approach.

The Executive and Governors will both receive regular progress on this work to be reported so they can ensure ongoing adherence to the legislation.

Building Accessibility Action Plans

Processes and consultation followed for the Swanswell development include the Equality and Diversity group who met with the architect on several occasions and the VOICE groups who have input their ideas at the planning stages with the College Project manager, and will continue to do so throughout the build and will be able to offer consultancy expertise to future Swanswell area developments.

Training

The Diversity Manager has responsibility for our organisational approach to all equality training. In reviewing and developing training we will take into consideration:

- The social model of disability will be the foundation for all training/learning and development.
- Disability equality training to be a consistent and mandatory part of induction for all staff. All new staff will meet the diversity manager and will be offered a chance to disclose a disability if they have not previously felt able to and offered a mentor appropriate to their needs if requested.
- Training/learning to encompass all staff irrespective of position, contracted hours or nature of contract.
- Management training to ensure that staff meet required standards.
- To establish clear links to other diversity elements and in areas of health and safety, and human resources.
- Disability awareness or learning and development needs considered through a Performance Appraisal scheme.

Leadership and ownership of the DES

The key driver to the achievement of the actions contained in this Disability Equality Scheme is the leadership and ownership of the scheme at Corporation and Executive level.

Complaints Procedure

We have grievance and disciplinary procedures in place and a policy on dealing with complaints of harassment relating to employees and students.

We also have a 'whistle-blowing' procedure, which extends the protection for employees who want to report bad practice without fear of being victimised as a result.

We will take all complaints seriously and will not tolerate any form of discriminatory behaviour.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties.

Corporate Functions – These are the functions of running the 'day to day business' of being a college they include:

- Human Resources/Personnel
- Learner Support
- Estates
- Student services
- Marketing
- Finance/admin support
- Curriculum
- Quality assurance embedded into each of the above areas

1. ACTION PLAN

Corporate Functions				
Human Resources/Personnel – High Importance – DES staff training meeting held 27-11-06				
Policy Action	Responsibility	Target dates for Completion:	Measurement Criteria	Current Progress as at: 1-12-06
Access to work– assessment procedures and awareness	A.Prater / J. Tymon / TU reps	Sept 07	Staff are aware of the Access to Work facility and are satisfied with the management of this process	Staff questionnaire in progress Oct 06.
Quality assurance – staff surveys / complaints	G Manthorpe / J. Tymon // TU reps	Jun 07	Staff survey includes questions relating to disability / Access to work / bullying Staff survey is seen to be completely anonymous	Quality improvement manager to review survey questions TBA
Equality and Diversity policy	G.Manthorpe / J Tymon	Jul 06	Policy screened annually to establish relevance and impact for disabled staff and students	Screened and adjusted Jul 06
Disclosure prior to and upon employment	A Prater / J Tymon / TU reps	Apr 06	All prospective staff feel comfortable disclosing and have several opportunities to do so	New staff have interview with Diversity Manager during induction for training and to enable disclosure, mentoring and Access to Work arrangements if appropriate.

Recording and reporting of staff disability status across the college	A Prater	Sept 07	Staff records of disclosure are accurate and personnel have knowledge of all needs of those staff	Records of staff disability per school available Apr 06, but do not match staff survey statistics regarding number disabled
Selection and appointment	A Prater / TU reps	On going	All disabled persons who apply for a job at the college to be guaranteed an interview providing they have the required qualifications, skills and experience.	All disabled persons who apply for a job at the college are guaranteed an interview providing they have the required qualifications, skills and experience.
Advertising	A Prater	Apr 07	Review adverts and advertising sources for appropriate wording and media	TBA
Screen following policies /procedures for impact on disabled persons:	A Prater / J Tymon / TU	Apr 08		
Sickness/absence Staff development H&S EAS Grievance reporting Harassment				

