

DISABILITY EQUALITY SCHEME ACTION PLAN

KEY OBJECTIVE 1: Create a positive atmosphere of shared commitment to value diversity and respect difference

Planned Outcome	Action to Achieve	Milestone Target/timeframe	Responsibility	Update as at December 2009
Actions identified within this plan are achieved within the three year timeframe	Plan is monitored for progress at SLMT reporting week Annual report produced	Monthly reporting meeting	SLMT	Plan presented to SLMT for update 3/12/09
All new staff receive training in disability equality	Staff induction programmes include a module on disability equality	70% of new staff have received training by Dec 2007	SLMT	induction programme for new staff, 8/12/09
Staff development programme includes specific training on disability awareness	Each year one training session on disability equality is delivered to all staff	One event on disability equality training included in staff development programme for 0607	Manager with responsibility for staff development	New training for staff and governors scheduled for 04/01/10 .
Disability equality is included within Curriculum Performance Review	Heads of School will report on disability equality within their own curriculum area	By the end of the first year of the scheme, Heads of School will be reporting on Disability Equality alongside other curriculum developments	Vice Principal, Heads of School	Disability equality reported along with overall equality and diversity within November CPR activity
Disability equality is regularly discussed and reported on across college	There is an agenda item on disability equality for each school/service meeting EP&Q committee of Board includes in agenda	Disability equality is discussed at every other monthly meeting	Heads of School Service Co-ordinators Clerk to Govs	Embedded throughout e.g. students additional needs, health and safety etc.

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Disabled visitors are supported during their time in college	Consideration of service to clients in college Real Work Environments eg restaurant, salons and workshops in relation to access, seating, lighting, heating etc	Each situation is impact assessed by the relevant curriculum team and actions put in place. Year 2 of the scheme	Heads of School	Individual risk assessments and personal emergency action plans completed where necessary

KEY OBJECTIVE 2: Deliver a first class service with an inclusive ethos where teaching and learning responds to the needs of individual learners

Planned Outcome	Action to Achieve	Milestone Target/timeframe	Responsibility	Update as at December 2009
Disability equality is embedded within teaching and learning	100% of lessons observed demonstrate differentiation for disabled learners in line DED	35% of lessons observed by Dec 2007	Vice Principal, Head of School & Quality	Observation of teaching and learning includes specific reference to equality and diversity
Disability equality is included within curriculum review and evaluation	Heads of School will report on disability equality within their own curriculum area	By the end of the first year of the scheme, Heads of School will be reporting on Disability Equality alongside other curriculum developments	Vice Principal, Heads of School	Included within November CPR
There is an increase year of year of the number of learners who disclose their disability and support needs	Disclosure procedures are promoted to and used with all disabled learners at first contact and followed through by tutors and support staff	Within the first year of the scheme there is a 20% increase in the number of learners who disclose a disability	Learner Services and Student Services Co-ordinator	Statistics not yet available for 09/10
Study Services support is put in place for all learners who disclose a disability	Information relating to disabled students is acted upon in a timely way to ensure support is put in place prior to commencement of a programme of learning	Support for all disabled learners is in place by half term following enrolment	Learner Services Co-ordinator	All students who disclose ability have a support programme put in place
Best practice in relation to disabled learners is cascaded to	Best practice identified through lesson observations,	Observation reports include reference to best	Vice Principal, Head of School	best practice is identified through lesson

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staff	student work and other opportunities is identified in observation reports and is promoted to curriculum teams	practice for disabled learners	& Quality	observation
Success stories relating to disabled learners are promoted	Learner success stories are included within college prospectus and other promotional materials	At least one disabled learner success story included in 0708 prospectus	Marketing Manager	Insufficient promotion of learner success stories. Action to be carried forward

KEY OBJECTIVE 3: Achieve a more representative workforce recruiting from a wider pool of applicants

