



Palmer's
COLLEGE

**Palmer's College
Disability Equality Scheme**

Updated November 2009

Palmer's College has developed its Disability Equality Scheme as part of the College's Equal Opportunities and Race Equality Policy.

The Disability Equality Scheme outlines the College's commitment to disability equality and how we will promote equality of opportunity for disabled people.

Progress on achieving the objectives and actions will be monitored annually and the action plan will be revised as part of this annual review.

Equal Opportunities Policy Statement

Policy Statement:

In achieving the goals set out in our mission and aims Palmer's College will strive to provide equality of access to its learning offer, teaching environments and information and we will encourage students of appropriate abilities to apply and study with us.

Palmer's College is fully committed to equality of opportunity and we believe that all individuals have an equal right to develop and achieve their full potential through education.

In the context of Palmer's College equal opportunities means:

1. Ensuring equality of access and resources for all students and staff regardless of disability, age, class, gender, race, marital status, nationality, Trade union membership, religious beliefs, sexuality, and HIV status, physical, sensory or learning abilities.
2. Providing an environment that is free from unlawful discrimination, harassment and victimisation of any kind and one that promotes racial and sexual equality.
3. Educating students for life and work in a multi-cultural society.
4. Ensuring that our students reflect the make up and composition of our local communities.
5. Endeavouring to have a work force that is reflective of our local communities.
6. Providing staff development opportunities in equality of opportunity and how to apply equal opportunities in the delivery of services.
7. Monitoring and evaluating equal opportunities provision.
8. Comply with all current equalities legislation in employment and the delivery of teaching and associated services.
9. Ensuring that all work based learning providers agree to abide by the aims, objectives and legal requirements detailed in the policy.

Palmer's College is committed to overcoming barriers to access for all students, staff and visitors. The College has an Equality & Diversity (EQD) group which meets half termly.

The EQD group meets each half term to:

- Raise the profile of EQD issues within the College.
- Monitor the implementation of policies relating to EQD e.g. race and disability.
- Annually review these policies to modify in the light of experiences or changes to legislation.
- Disseminate information to relevant groups.

Standing agenda items are addressed to ensure that there are regular updates on all areas i.e. buildings, curriculum, DDA and Race, Intranet, Pastoral, staff development, staffing and students. The relevant staff for each section are invited to the meetings to review and decide actions thus ensuring an improvement to quality and practice.

The appointment of the Diversity Officer in September 2004, has continued to ensure that the progress and performance of students with disabling conditions is supported, monitored and assessed. This is achieved by:

- producing a system for interviewing and reviewing all students with disabling conditions
- providing information and training for staff on disabling conditions
- offering transition courses/taster days for students with disabling conditions.

The Diversity Officer holds regular meetings with students who have disabling conditions and their teachers to ensure there are no barriers to their learning.

Parallel to the interviews, a shadowing exercise takes place. Identified students are followed throughout their day to be able to experience and understand their difficulties and pressures whilst coping with their disability within the College everyday requirements.

In order to promote awareness of the different impairments and provide practical strategies to teachers and support staff, information sessions for staff have been given.

Short practical handouts are given to teachers at the end of every session. They are available in the Study Plus Centre, along with more extensive materials and information on each condition. They have also been incorporated onto the College intranet.

The feedback after every session is positive and teachers comment that the sessions were friendly and informal giving opportunity for questions and discussion based on real case studies. Some teachers identified a strategy that they felt they could implement straight away.

Support for students has a high profile in the prospectus and students are encouraged to make contact with Study Plus.

The College holds Open Evenings for potential students and students with specific needs are able to have a one to one discussion with the Student Support Manager and/or Diversity Officer to ensure that barriers to learning and support needs are identified.

Any student, parent or visitor on these evenings who has difficulties with mobility is able to be escorted, with sensitivity, around the College by a member of Study Plus if they wish.

Entry criteria do not discriminate unfairly. All students who apply to come to the College are given a series of interviews to ensure impartial guidance and ensure that they are placed on the appropriate course and support is identified at an early stage prior to enrolment. At each of these they are offered the opportunity to disclose any medical or disabling conditions.

