



## **DISABILITY EQUALITY SCHEME**

***This scheme is available in a downloadable version from the College website [www.llandrillo.ac.uk](http://www.llandrillo.ac.uk), on CD Rom and on audio tape. It can also be requested in other formats eg Braille or as a summary on BLS Video/DVD.***

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**Approved by: College Corporation Board 9 April 2008  
Reviewed by: Employment & Safety Committee 29 January 2008**

## Foreword

Coleg Llandrillo's Disability Equality Scheme forms an integral part of the College's wider Equality and Diversity Policy and Institutional Plan. These set out how the College will promote equal opportunities regardless of race, gender, disability, age, faith or sexual orientation, in the delivery of education and training and services and the employment of staff.

We all want to live in a fair and just society where everyone counts for something and no one is excluded in anyway. The Disability Equality Duty provides a fresh impetus for Llandrillo College to build disability equality into its policies and practices from the outset. The College hopes the Scheme described in this document will help provide us with the direction in which to implement these new positive duties.

The College has invited disabled people, both staff and students, to participate in developing solutions to the main issues identified. It believes that the outcomes for success could be both equitable opportunities to education and employment for disabled people as well as broader societal objectives in which everyone in the wider community has a stake.

The College thanks all students and staff who have contributed their ideas and concerns that has lead to the creation of this living document.

John Bellis  
Chair to the Corporation Board

Huw Evans OBE  
Principal

## **1 Introduction**

### *1.1 Background*

This Disability Equality Scheme has been formulated in response to the Disability Equality Duty in the public sector introduced by the Disability Discrimination Act 2005 (DDA). This Duty provides fresh impetus to ensure national and local policy makers build disability into policy making from the outset<sup>1</sup>.

The 2005 Act provides an increasingly robust legislative framework which requires the College to actively promote disability equality. This means that the College must, in carrying out all functions, have due regard to the need to:

- Eliminate unlawful discrimination
- Eliminate unlawful harassment
- Promote equality of opportunity between disabled people and other people
- Take steps to take account of disabled people's disabilities, even where this involves treating disabled people more favourably than others.

The DDA 2005 requires the College to adopt a proactive approach to promoting the full participation of people with disabilities in all activities. By December 2006, the College is expected to develop, publish and implement a Disability Equality Scheme which will outline activities to fulfil the new duty. The Scheme is expected to plan a range of operational and strategic activities that the College will deliver over a three year period.

The Scheme is informed by the Social Model of Disability, which maintains that the 'barriers' or elements of social organisation that exclude people who have impairments should be identified and removed. Examples of such barriers include:

- prejudice and stereotypes

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<sup>1</sup> Do the Duty – Disability Rights Commission

- inflexible organisational procedures and practices
- inaccessible information
- inaccessible buildings and
- inaccessible transport.

Coleg Llandrillo challenges disadvantage and discrimination in all its forms. The Board of Governors and staff wish to ensure that all those who are part of the College community are fairly treated. The College recognises that promoting equality will improve services and provision for everyone. Its aim, therefore, is to make equality a central part of the way the College works by putting it at the centre of policy making, service delivery and employment practices.

## **2 What is a Disability Equality Scheme?**

### *2.1 Context*

The DDA 2005 imposes a number of specific statutory duties on the College. These duties are intended to assist the College in meeting the requirements of the Act by setting out what the College should do to plan, deliver and evaluate action to eliminate discrimination and promote equality. The core requirements are:

- The preparation and publication of a Disability Equality Scheme
- The implementation of the above via an action plan in the scheme
- Annual monitoring, review and reporting

This College scheme meets these requirements and contributes toward its aim of promoting good equality practices which will meet the needs of our disabled learners and employees.

The Scheme sets out our overall objectives for improving and addressing disability inequalities and the action plans for delivering improvements to access and provision. It is designed to help the College to achieve:

- Meeting the requirements of the DDA in setting out plans to improve disability access to employment and provision

- Making sure the needs and views of disabled people are taken into account in the design and delivery of provision, access improvements or policy development
- Continuous monitoring and improving the ways in which provision is delivered to disabled people
- Meeting the principles of the Social Model of Disability adopted by the College.

## 2.2 *Definition*

The legal definition for the purpose of this document is described in Appendix 1.