Learner Support – High Importance				
Policy Action	Responsibility	Target dates for Completion:	Measurement Criteria	Current Progress as at: 1-12-06
Learner Support policy	G Manthorpe / K Brown / C Fenton / J Tymon	Jul 06	Policy screened annually to establish relevance and impact for disabled staff and students	Screened and adjusted Jul 06
Disclosure	J Tymon / M Selfe	Disclosure statistics to be captured immediately upon enrolment Sept 07	All students declaring a disability have access to Learner Support personnel to discuss their needs prior to beginning their course	All students requesting an interview with Learner Support are seen, some disclosure information provided through the LEFLA is not seen soon enough Student survey information being collated Nov 06
Transition plans ALS register College School links – strategy awareness Cause for Concern committee	G Manthorpe / J Tymon / A Waugh / C Davis (Connexions)	Sept 07	All Learner Support students eligible for the ALS register will have a transition plan that encompasses information and strategies from their previous school if available, and their interests will be protected by the Cause for Concern committee	Transition plans developed Jul 06 – Enable database being reviewed. Register exists in paper based format. Cause for Concern committee evolving
Services for disabled students/staff Assistive technology	J Tymon and Learner Support team / R Talbot	Sept 07	All staff and students to have access to information regarding services available during the induction programme and on going throughout tutorial programme and	E&D training during 2006 to continue across all curriculum areas. ICT staff training to include assistive technology options. Induction training

Learner resources			cross college E&D training Knowledge of 'who's who' around college	included Deaf awareness / dyslexia awareness for staff and student cohorts. Photo board of Learner Support staff
Mentoring	G Manthope / J Tymon	Sept 07	Vulnerable students will be allocated a mentor if appropriate to their needs, that will impact on their progress or behaviour and aid the course tutor	Some students have benefited from a mentoring approach and this is to be extended during 06/07 Consultation with parents
Employer links/job training	G Manthope / J Tymon	Sept 08	Establish mentors with our employer partner workplaces who can organise work placement for students with disabilities	TBA
Transition arrangements for Swanswell	A Holdcroft / J Tymon	Jul 07	Involve students with disabilities in orientation visits to the new build as soon as safe to do so. Arrange for joint inductions to the site together with construction students; LDD students to adopt a mainstream group and SSA to link with that group to train and raise awareness. Joint 'work focussed' initiatives to be discussed.	TBA
Quality assurance / Service standards	J Tymon / L Smith	Sept 07	Student surveys at various times throughout the year to continue. Learner support specific surveys to be initiated. Complaints logged with J Tymon	Current 06 surveys give good feedback on support received. Complaints log with J Tymon

Estates – High Importance - DES meetings held: 09-10-06 /16-10-06 /20-11-06 / 28-11-06 / 04-12-06				
Policy Action	Responsibility	Target dates for Completion:	Measurement Criteria	Current Progress as at: 1-12-06
Swanswell accessibility Access audits Parking Canteen Toilets	J Edwards	On going	Swanswell to meet and exceed building regulations in preparation for legislation All students with disabilities to be happy with and proud of the building and be reassured that their opinions and involvement around the design is apparent.	Regular meetings between the architect / project manager and E&D strategy group and more recent VOICE groups gives on going input into the design and accessibility of the building.
Moving to Swanswell arrangements	J Edwards / A Holdcroft / J Tymon / ALS / WBL team	Jul 07	All staff and students to be content with the transition arrangements and as little disruption to routine as possible. Links with other Phase 1 students to be developed.	TBA when building is safe to visit
Security	J Edwards / A Holdcroft / J Tymon / ALS / WBL team	Jul 07	To be discussed at VOICE meeting 4-12-06	To be discussed at VOICE meeting 4-12-06
Quality assurance Stakeholder involvement	J Tymon / L Smith	Dec 07	Survey students and VOICE groups for feedback on transition arrangements	TBA

Student services – Medium Importance				
Policy Action	Responsibility	Target dates for Completion:	Measurement Criteria	Current Progress as at: 1-12-06
Admissions policy	G Manthorpe / K Brown / C Fenton / J Tymon	Jul 06	Policy screened annually to establish relevance and impact for disabled staff and students	Screened and adjusted Jul 06
Admissions disclosure	K Brown /C Fenton / J Tymon	Sept 07	Admissions to have record of all those disclosing a disability that have applied to college for information / course admission and be able to pass on that information to Learner Support.	Enquiry and admissions letter now includes opportunity to disclose and discuss requirements and support needs with Learner Support department – prior to interview or refusal by course teams.
Counselling and welfare	E Smith / Cause for Concern committee	Sept 07	Deaf signing counsellor to be made available for deaf students/staff to avoid the need for a CSW to attend counselling meetings	Name of suitable person passed on to Eira Nov 06
Screen following policies /procedures for impact on disabled persons: Library / Resource centres IT technicians				