All prospective students have a pre-course interview between January and April and they are encouraged to describe any support they may need or require.

School references are sought for all students and possible support needs feature in the information required.

In addition, during March and April, there are additional pre-course interviews held by a range of staff including the Diversity Officer, with students who have disabling conditions and intended to start at Palmer's College. There has been a year on year increase in the number of appointments with potential students who have disabling conditions. These meetings ensure students have a smooth transition into College.

On Palmer's Day One (PD1) in July, all students have an interview with their personal tutor, where they are given another chance to indicate any areas of difficulty.

Potential barriers to learning are addressed by providing all students with an assessment of their basic skills and any learning difficulties they may have and, where appropriate, additional learning support is provided.

From July 2006, a screening procedure was put in place. This involves an on-line screening system which has enabled the findings to be issued more quickly to staff both as personal tutors and to curriculum areas.

All departments identify students' individual needs at the start of the course and provide appropriate support to help them succeed. Induction tasks and procedures are in place to further improve this process.

The adjustments are broad based and often benefit all students in the class.

Staff who organise trips and visits are asked to carry out risk assessments and have a meeting with the Diversity Officer to ensure that the College complies with the law, the disabled student is able to receive support if needed, and participates fully in the trip or visit.

There continues to be a greater emphasis on promoting equal opportunities in tutorials, where all students are made aware of behaviour which amounts to discrimination, harassment or victimisation and that such behaviour can result in disciplinary action.

Raising awareness and understanding of disabling conditions is a key element to success and will help overcome barriers, which may result from a lack of understanding, or concern about a range of disability related issues. The Senior Pastoral Managers produce a tutorial programme for the year and ensure EQD issues are discussed with students. Tutors

ensure students know how to raise complaints and promote the services, and advice is available for alleged victims of harassment and abuse.

Students with a disabling or medical condition are given an Individual Education Plan (IEP) thus ensuring that they have reasonable adjustments to College arrangements to minimise any disadvantages they may face. This involves an interview with the Student Services Co-ordinator and/or the Student Support Manager. Parents are invited to contribute.

As a result of continued audit there has been an extensive building programme to ensure DDA is fully implemented in any building projects.

Lifts are now in place to provide access.

The signage around the College was renewed in September 2005 to be DDA compliant and the improvements have benefited everyone.

Annually improvements are made as part of an ongoing process to ensure access for all. For 2009 a hoist has been added to the toilets for the disabled and high vision anti-slip strips placed on all stairs and doors to assist visually impaired students.

The adaptations to the buildings over the last few years have been supported and funded by the William Palmer Trust. The Trust agreed to and awarded £30,000 towards DDA improvements in the College. The College is extremely grateful for this ongoing support and the commitment by the William Palmer Trust to the removal of barriers.

The overall aim is that all areas are accessible to disabled staff, students and visitors as far as is practicable.

Work has taken place with a range of other organisations and agencies to remove obstacles and ensure equality of opportunity for everyone e.g. further involvement with the Psychosis Intervention team and Visual Impairment Unit.

Extensive links have been made to ensure that learners who have specialist or additional needs can be supported in their learning. The Student Services team is proactive in inviting external commentators to comment and suggest improvements to procedures. A range of organisations has been consulted. This partnership working with other organisations leads to the involvement of a much wider range of people through networking and awareness of the need to regularly consult.

There is still work to be done on expanding and improving partnership working.

There has been considerable effort put into raising staff awareness of EQD issues, with continued staff development to front line staff in addition to teaching staff.

There has been a consultative approach adopted with various consultants invited in to comment on and suggest improvements to policies and procedures.

In-house training has continued with Pat Fisher, Diversity Officer, delivering sessions on disabling conditions to both teaching staff and support staff.

Staff and Governors are kept updated by a termly "Equality and Diversity Bulletin" of all activities and events.

A visit was made in June 2006 to Blackpool and Fylde College, a recognised Beacon College in the area of EQD. This acted as a catalyst for many initiatives within Palmer's College and we are aware of the need to constantly review and improve provision.