# 3 **The Organisational Context**

## 3.2 *Leadership Statement*

Coleg Llandrillo has a reputation for delivering high standards of education and training and aims to provide an inclusive learning environment that recognises the benefits of a diverse student population. Part of its mission and values is to meet the individual needs of students and to continue to make its distinctive form of education more widely accessible to all.

It recognises that that the goal of full employment is not achievable unless it secures greater opportunities for people with impairments and long term health conditions who form 40% of all people out of work<sup>2</sup>.

It acknowledges that the creation of a 'knowledge economy' will be restricted unless it tackles the skills deficit among disabled people who form 35% of the total number of people without any formal qualifications<sup>3</sup>.

## 3.2 *Equality and Diversity Policy*

The College has a well developed Equality and Diversity Policy. This is reviewed every two years. The Policy demands that potential and current students are treated fairly on the basis of merit regardless of disability. The College follows a code of practice to ensure that the

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<sup>2</sup> Labour Force Survey 2005

<sup>3</sup> Labour Force Survey 2005

policy is fully effective and has had an Equality and Diversity Implementation Plan in place since 2004.

The responsibility for Equality and Diversity is at the highest level of the College and is led by the Deputy Principal. A disabled person sits on the College Board and this has been the case for many years.

## **4 Involvement of Disabled People in the Development of the Scheme**

### *4.1 The Disability Equality Scheme Group*

Members of the Disability Equality Scheme Group which consists of disabled staff and disabled students at all levels of the organisation including a board member, chaired by the Deputy Principal, have been consulted and involved on the development of the scheme from its outset. They have participated in identifying priorities for action in developing the College's working practice on disability equality. These have been identified in the scheme's action plan. This work has now been taken over via the Equality & Diversity Forum.

### *4.2 Staff and Student Forums*

The views of disabled students and staff have been canvassed and their experiences have identified areas that need to be further developed and which have been included in the College's action plan. Student and staff forums have taken place and additional opportunities have been provided through suggestion boxes, established College communication channels eg e-mail and the embedded working practices of the College. This has enabled those staff and student who wish to share views in an anonymous way to do so. Staff and student forums are conducted on an annual basis. Comments have included:

***'Disabled staff and students are very well integrated into College life.'***

***'The College has had a positive commitment to employing him.'***

***'Disabled students integrated into mainstream provision has benefited all other students in many ways.'***

***'I am very grateful for the help and support I have received not only as a student in the College but also as a member of staff. This has changed my life.'***

### 4.3 *Quality System*

The College has a well defined quality system which is recognised as outstanding throughout Wales. Within this system are comprehensive mechanisms to obtain student and staff views on the quality of both educational and support/functional areas. These are analysed and actioned accordingly.

Additional assessment is undertaken on the effectiveness of meeting the needs of the College's Learners with Learning Difficulties and/or Disabilities (LLDD). This includes specific assessment as part of the annual compulsory teaching observation system, course level self assessment against precise questions for all courses and questions in the staff survey. These are analysed as part of a self assessment process, and associated action points are identified in the quality development plan, and self assessment report through Key Question 4 – Common Inspection Framework and individual area operational plans.

### 4.4 *Learning Support Consultative Committee*

The College has a well established Learning Support Consultative Committee, chaired by a member of the Corporation Board. The remit of this Committee is to consult with and take advice from the school sector, employers and local agencies to ensure its curriculum is relevant, appropriate and accessible for Learners with Learning Difficulties and/or Disabilities and to review the College's arrangements for Learning Support. This Committee reports directly to the Board of Governors.

## **5 The College's Arrangements for Gathering Information and Using Information to improve disability equality**

### 5.1 *Existing Data on Disabled Students*

#### **5.1.1 *Student Admissions***

From the first point of contact throughout College programmes, and on exit, students are made aware of additional support and help available to them to assist them to achieve their qualifications if they have a learning difficulty and or disability. Students are encouraged to disclose their learning difficulties and or disabilities within a sensitive and confidential environment. A comprehensive disability statement is available along

with student diary and student entitlement sheet which contain relevant information. A well developed tutorial system and 'one stop shop' impartial advice and guidance service is in place run by well qualified staff. Publications and information are available in various formats and the College website is accessible. Continuous improvements in promoting an inclusive working environment are a key priority.