ICT - accessibility External services Careers advice Referrals Disciplinary statistics Learner support fund Statement of service standards Quality assurance Stakeholder involvement Student Union links				
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Marketing – Medium Importance – DES staff training meeting held 17-11-06				
Policy Action	Responsibility	Target dates for Completion:	Measurement Criteria	Current Progress as at: 1-12-06
<p>Screen following policies /procedures for impact on disabled persons:</p> <p>Marketing Promotional material Open day events</p>	S Pinfold	Sept 07	<p>Relevant course information to be written in 'easy read' language. Parent's guide to be written in terms of support available for their child.</p> <p>All publications to bear commitment to the Disability Equality Scheme</p> <p>All publications to be available in different formats upon request</p> <p>Information regarding the formats and requesting of prospectus to be available in reception in easy read / several languages appropriate to our student cohort</p>	<p>Parent's prospectus reviewed annually Need to review information regarding student accommodation for block release students</p> <p>All requests granted, but few received</p>

Finance / CIS /Admin – Low Importance				
DES staff training meeting booked 11-12-06 / 13-12-06 / 15-12-06 / 08-02-07				
Policy Action	Responsibility	Target dates for Completion:	Measurement Criteria	Current Progress as at: 1-12-06
Enrolment / LEFLA	M Selfe/ J Tymon	Sept 07	LEFLA written in order to advertise support available rather than labelling students, encouraging disclosure and shared support mechanisms	LEFLA 06 altered to remove 'labelling via boxes'. ILR information taken from Spirals database
Exam access	R Nolan / K Nizzar	Sept 07	All students requiring access arrangements to be accommodated	Students have access arrangements agreed with exams personnel - some students/tutors are not alerting exams at the appropriate time
Screen following policies /procedures for impact on disabled persons:				
Registration, fee assessment Quality assurance Stakeholder involvement				

Curriculum – High Importance				
Policy Action	Responsibility	Target dates for Completion:	Measurement Criteria	Current Progress as at: 1-12-06
Adaptations to assessments are made to match needs of learners	All tutors / G Manthorpe / C Fowers	All curriculum areas awareness trained by end of 2007	All tutors are aware of the assessment requirements of all their students and liaise with the appropriate personnel. Assignment briefs to be IVd to ascertain accessible to disabled students	Tutors with students linked with Learner support are aware of access arrangements
Accessible curricula – prior to student starting if disability disclosed	All tutors / G Manthorpe / C Fowers	All curriculum areas awareness trained by end of 2007	All tutors have notes prepared in a format acceptable to students who may require them in a different format and prior to the lesson if required.	Tutors can currently be advised by Learner support/students regarding appropriate formatting and TechDis information is available on the intranet.
Outreach curriculum offer	AM Tranter	Sept 07	All tutors in outreach centres receive training and access to resources required for disabled students as main site staff.	TBA
Timetabling/ rooming	HOS / rooming personnel	On going – vital until Swanswell	Rooming requirements to be matched to needs of the students – particularly where rooms are inaccessible for those with disabilities	Rooms have been altered recently to meet the needs of a student using a wheelchair
Achievement / retention attendance and progression rates	J Tymon / HOS / Quality / CIS	On going – review with Framework for Excellence	All comparative statistics to be collated and available to all – (accuracy dependent on disclosure)	Current rates compare very well – disclosure statistics to be captured immediately upon enrolment Sept 07

<p>for those with disabilities</p> <p>Training /qualifications for staff</p> <p>Quality assurance Complaints surveys Stakeholder involvement</p> <p>DES staff training meetings booked: Community: 13-12-06 Curr cords . 28-03-07</p>	<p>G Manthorpe</p> <p>HOS / L Smith / K Brown / C Fenton</p>	<p>On going – to be included in CPD review</p> <p>On going</p>	<p>All teachers to be trained in dealing with students with a variety of disabilities and to know when to refer to an expert or Cause for Concern committee.</p> <p>HOS to assure themselves that all students within their school who have disabilities are catered for and support needs are recorded and communicated to all staff supporting that student. Records of disciplinary action relating to those with disabilities compared to general student cohort – link to Student services</p>	<p>Staff with Learner Support linked students receive awareness training along with student cohorts</p> <p>Students supported through Learner Support and school tutors – communication to be enhanced possibly through Assertive mentoring scheme TBA</p>
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