This involves ensuring that we:

1. offer students a better experience than is required by law. This will be achieved by improving systems for identification, support and review of individual students. We will continue to seek information from students and adapt College practice as appropriate
2. comply with new legislation which requires organisations to become 'proactive agents of change'.
3. to ensure students contribute fully to planning and have a representative group of students to advise on disabling issues. There will be regular meetings facilitated by the Diversity Officer.

The Disability Discrimination Act (DDA) 1995 brought in measures to prevent discrimination against disabled people in the areas of employment and services. The Special Education Needs Act 2001 (SENDA) amended the DDA 1995 to cover education and was further amended in September 2006 to cover Further and Higher education.

Discrimination against disabled people takes place when they are treated "less favourably" than others and by failing to make "reasonable adjustments" where they are placed at a "substantial disadvantage" because of a reason relating to their disability.

Disability is defined as "a physical or mental impairment, which has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities".

This covers those with physical or sensory impairments, dyslexia, medical conditions, mental health and learning difficulties, as well as progressive conditions, conditions that have a substantial cumulative effect and people with a history of disability.

In April 2005, the Act was amended and expanded to include HIV, Multiple Sclerosis and cancer. In addition, mental illness no longer needs to be "clinically recognised" to be classed as an impairment.

The DDA 2005 introduced a new disability equality duty for the public sector which is effective from December 2006. This means that we need to ensure that we continue to build disability equality into everything that we do.

The general duty states that public authorities should plan, deliver and evaluate action to eliminate discrimination and promote equality.

There is a requirement to publish a three year Disability Equality scheme with an action plan and annual review.

There is a new duty on all public sector providers to have due regard to:-

- eliminating unlawful discrimination
- eliminating disability related harassment
- promoting equality of opportunity between disabled people and other people
- taking steps to take account of disabled peoples' disabilities, even when that involves treating disabled people more favourably than other people
- promoting positive attitudes towards disabled people

- encouraging participation by disabled people

Palmer's College recognises that promoting equality will improve our services for everyone. Our aim is to make equality a central part of everything that we do for both students and staff.

Our Disability Equality Scheme will meet these requirements and contributes towards our aim of promoting good equality practices and ensure we meet the needs of disabled students, staff and visitors to the College. The scheme will set out our objectives for improving and addressing disability inequalities and a plan of action for delivering improvements where necessary.

The scheme will enable us to achieve a number of things:

- meeting the requirements of Disability Discrimination legislation
- ensuring that we are taking into account the needs and views of disabled people when we develop policies and procedures, making access improvements and delivering services for students, staff and visitors
- continuously monitoring and improving how we meet the needs of disabled people
- meeting the principle of the social model of disability.

Social Model of Disability

This model was developed to show that disabled people experience social exclusion and are disadvantaged not necessarily by their disability, but from attitudinal and environmental barriers. It is the way that society responds to them that creates disability and not the actual impairment.

The other model of disability is the medical model. This encourages explanations such as what is "wrong" and what cannot be done. It focuses on the features of the disability. The impairment is given as the reason why the disabled person is unable to participate fully in society. When this model is used, then there tends to be compensation, for example providing "special" services. This model affects the way disabled people think about themselves and provides negative messages about not being "normal". It takes the approach of looking at the limitations to an individual according to their impairments.

The social model makes the distinction between "disability" and "impairment".

As a contrast to the medical model, the social model looks at the people with impairments as being disabled by the physical and social barriers in society. The disability does not create barriers, but rather the social structures and attitudes towards it. Many disabled people contend that if the environmental and attitudinal barriers were removed, they could play a full part in community life and education. Therefore there is a need to have an understanding of the social model by everyone involved in implementing the Disability Equality Scheme.

Often society fails to take proper account of their needs and it is our aim to remove these barriers. Palmer's Disability Equality Scheme and action plan will aim to do this.

Palmer's College data

Students

The College Management Information Systems (MIS) produces headline data and this indicates that students with disabling conditions achieve very high success rates (88%).