Full time students complete application forms. This provides them with the opportunity to disclose a learning difficulty and/or disability (LDD) at the earliest time. All disclosures are forwarded to the Learning Support Team within the Directorate of Health and Well Being. Full assessments are undertaken if unavailable and appropriate additional support, whether physical or human, is put in place.

Analysis of LLDD student applications and their conversion to enrolments by area is not currently undertaken – see action plan.

Part-time learners are invited to disclose any LDD at first point of contact. A more formal opportunity to disclose is being developed, especially for evening class learners. This will improve the information gathered in order to provide support at the earliest opportunity.

### **5.1.2      *Enrolled Students***

Comprehensive records of LLDD students are kept by Learning Support within the Health and Well Being Directorate and complemented by the College's student information system (SIS). This information is used to inform the additional support required and to bid for funds. Students are regularly reminded of the support available to help them and tutors play an important role in encouraging them to take up this service. The LLDD records help identify the types of LDD which are analysed for trends which are acted upon on an annual basis.

### **5.1.3      *Student Retention and Student Outcomes***

Performance indicators (PIs) of Enrolment, Retention and Attainment are assessed and analysed through the College's comprehensive self assessment process throughout the academic year. A self assessment report including the key PIs is produced and monitored by the Quality and Academic Standards Committee which reports to the Academic Board of the College. Actions are identified to remedy any shortfalls in performance. Currently specific information on the achievement of LLDDs is not extracted from mainstream data – see action plan.

Comprehensive information on LLDDs is kept in confidence within Learning Support. From this an annual management report is produced to identify the types of LDDs that the students present with. Trends are checked and any appropriate action put in place to improve the provision of these learners. Recently specialist dyslexia tutors have been recruited to meet this growing need.

## **5.2           Staff**

### **5.2.1        Staff Recruitment**

The College subscribes to the 'Two Ticks Scheme' which means that it will offer an interview to any applicant for a post who has a recognised disability, and who meets the minimum criteria for the post. The College's compliance with these requirements is audited on an annual basis. A note that the College welcomes applicants with disability is included in all post advertisements.

The staff application form is available in alternative formats and applicants are provided with any support necessary with their applications. An equality and diversity monitoring form is included in all application packs and information gathered transferred to the payroll/HR system as the Staff Recruitment module of the new payroll is developed. This will provide statistical information on the number of applicants with disability, whether short listed and whether successful. Short lists for posts are checked by Personnel to ensure the correct application of the Two Ticks Scheme and applicants asked if they have any special requirements for the interview process. A member of the Personnel team usually sits on each interview panel to ensure that recruitment procedures are carried out fairly and that any support needs can be discussed and agreed at interview. The Staff Recruitment Policy outlines procedures undertaken and management training is provided for all managers who interview staff.

The College has a strong background of employing staff with a disability, where appropriate and possible, and also providing support for those who become disabled whilst working for Coleg Llandrillo. The College makes use of Access to Work funding to provide specialist aids and support for members of staff with disability and is willing to discuss alternative employment, fractional contracts, or to make adjustments to roles to enable staff to continue working wherever possible.

All staff with a declared disability are seen personally by the Personnel Manager to ensure that everything they need is in place for them and regularly reviewed. The Safety, Health & Environment Manager, College Nurse and ICT Services also provide useful guidance and resources to assist staff to carry out their roles effectively.

A staff forum is organised on an annual basis to give staff the opportunity to give their views on the College's services to staff with disability and any improvements that could be made. Staff are invited to disclose a disability and to seek support and advice via regular communications.

### **5.2.2      *Staff Development and Training***

The College is committed to providing equality of opportunity to all staff with regard to access to development and training. All staff have equitable access to training and development opportunities, appropriate to their role and development needs. Staff training records are monitored and reviewed by the annual appraisal process and centrally by the Staff Development Manager.

Some aspect of equality and diversity training is included each year within the internal management training programme for middle and senior managers (as appropriate to current legislation and training needs). BSL training is offered to all staff free of charge up to level 3 and staff encouraged to take this up. A comprehensive programme of equality and diversity training for staff at all levels is provided and available for all staff to book into via the on-line Staff Training and Event Planning System. Some directed training is provided for individual groups of staff with a particular need or whose work may closely effect learners with disability/learning difficulty.