Planned Outcome	Action to Achieve	Milestone Target/timeframe	Responsibility	Update as at December 2009
All disabled staff disclose their disabilities and support needs	Develop and agree disclosure procedures for staff	Within 1 year of the scheme	Head of Finance, Personnel & Resources	Included within annual performance review
Staff profiles show a year on year increase in the recruitment of disabled people	Recruitment adverts promote employment of disabled people	Within year 2 of the scheme	Head of Finance, Personnel & Resources	New recruitment/ application forms capture this information
The needs of disabled staff are promoted within college	Key agenda item on wellbeing group	Within year 1 of the scheme	Head of Finance, Personnel & Resources	Staff Voices offers a forum to express views
Disclosure of disability is routinely considered within staff appraisal	Staff appraisal training includes encouragement of disclosure to line managers	50% of line managers feel confident in discussing disability issues with their staff within year 1 of the scheme	SLMT and Coordinators	At performance management, staff asked openly if there are any changes in circumstances which need to be taken into account
There is no difference in the opportunities for employment, progression and training between disabled and non-disabled staff	The progress of disabled staff is tracked in relation to staff development, promotion and employment opportunities	Year on year monitoring	Head of Finance, Personnel & Resources	Able bodied and disabled staff are treated equally at all times
Disabled staff are actively involved with the development & monitoring of their own support needs across college	There is disabled staff representation on college forum	Disabled staff are represented at Equality & Diversity Forum	Head of Bus Dev & Client Services	E&D group includes champions from each key area

KEY OBJECTIVE: Better meet the requirements of funding, audit and inspection bodies in relation to disability equality

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All policies, procedures, plans and practices (Ps) considered for their impact on disabled people and actions taken to address issues raised.	Impact Assessments carried out by the DED Group in line with the learner journey Priorities for IA agreed New Ps are impact assessed when presented for approval	Within year 1 of the scheme, new policies and procedures include impact assessment Stages 1 and 2 of Learner Journey impact assessed within year 1 of the scheme Stages 2 and 3 during year 2 Other Ps during year 3	SLMT	Impact assessment a requirement of submission of new policies and procedures for SLMT approval
Access to college premises is completed in line with DDA funding	Funding allocated to DDA compliance is spent in line with college plan New build takes account of accessibility in planning stages	Funding deadline achieved	Head of Finance, Personnel & Resources	College is fully compliant with access requirements particularly within new build and refurbishment projects
Self assessment includes assessment of disability equality within curriculum and support areas	Each curriculum and support area to include evidence and commentary on the support for disabled learners	Self Assessment Reports for 06/07 include reference to disability equality and successes to date	SLMT	Within support for learners.
Disability Equality Scheme is published and reviewed in line with requirements	Scheme and action plan published Yearly review and monitoring of progress and reporting	4 th December 2006 Annual review in November of following years	SLMT	Annual review updated on website

KEY OBJECTIVE: Promote greater understanding of disability among learners which will benefit society at large

Planned Outcome	Action to Achieve	Milestone Target/timeframe	Responsibility	Update as at December 2009
Disability Equality forms a key part of tutorial curriculum	Tutorial year planner includes modules and resource materials on differential disability awareness	Year 1 of the scheme includes two references to disability equality awareness	Vice Principal, Heads of School	Tutorial year planner includes sessions on E&D
There are no reported incidences of bullying and harassment of disabled people	Specific reference to disabled people is included within strategies to eliminate bullying and harassment	Within year 1 of the scheme and beyond	Heads of School	bullying and harassment policy updated to include specific reference to disability
Learners who are disabled are provided with equal opportunities to participate in college activities such as external visits, inter-college challenges and work experience	Tutors ensure that disabled learners are included in activities undertaken by their group and specifically supported to do so. Risk assessment include reference to disabled learners and staff	Success stories of full integration of disabled learners within college activities Reported with curriculum Self Assessment	Heads of School	Emphasis on integration of disabled learners into college and course activities included within visits proform
Disability awareness is included within delivery of lessons	Lesson planning includes reference to disability awareness	50% of lessons observed include reference to disability awareness with first year of the scheme	Observation team	Lesson observation outcomes identify limited issues in respect of embedded E&D