Palmer's College is fully committed to promoting equality of opportunity in all of its work. Palmer's College will ensure that discrimination is challenged and eliminated through legislation, positive action and the promotion of good relations between people of different groups. This is the responsibility of the Governing Body members, all staff and all students.

Palmer's College Mission Statement

Palmer's College is committed to serve its community through excellent teaching and support for all students. The College aims to ensure that, in their pursuit of learning, students are enthusiastically engaged and successful in the achievement of their goals. It aims to widen their aspirations to take full advantage of a more globalised, inter-dependent world.

In supporting the mission, Palmer's College will:

1. Ensure equality of access and resources for:

Students by:

ensuring that enrolment, interview procedures and entry criteria do not discriminate unfairly.

providing impartial guidance to all student applicants so that they are placed on the best courses and most appropriate work experience placements to help them succeed.

identifying students' individual learning needs and styles at the start of the course and providing the appropriate support to help them succeed including giving them opportunities to try different styles of learning.

ensure that all course content, language and materials are free from discrimination and actively reflect diverse cultures.

ensure access, when required, to additional learning support after assessment of individual needs.

Staff by:

ensuring that no employee or job applicant is treated less favourably because of conditions or requirements which cannot be justified.

using objective, job related and published criteria when making decisions on recruitment, pay, training, progression and termination of contract.

supporting staff through training and development initiatives to help them progress within or outside Palmer's College.

ensuring that Managers apportion development opportunities objectively and as fairly as possible.

Students and Staff by:

ensuring as far as possible that they have access to the full range of services at Palmer's College.

consulting students and staff with disabilities or learning difficulties about reasonable adjustments to College arrangements and premises so as to minimise any disadvantages they may face.

providing counselling and advice for the alleged victims of harassment and abuse.

2. Providing an environment that is free from unlawful discrimination, harassment and victimisation of any kind by:

ensuring that all staff, students and other users of Palmer's College are aware of behaviour which amounts to discrimination, harassment or victimisation and that such behaviour can result in disciplinary action and/or a criminal offence. This will be done through publicising the policy in the student diary and staff handbooks, public folders and other related media.

challenging racism, sexism and gender stereotyping in all its forms as well as negative biased attitudes or remarks related to class, accent, religion or sexuality.

ensuring that all publicity materials present appropriate and positive images of women, the disabled and many cultures.

ensuring that Governing Body members and staff have access to up-to-date information to assist them in planning, implementing and monitoring their responsibilities for this policy.

seeking appropriate advice from organisations that represent disadvantaged groups such as the Disability Rights Commission, Commission for Racial Equality, the Equal Opportunities Commission and voluntary organisations such as the RNIB.

ensuring that all students and staff know how to raise complaints.

3. Educating students for life and work in a multi-cultural society by:

ensuring that all course materials, resources and displays reflect cultural diversity and include positive images of women, many cultures and disabled groups.

promoting empathy, understanding and respect for all cultures.

encouraging tolerant discussion of a range of political, social and religious beliefs.

4. Ensuring that our students reflect the make up and composition of our local communities by:

researching and having accurate knowledge of the make up of our local communities and their educational needs and aspirations, including any isolated sections of the community.

removing potential barriers to learning by providing all potential students with an assessment of their basic skills and any learning difficulties they may have so that Palmer's College can, where appropriate, provide additional learning support which will cater for their needs.

5. Striving to have a work force that is reflective of our local communities by:

monitoring how Palmer's College staff profile reflects that of our local community and striving to ensure that our workforce is representative of our local community.

monitoring job applications and appointments, highlighting any disparities or trends and addressing these appropriately.

ensuring that staff involved in interviewing are trained in equal opportunities issues in recruitment.

6. Train staff in equality of opportunity and how to apply equal opportunities in the delivery of services by:

Ensuring that all staff receive training at least every 3 years on equal opportunities issues and keeping a database of all staff that have received this training. This will assist Palmer's College to comply with Section 32 of Race Relations Act 1976 and Section 41 of the Sex Discrimination Act 1975, (Employer Liability).