Procedures are currently being reviewed for the identification of learners with disability and the removal of any barriers which may be in their way. Further training on this will be provided on an on-going basis.

Care is taken to select appropriate trainers who have direct knowledge and experience of the needs of learners and staff with disability.

## **6 Impact Assessments**

### *6.1 Policies*

Responsibility for College Policies is designated to the appropriate Vice Principal. All Policies are approved by the Corporation Board. Impact assessments are carried out routinely in relation to existing policies to evaluate their effect on disabled people. These assessments will continue when existing policies are reviewed according to a published schedule. Policies that have not been impact assessed will be prioritised and assessment undertaken. New policies will be impact assessed under existing guidelines which will also be reviewed. All impact assessments will involve consultation with disabled people as a way of discovering the likely impact of policies and practices.

Formal policies should include the following clause:

The College acknowledges its responsibility to ensure that no one is discriminated against, disadvantaged or given preference, either intentionally or unwittingly, through membership of any particular group, especially including people with disabilities, gender, people from different racial groups and religions, or on the grounds of their sexual orientation or age.

The College has assessed this policy/procedure to be of high/medium/low relevance to our duties under the Race Relations Amendment Act and Disability Discrimination Act. The College will review its impact on race equality and diversity and disability equality, identify actual or potential inequalities by annual monitoring and regular consultation, making such changes as are necessary.

The College, through the relevant Vice Principal, will initiate reviews, beginning with policies deemed to be of high relevance, to ensure that they promote good race relations and disability equality.

### *6.2 Curriculum Impact Assessments*

The College recognises that impact assessments are as relevant to teaching practices and course design as they are to policies and procedures at institutional level. It will build on current practice and develop guidelines for impact assessments for teaching and learning and

implement a phased programme of teaching and learning impact assessments of its curriculum across the College by 2009. See Action Plan.

**7 Coleg Llandrillo Disability Equality Scheme Action Plan 2006 - 2009**

<i>Objective</i>		<i>Action</i>	<i>Outcome/PI</i>	<i>Responsible</i>	<i>When</i>	<i>Progress at Jan 2008</i>
1	Ensure that the College Website is accessible	<ul style="list-style-type: none"> <li>• Work towards the RNIB Web Accessibility Badge</li> </ul>	Achievement of the RNIB Web Accessibility Badge	Student Recruitment ICT Services	July 2007	Decision that RNIB web accessibility badge not appropriate – wider review on-going.
	Develop Disability Students' and Staff Web Pages	<ul style="list-style-type: none"> <li>• Design and post Pages with appropriate links and information links to DES action plan, staff and student information/questionnaires etc</li> </ul>	Web pages posted and working.	Equality and Diversity Forum, Student Recruitment, Personnel Services, ICT Services	July 2007	E & D section of web site re-vamped – links started.

<b>Objective</b>		<b>Action</b>	<b>Outcome/PI</b>	<b>Responsible</b>	<b>When</b>	<b>Progress at Jan 2008</b>
2	Identify application, enrolment attainment, retention and destination data of LLDDs across the College and continue to analyse trends in the LLD of learners	<ul style="list-style-type: none"> <li>• Develop management reports to analyse performance and trends of LLDDs</li> <li>• Report findings of above to QASC and the Equality and Diversity Forum on an annual basis</li> <li>• Plan activity to improve the PIs of LLDDs</li> </ul>	<p>Management Report</p> <p>Report to QASC and ED Forum</p> <p>Increased staffing/resource levels when funding permits</p>	<p>Health and Well Being/Registry/SMT</p> <p>Health and Well Being/Registry Equality and Diversity Forum</p> <p>CADS and Planning and Standards</p>	<p>Annually from Sept 2007</p> <p>Annually from Oct 2007</p> <p>On-going</p>	<p>Green dot system implemented and is working well.</p> <p>Discussions being held with Quality Team on format.</p>

<b>Objective</b>		<b>Action</b>	<b>Outcome/PI</b>	<b>Responsible</b>	<b>When</b>	<b>Progress at Jan 2008</b>
3	Continue to promote a positive culture in relation to disability equality	<ul style="list-style-type: none"> <li>• Ensure all publicity and marketing materials reflect a multi faceted society with positive role models</li> <li>• Review current publications and advertisements and ensure that all future items provide a welcoming image to the whole community</li> <li>• Obtain opinions from learner forums on the image the College provides to customers. Implement findings from above</li> </ul>	<p>Publications which reflect a positive culture in relation to disability equality</p> <p>Report to Equality and Diversity Forum and DES Group</p>	<p>Marketing</p> <p>Marketing</p> <p>Quality Improvement Officer</p>	<p>Annually from Dec 2006</p> <p>Annually from Dec 2006</p> <p>Annually from Sept 2006</p>	<p>Actioned by Marketing and on-going.</p> <p>Font size and typeface to be considered on each public document. Std. paragraph agreed and implemented.</p> <p>Learner panels organised on annual basis.</p>

<b>Objective</b>	<b>Action</b>	<b>Outcome/PI</b>	<b>Responsible</b>	<b>When</b>	<b>Progress at Jan 2008</b>
	<ul style="list-style-type: none"> <li>• Contact LLLDs who are early leavers to investigate reasons for leaving</li> </ul>	Analysis of LLLDs early leavers	Student Recruitment	Annually from Sept 2006	Part of retention strategy.
	<ul style="list-style-type: none"> <li>• Conduct a curriculum audit to ensure a minimum entitlement of disability equality content for all learners – this should link to objective 5</li> </ul>	Audit Report	CADS/HOPS/ Equality and Diversity Forum	Annually from Sept 2006	Customer Services Co-ordinator to review as part of tutorial process.
	<ul style="list-style-type: none"> <li>• Develop a bank of equality and diversity resources, available on moodle/G drive, for staff to use in teaching/ embedding issues into the curriculum</li> </ul>	Resource area on Moodle/G Drive	CADS/HOPS/ Equality and Diversity Forum/ICT Services	On-going	On-going
	<ul style="list-style-type: none"> <li>• Include in contract a summary statement for external stakeholders eg work experience providers who provide placements for learners and all employers of work based</li> </ul>	Summary Statement	CADS and Enterprise Team	Dec 2006	Included in work experience booklet and WBL contract.

<b>Objective</b>	<b>Action</b>	<b>Outcome/PI</b>	<b>Responsible</b>	<b>When</b>	<b>Progress at Jan 2008</b>
	<p>trainees to ensure they are aware of College policies and procedures and of their responsibilities to learners</p> <ul style="list-style-type: none"> <li>• Provide a summary statement for subcontractors as above</li> <li>• Review the Equality and Diversity Policy and make appropriate amendments to maintain continuous improvements in equality and diversity</li> <li>• Report to staff, students and the Board on disability equality improvements as a result of this action plan</li> </ul>	<p>Summary Statement</p> <p>Equality and Diversity Policy</p> <p>Annual Report to the Board, Staff and Students, Equality and Diversity Forum</p>	<p>Estates</p> <p>Personnel Services/ Equality and Diversity Forum</p> <p>Personnel Services, Planning and Standards</p>	<p>Sept 2007</p> <p>Every 2 years from Dec 2006</p> <p>Annually from Dec 2007</p>	<p>Policies sent to contractors</p> <p>Already in place. Considering Single Equality Scheme.</p> <p>Report made to Board and via Annual Report.</p>

<b>Objective</b>		<b>Action</b>	<b>Outcome/PI</b>	<b>Responsible</b>	<b>When</b>	<b>Progress at Jan 2008</b>
		<ul style="list-style-type: none"> <li>Review arrangements for security monitoring in communal areas during peak time eg lunchtime periods especially in the student lounge</li> <li>Undertake student and staff forums on an annual basis</li> <li>Review the staff survey to include a section asking for comments and suggestions regarding disability equality</li> </ul>	<p>Reduced numbers of associated complaints</p> <p>Feedback from Forums</p> <p>Staff Survey with associated feedback</p>	<p>Estates</p> <p>Personnel Services and Customer Services Co-ordinator</p> <p>Personnel Services</p>	<p>On-going</p> <p>Annual basis</p> <p>Annually from Sept 2006</p> <p>Sept 2007</p>	<p>CCTV installed. Security arrangements under review.</p> <p>Actioned.</p> <p>Staff survey reviewed.</p>
4	Ensure that Learner Recruitment processes are free from bias and enable LLDDs to disclose at the	<ul style="list-style-type: none"> <li>Review recruitment processes, especially for part-time/evening learners</li> </ul>	Increased disclosures of p/t and evening learners	Student Recruitment	Annually from Sept 2007	Task group set up by Student Recruitment.