7. Monitor and evaluate equal opportunities provision by:

monitoring data on ethnicity, gender, age and disability in relation to student applications, admissions, and distribution by course, work placement, achievement levels, retention rates and destinations of students.

monitoring data on ethnicity, gender, age and disability in relation to staffing applications for jobs, appointments and the staff profile.

monitoring the take up of staff professional development and training opportunities.

conducting annual self-assessment exercises to establish progress in equal opportunities provision.

8. Comply with all current equalities legislation in employment and the delivery of teaching and associated services by:

ensuring that the Palmer's College complies with the appropriate sections of:

Sex Discrimination Act 1975, 1986 & 2005: Disability Discriminations Act, 1995 & 2005: Special Education Needs & Disability Amendment Act, 2001: Race Relations Act, 1975: Race Relations Amendment Act, 2000: Data Protection Act, 1998: Public Order Act, 1986: Rehabilitation of Offenders Act, 1974 and the Faith & Sexual Orientation Regulations, 2003.

Complaints under this Equal Opportunities Policy

All complaints concerning harassment or bullying of any kind should be raised under the Palmer's College procedures on harassment, discrimination and bullying. Other complaints concerning unfair treatment within the scope of this equal opportunities policy should be raised under the Student's Complaints Procedure or Staff Grievance Procedure.

Consultation

There will be a need to have an ongoing activity that regularly engages with and actively involve disabled staff, students and other stakeholders such as parents. This is a critical part of the Disability Equality scheme.

It will be necessary to regularly seek the advice of disabled staff, students and other stakeholders such as parents, to ensure that it is not just a "one off" or tokenistic but a process to ensure involvement is genuine and active.

Actively engaging with disabled students

Work in this area has included the Diversity Officer meetings with students who have disabling conditions and their teachers to ensure a minimisation of their barriers to their learning.

The students seen have a range of conditions:

1. Attention Deficit Hyperactivity Disorder ADHD
2. Arthritis
3. Cardiovascular Problems
4. Cystic Fibrosis
5. Deafness
6. Dyslexia
7. Dyspraxia
8. Depression
9. Episodes of fainting
10. Joint Hypermobility Syndrome
11. Spinal problems, back and knee compromised
12. ME (chronic fatigue)
13. Panic attacks
14. Visual impairment
15. Aspergers

The main themes that ran through the initial interviews are:-

"I like it here"

"Palmer's is a friendly College"

"I had a tough time at school"

"People seem more supportive here"

"I want help with study skills and time management"

"I want help with essay writing, folder organisation and proof reading".

Parallel to the interviews, a shadowing exercise took place. Identified students are followed throughout their day to be able to experience and understand their difficulties and pressures whilst coping with their disability within the College everyday requirements.

The main reflections that arose from these exercise are:

For wheelchair or other mobility equipment users, there is a requirement at present of higher than normal levels of determination, stamina and ability to cope with isolation, due to the barriers that the equipment imposes because of its physical characteristics. For example, being at lower level than the rest, going at speed in busy corridors and getting into the lift to arrive on time to class, doing fire practice and being in a special corner designated only for wheelchair users, going to class and sitting in a place next to the exit therefore not joining in groups that are already formed in another area of the classroom.

Added to this, these specific students would have to cope with the same pressures of the curriculum and the expectations of this crucial and complicated stage of their development, as every student in the College. Therefore, the need and availability of emotional and practical support, flexibility at times of extreme pressure, the raising of awareness at least of the physical and environmental demands within staff and fellow students must be taken into account.

For students with hearing impairments, the level of background noise amplified by hearing aids and the difficulty in following verbal interchange when in groups, are isolating factors that impact in the student's stamina, attention and possible learning and performance. In an ideal situation, some sound mitigating material could be incorporated in the construction of classrooms. The consistent raising of awareness of their hidden difficulties within the teaching and support staff is ongoing.

For students with Dyslexia, they found the overall attitude at the College quite positive and supportive. The classes shadowed were Dyslexia aware, allowing therefore good participation and integration of the student.

Similar comments have been made by students with ADHD and Aspergers syndrome.

This information is then used to promote awareness of the different impairments and to provide few practical strategies to the teachers; information sessions for staff are given. The sessions covered areas such as hearing impairment, Irlen, Aspergers, ADHD and Dyslexia.