<b>Objective</b>		<b>Action</b>	<b>Outcome/PI</b>	<b>Responsible</b>	<b>When</b>	<b>Progress at Jan 2008</b>
	earliest opportunity.	<ul style="list-style-type: none"> <li>• Collate and analyse any learner complaints or appeals regarding entry to courses</li> <li>• Provide clear signs to publicise assistance</li> <li>• Establish a central list of staff who are able to sign</li> </ul>	<p>Report</p> <p>Clearer bilingual signage</p> <p>Central list of signers.</p>	<p>Customer Services Co-ordinator</p> <p>Student Recruitment</p> <p>Personnel Services</p>	<p>Annually from June 2007</p> <p>Jan 2007</p> <p>Jan 2007</p>	<p>Actioned.</p> <p>In progress</p> <p>In progress</p>
5	Further develop existing methods to ensure there is no potential for discrimination against disabled people when formulating and implementing new and existing policies and procedures	<ul style="list-style-type: none"> <li>• Prioritise the assessment of policies to those that have a greater impact on disabled people and have not been completed</li> <li>• Impact assess these policies. Find ways of mitigating any adverse impact on disabled people amend and gain approval at Board Level. Implement.</li> </ul>	Reviewed Policies	<p>Relevant AP</p> <p>Relevant AP</p>	<p>According to review schedule</p> <p>June 2007</p>	Actioned.

<b>Objective</b>	<b>Action</b>	<b>Outcome/PI</b>	<b>Responsible</b>	<b>When</b>	<b>Progress at Jan 2008</b>
Establish curriculum model for effective impact assessments/audits to roll out to whole College	<ul style="list-style-type: none"> <li>Select three programme areas and undertake disability equality impact audits on teaching and learning within these programmes.</li> </ul>	Guidelines and criteria established. Impact audits completed and improvement targets set	Equality and Diversity Forum and chosen CADs/HOPS/ Planning and Standards	June 2007	Work commenced with Computing, Creative Arts and Health & Care.
	<ul style="list-style-type: none"> <li>Establish improvement targets following above</li> </ul>	Set of revised targets		Sept 2007	On target.
	<ul style="list-style-type: none"> <li>Roll out the above, in a manageable and timely way, across the College, once reviewed</li> </ul>	Whole College Teaching and Learning Impact Assessments Completed and Reported upon	Planning and Standards	June 2008	On target

<b>Objective</b>		<b>Action</b>	<b>Outcome/PI</b>	<b>Responsible</b>	<b>When</b>	<b>Progress at Jan 2008</b>
		<ul style="list-style-type: none"> <li>Encourage the use of 'Funder Finder' software to help disabled international students with financial issues or refer these learners to the College hardship fund to finance reasonable adjustments if funding is not available</li> </ul>	System of directing disabled international students to financial Support	International Office ICT Services	Sept 2007	Int. staff using facilities and aware of funding issues.
6	Ensure that staff recruitment processes embed disability equality	<ul style="list-style-type: none"> <li>Maintain the requirements of the Two Ticks Scheme</li> <li>Review staff application form</li> <li>Analyse application and successful candidate data and report in relation to disability using the equality and diversity monitoring forms</li> </ul>	<p>Two Ticks Award</p> <p>Improved accessible application form</p> <p>Report</p>	<p>Personnel Services</p> <p>Personnel Services</p> <p>Personnel Services</p>	<p>Annually from June 07</p> <p>Dec 2007</p> <p>Annually from June 2007</p>	<p>In progress</p> <p>Actioned.</p> <p>Actioned.</p>

<b>Objective</b>		<b>Action</b>	<b>Outcome/PI</b>	<b>Responsible</b>	<b>When</b>	<b>Progress at Jan 2008</b>
		<ul style="list-style-type: none"> <li>Analyse staff statistics and produce a management report which identifies trends in the number of disabled people employed and compare with local and national comparators. Take positive action to address any imbalances</li> </ul>	Report	Personnel Services	Annually from June 2007	On target.
		<ul style="list-style-type: none"> <li>Continue to develop working practices which will encourage staff to disclose any disability</li> </ul>	Increased disclosures	Personnel Services	Annually From Dec 2006	Communication to all staff.
		<ul style="list-style-type: none"> <li>Provide staff development for interviewing staff on equality legislation</li> </ul>	SD Programme	Personnel Services	On going	Actioned.

<b>Objective</b>	<b>Action</b>	<b>Outcome/PI</b>	<b>Responsible</b>	<b>When</b>	<b>Progress at Jan 2008</b>
7	<p>Ensure that staff including the Corporation Board receive appropriate staff training and development in relation to disability equality and ensure that professional development opportunities for staff are fair and free from bias.</p> <ul style="list-style-type: none"> <li>• Monitor staff development applications and records for participation and fairness in approval</li> <li>• Provide an up to date programme on disability equality for Governors, senior and middle managers, course co-ordinators, lecturers and business support staff including Learning Support Assistants. Use disabled trainers where possible</li> <li>• Increase the number of frontline staff completing Welcome Host – Success for All by 10%</li> </ul>	<p>Staff Development Report</p> <p>Staff Development Programme</p> <p>Evaluation Sheets</p>	<p>Staff Development</p> <p>Staff Development</p> <p>Staff Development</p>	<p>Annually from June 2007</p> <p>Annually from Jan 2007</p> <p>Annually from June 2007</p>	<p>In progress.</p> <p>Gov. event held on disability duty. Mgt. trg. Session provided. Sessions for HE and WBL staff.</p> <p>Actioned.</p>

<b>Objective</b>		<b>Action</b>	<b>Outcome/PI</b>	<b>Responsible</b>	<b>When</b>	<b>Progress at Jan 2008</b>
8	To ensure that, within financial constraints, College Sites exceed DDA Compliance or are at least as a minimum are fully DDA compliant	<ul style="list-style-type: none"> <li>• Continue existing programme of maintenance and updating with reference to DDA compliance</li> <li>• Review the accessibility for wheelchair users to the student lounge and Horizons Restaurant</li> <li>• Monitor the disability accessibility of all new build</li> <li>• Use the Learner Disciplinary Policy for Learners who park in allocated Disabled People's parking spaces who are not eligible</li> </ul>	<p>Annual Estates Report Disability Accessibility</p> <p>All areas accessible wherever possible.</p> <p>Effective implementation of Learner Discipline Procedures for illegal parking</p>	<p>Estates</p> <p>Estates and Hospitality</p> <p>Estates/Equality and Diversity Forum</p> <p>Estates/Security</p>	<p>On going</p> <p>Annually from Sept 2006</p> <p>On going</p> <p>On going</p>	<p>In progress.</p> <p>Under review – lack of space problem.</p> <p>Actioned.</p> <p>Actioned.</p>

<b>Objective</b>	<b>Action</b>	<b>Outcome/PI</b>	<b>Responsible</b>	<b>When</b>	<b>Progress at Jan 2008</b>
	<ul style="list-style-type: none"> <li>• Allocate parking spaces to disabled staff where and when appropriate</li> <li>• Further develop clear labelling for foods in the refectory</li> <li>• Develop an improved bus identification method for buses used by the College</li> </ul>	<p>Spaces Allocated</p> <p>Clear Labelling of food across all campuses</p> <p>Improved service for visually impaired</p>	<p>Personnel Services and Estates</p> <p>Hospitality</p> <p>Estates and Principal's Suite</p>	<p>On going</p> <p>Dec 2006</p> <p>Dec 2006</p>	<p>Actioned.</p> <p>Some improvements made.</p> <p>Some improvements made.</p>

## **8 Monitoring and Review of the Disability Equality Scheme Action Plan**

The College will publish an annual report which will contain a summary of :

- 1 The steps it has taken to fulfil its disability equality duty. What the College has done and achieved over the year to eliminate discrimination and promote equality of opportunity. This will include how it has performed against targets in the action plan.
- 2 The results of the information gathering which has been carried out which will include the evidence base that has been obtained and an analysis of this information.
- 3 What the College has done with the information gathered and what actions will be taken as a result of what the information identifies.