Short practical handouts were given to teachers at the end of every session. They are available in the Study Plus Centre and have been incorporated onto the College intranet.

- if a student discloses a disability at a later date or becomes disabled, staff are briefed to respond to disclosure at any point in a student's time at the College in the same way. This will ensure that the student is referred on and appropriate support is put in place. Students are regularly reminded of the need to update staff, and tutors check with students on Academic Review days. The Disability Rights Commission recommends that people are re-surveyed at regular intervals since impairments may be acquired or change.

To ensure that we meet the needs of staff applicants:

- the letter inviting them to interview asks if they have any special requirements.
- there are parking bays for people with disabilities.
- the College will monitor gender and ethnicity and provide an annual report to the Governors.

Once appointed, the following actions are undertaken to ensure a continuous update of staff with existing or possible disabling conditions:

- once new staff are in place, they are asked if they consider themselves to have a disability.
- existing staff are asked on an annual basis via the College publication, Staff Link, if they wish to disclose any medical and/or disabling conditions.
- support staff are offered a confidential Return to Work interview to discuss whether or not any assistance is required to enable them to continue with their current employment. This may take the form of a phased return, i.e. an initial period of reduced hours (with salary unaffected). This will be implemented for teaching staff by the end of the 2006/07 academic year.
- Staff on long term absence are referred to the Essex County Council Occupational Health Service (the College's Occupational Health Advisers) for a full review of their absence coupled with advice on returning to work/ceasing employment. Alternative employment or a permanent reduction in hours may be the outcome of the referral.

Requests from staff for adaptations are met. Examples of this are:

- specialist chairs
- IT software
- Specialist equipment

To ensure that issues that could relate to disability and/or equality of opportunity are registered, the College offers an exit interview to all staff.

Two ticks logo

Palmer's College has been awarded the 'Two Ticks' symbol by Jobcentre Plus in recognition of our commitment to employing disabled people. The College has made a commitment to the following 5 statements:

- Interview all applicants with a disability who meet the minimum criteria for a job vacancy and consider on their abilities.
- Ensure there is a mechanism in place to discuss, at any time, but at least once a year, with disabled employees, what can be done to make sure they can develop and use their abilities
- Make every effort when employees become disabled to make sure they stay in employment
- Take action to ensure that all employees develop the appropriate level of disability awareness needed to make the commitments work

- Each year, review the five commitments and what has been achieved, plan ways to improve on them and let employees and Job Centre Plus know about progress and future plans.

Involving disabled people

In developing the Disability Equality scheme the College consulted with a range of organisations:-

- | | |
|-------------------|--|
| - Connexions | - Parent/School Partnership Service |
| - MIND | - Thurrock Council |
| - Look Essex | - Royal National Institute for the Deaf |
| - ADD Group | - Early intervention team for psychosis |
| - Treetops School | - National Autistic Society |
| - ME Association | - SKILL (National Bureau for students with disabilities) |

Caring out impact assessments

The development of every new policy will be subject to early scrutiny to ensure that any potential impact for disabled people has been measured and acted upon at the earliest opportunity. Consultation will occur with staff who are likely to be affected by proposed policy. A full impact assessment will be carried out where the introduction of a policy is likely to have an adverse effect.

Gathering and using information

The collection of both quantitative and qualitative data will be used to monitor the effect of College policies and procedures on disabled people and check if the action plan is delivering greater equality for disabled students and staff.

The EQD group will monitor the information and actions required.

Action Plan

The action plan is attached to this scheme and identifies priorities for action identified in response to consultation.

Progress on achieving the objectives and actions will be monitored annually and the action plan revised in light of this annual review.

Actions are assigned an accountable job role, target date and success indicators.

Putting the scheme into practice

It is important that the College considers the needs of all groups and ensures that information is readily accessible to everyone. The Disability Equality Scheme will be published on the College website and Intranet. It will also be made available in hard copy for those who do not have access to a computer and copies will be kept at reception. Copies are also held in the Library/Resource Centre. It will also be available in different formats on request, e.g large print.