The report will be produced by Personnel Services in conjunction with the Equality and Diversity Forum approved by the Corporation Board and published on the College Web Pages and available on request in a variety of media eg Braille, larger font etc.

## Appendix 1

### *Definition of Disability*

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

People who have had a disability within the definition are protected from discrimination even if they no longer have a disability.

The term 'impairment' covers physical or mental impairments; this includes sensory impairments, such as those affecting sight or hearing.

The term 'mental impairment' is intended to cover a wide range of impairments relating to mental functioning, including what are often known as learning difficulties. However, the Act states that it does not include any impairment resulting from or consisting of a mental illness, unless that illness is a clinically well-recognised illness. A clinically well-recognised illness is one that is recognised by a respected body of medical opinion.

A substantial adverse effect is something more than a minor or trivial effect. The requirement that an effect must be substantial reflects the general understanding of disability as a limitation going beyond the normal differences in ability which might exist among people.

A long-term effect of an impairment is one:

- which has lasted at least 12 months, or
- where the total period for which it lasts is likely to be at least 12 months, or
- which is likely to last for the rest of the life of the person affected.

Effects which are not long-term would therefore include loss of mobility due to a broken limb which is likely to heal within 12 months and the effects of temporary infections, from which a person would be likely to recover within 12 months.

If an impairment has had a substantial adverse effect on normal day-to-day activities but that effect ceases, the substantial effect is treated as continuing if it is likely to recur; that is, if it is more probable than not that the effect will recur. For example, a person with rheumatoid arthritis may have an impairment that has a substantial adverse effect, but which then ceases to be substantial (i.e. the person has a period of remission).

Normal day-to-day activities are those which are carried out by most people on a fairly regular and frequent basis. The term is not intended to include activities which are normal only for a particular person or group of people, such as playing a musical instrument or a sport to a professional standard or performing a skilled or specialist task related, for example, to a particular academic discipline, education or training course. However, someone who is affected in such a specialised way but is also affected in normal day-to-day activities would be covered by this part of the definition. The test of whether an impairment affects normal day-to-day activities is whether it affects one of the broad categories of capacity listed in Schedule 1 to the Act. They are:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of the risk of physical danger.

Someone with an impairment may be receiving medical or other treatment which alleviates or removes the effects although not the impairment. In such cases, the treatment is ignored and the impairment is taken to have the effect it would have had without such treatment. This does not apply if substantial adverse effects are not likely to recur even if the treatment stops, because the individual no longer has a disability.

The sole exception to the rule about ignoring the effects of treatment is the wearing of spectacles or contact lenses. In this case, the effect while

the person is wearing spectacles or contact lenses should be considered.

People with severe disfigurements are covered by the Act. They do not need to demonstrate that the impairment has a substantial adverse effect on their ability to carry out normal day-to-day activities.

Progressive conditions are conditions that are likely to change and develop over time. Examples given in the Act are cancer, multiple sclerosis and HIV infection. Where a person has a progressive condition s/he will be covered by the Act from the point of diagnosis. However, some progressive illnesses are covered from the point at which they have some effect, even though not a substantial effect, if that impairment is likely eventually to have a substantial adverse effect on such ability.

If a genetic condition has no effect on ability to carry out normal day-to-day activities, the person is not covered. Diagnosis does not in itself bring someone within the definition. If the condition is progressive, then the rule about progressive conditions applies.

Certain conditions are to be regarded as not amounting to impairments for the purposes of the Act. These are:

- addiction to or dependency on alcohol, nicotine, or any other substance (other than as a result of the substance being medically prescribed)
- seasonal allergic rhinitis (for example hay fever), except where it aggravates the effect of another condition
- tendency to set fires
- tendency to steal
- tendency to physical or sexual abuse of other persons
- exhibitionism
- voyeurism.

Disfigurements which consist of a tattoo (which has not been removed), non-medical body piercing, or something attached through such piercing, are to be treated as not having a substantial adverse effect on the person's ability to carry out normal day-to-day activities.