There will be annual report on progress to the Corporation and this will also be made available to students, staff and other stakeholders. It will be communicated through the Corporation meeting, EQD bulletin, via student newsletter "In Print" and in tutorial. Both the

staff and student induction will highlight the Disability Equality Scheme and it will be highlighted in new Governor training.

The action plan will be a working document, which will be updated regularly and reported on as and when necessary at the EQD meeting. Departments and sections will monitor and evaluate their implementation of the Disability Equality Scheme and action plan annually in their SAR where applicable.

The Disability Equality Scheme will be reviewed and revised every three years. The original Disability Equality Scheme action plan has been updated annually to ensure that the majority of actions have been addressed.

ACTION PLAN

ACTION	RESPONSIBLE PERSON	TIMESCALE	SUCCESS INDICATOR
1. Review all College policies for impact on disability equality. Assign high, medium and low priority.	Named person for each policy with HR Manager (Policies and procedures)	High priority – 2009-10 Medium priority – 2010-11 Low priority – 2011-2012	All policies are equality proofed by December 2012. Outcomes/gaps identified in future action plan.
2. Assess all new policies prior to implementation.	Named person for each policy with HR Manager (Policies and procedures)	Ongoing	Arrangements established for impact assessment of all new policies.
3. Provide impact assessment training for all relevant staff.	CPD Manager with HR Manager (Policies and procedures)	Ongoing	Staff trained in impact assessment.
4. EQD group to consider disability equality issues and DES action plan progress. Make recommendations for future action.	EQD group	Ongoing	SAR produced each year. Annually updated action plan for DES
5. Analyse exit data to gather information on withdrawals resulting from issues relating to disability for both staff and students.	MIS Assistant to be appointed Dec 09	Ongoing	Issues identified for action and fed into action plan.
6. Review and build on good practice of staff development re. disabling conditions. Identify further staff training requirements. Roll out programme of training by Diversity Officer to all pastoral teams.	Student Support Manager Diversity Officer CPD Manager SPMs	Ongoing	Awareness raised amongst staff of information available on students with disabilities.
7. Continue to ensure commitment to EQD in the curriculum and the tutorial programme covers EQD issues. Ensure DES is included in induction and student planner.	HoSS SPMs	Ongoing	Students are informed of DES in tutorial and in student planner.
8. Continue to provide accessible exam and assessment arrangements for disabled students.	J. Love – Study Plus Manager	Ongoing	Student satisfaction with special exam arrangements.

ACTION	RESPONSIBLE PERSON	TIMESCALE	SUCCESS INDICATOR
9. Continue to work with hard to reach students via Foundation group.	Study Plus Level 1 Co-ordinator	Ongoing	Maintenance of Foundation group.
10. Develop systems to ensure that when a student, member of staff or stakeholder asks for communications in a different format these are followed through automatically.	Marketing and Liaison Team.	Ongoing	Systems in place and publicised.
11. Continue to develop and produce materials to widen participation by disabled people, eg. reference in prospectus.	Marketing and Liaison Team.	Ongoing	Feedback from prospective students indicates targeted appropriately.
12. Promote support available to students.	Student Support Manager Diversity Officer Study Plus Student Services team	Ongoing	Feedback via 'Student Perception Of College' survey and focus groups that students know where to obtain relevant information.
13. All departments to ensure course guides and materials are online.	Curriculum Manager	Ongoing	All materials available to access.
14. Continue to make adaptations to premises for individual requirements when appropriate and as far as is practicable.	Estates Manager	Ongoing	Student, staff and stakeholders feedback shows satisfaction with adjustments made. Reduced number of issues raised.
15. Provide annual report on progress towards achievements of actions in Disability Equality Scheme.	Assistant Principal	Annually	Annual report to Corporation.
16. Monitor gender and ethnicity for applicants for vacant posts and provide an annual report to Governors.	HR Manager (Policies)	Annually	Annual report to Governors.
17. Establish an EQD forum to take account of learner voice.	EQD Group	June 2010	Forum established.
18. Establish an EQD Curriculum Group.	EQD Group	June 2010	Group established.