

The Disability Equality Scheme

2007-2010

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What is the purpose of our Disability Equality Scheme?

The College's Disability Equality Scheme (DES) explains how the College will:

- Promote equality for disabled people;
- Challenge discrimination against disabled people.
- Help to remove barriers for all disabled people.
- Address issues for people with physical and sensory impairments, deaf people, people with learning difficulties, survivors of the mental health system and people who use mental health services, people with hidden impairments and people living with a range of medical conditions.

A. The College and our learners

Carshalton College is located to the north of the London Borough of Sutton, which had a population of 179,768 people at the time of the 2001 Census.

The College had over 7,300 students on roll in 2005-2006 and a total budget of £16.7 million. The purpose of the College, as set out in its mission statement, is "to help individuals, businesses and other organisations realise their ambitions through learning and skills development".

About 40% of the College's students are resident in the London Borough of Sutton with a further 35% living in the London Boroughs of Croydon and Merton. The multicultural mix of learners has become more diverse over recent years with 32% of students coming from a wide range of minority ethnic groups. The proportion of the minority ethnic residents from the above London Boroughs is: Sutton (9.48%), Croydon (31.18%) and Merton (26.22%). 54% of all learners in the College are female.

The College has a Centre of Vocational Excellence (CoVE) in Childcare and Early Years Education and a joint CoVE (with Bromley College) in Electro Technology that was awarded to the College in 2005. The College's curriculum is strongly vocational with courses available at all levels from pre-entry to degree level across ten areas of learning.

There is no academic "A" level provision since this is well catered for by local schools in the Borough of Sutton, which include some of the top performing schools in the national league tables. However, the majority

of the recruitment to the College of young learners who live in Sutton is from 3 schools which have very low levels of academic performance and which are well below the national rate. The College offers vocational programmes to a significant number of adult learners (4,902). The College offers no recreational programmes for adults since these are provided by the Sutton College of Learning for Adults.

In addition to the work on the main site, the College has created a number of partnerships to help it meet the needs of the community. The College is the largest provider of work-based learning programmes in South London with more than 400 apprentices in training. In 2005/06, there were 2,404 16-18 students and 4,902 students aged 19 years or over. The total number of full-time students was 2,536 of which 1,634 were aged 16 to 18 years old.

B. Learners with Learning Difficulties and Disabilities

The definition of a disabled person under the Disability Discrimination Act (DDA) is broad and includes people with a physical or sensory impairment, people with a learning difficulty or disability and also those with 'unseen' impairments such as mental health difficulties, epilepsy and dyslexia.

As a result of a survey commissioned by the Department for Work and Pensions in 2004, and based on the number of adults of working age falling within this definition, it has been estimated that up to one in six learners may be disabled, under the terms of the DDA¹.

The College currently (2006-2007) has 4,090 registered students, of whom 2,170 are full-time, and 1,920 are part-time. It is hard to give the exact number of disabled students, as some people choose not to disclose their disability at the time of application and/or registration. However, figures for people who have disclosed a disability show that in the current year, there are 429 students with a learning disability (of whom 144 also have other disabilities) and a further 72 with other kinds of disability, making a total of 501 disabled learners.

Students currently in the Pre-Entry and Supported Learning Department come mainly from five feeder schools, with whom the College has a good relationship. The College also has excellent links with several branches of Connexions, who make regular referrals here. The College's Additional Learning Support Unit provides a wide range of services to

¹ Rose, C. (2006) *Do You Have a Disability – Yes or No? Or is there another way of asking* (London: Learning and Skills Development Agency).

learners with specific learning difficulties and disabilities both within discrete courses and on mainstream programmes. In 2005-06, 879 learners received additional learning support.

C. Our Disability Equality Scheme: The Starting Point

Disability Policy Statement

The College's Disability Policy Statement sets out our values, together with the systems already in place to ensure we meet our legal responsibilities under the Disability Discrimination Act.

OUR VALUES:

- ❖ **a commitment to be inclusive**
- ❖ **a commitment to remove the barriers to learning**

However, we want to take our commitment beyond that of simply meeting our legal obligations. We are committed to making all aspects of College life accessible to all learners, both in terms of the physical environment and at all stages of a learner's involvement with us - from admission, through the interview process, to curriculum support, use of special facilities, learning support from dedicated staff and special arrangements for taking examinations.

We provide access to funding where appropriate, including Learning and Skills Council funds, the College Sponsorship Fund and Learner Support Funds.

The Two Ticks Symbol

We were awarded the Two Ticks Symbol in 1996.



This is an award given by Jobcentre Plus to employers who have agreed to take action to meet five commitments relating to the employment, retention, training and career development of disabled staff.

Review of these commitments forms part of the early stage of the Action Plan for the Disability Equality Scheme.

Current Data Collection

We are aware that the amount and type of data collected from and about disabled students needs to be reviewed, together with the way in which it is currently presented and used.

Data is currently available on those students who have disclosed a disability at the point of application for a College place. There is data on success, retention and achievement rates for students with Learning Disabilities and annual reports from the Additional Learning Support Unit.

Information is available on the use made of the College's advice, guidance and mentoring services and although these are provided to students across the College, there is no data about the disabled learners who receive these services. Similarly, data from Student Exit Survey is analysed across the board. In 2006, 43 disabled students and 155 students with a learning disability gave feedback to the Student Exit Survey. We recognise that more work is required to build questions into the survey which are more relevant to the issues that faced by learners with a learning difficulty or disability.

Student Input and Involvement in College Developments

In 2001, a review of the College environment and access arrangements was made by students in the Supported Learning Department. This led to some significant changes to the College environment.

In 2006, the first of a number of student Focus Groups was held, to open a dialogue with students about the issues for them in engaging in College life, the barriers they face and about the Disability Equality Scheme itself. This was a very successful event and is now seen as the first of a series of such meetings (see the Action Plan, Task 1.1).

Consultant Support

In 2006, we enlisted the services of a consultant to help to take stock of progress made, and to help us to write the DES and associated Action Plan.

D. The Way Forward

We recognise that disabled stakeholders include disabled students and staff, parents of disabled students and a wide range of local disability organisations – including the services provided by local and health authorities. Disabled stakeholders also include prospective students, including those who may not have taken up an offer of a course and those who leave a course early without being successful.

Similarly, disabled staff who have left the College, or disabled people who have applied unsuccessfully for employment here, all have views that may helpfully inform the DES process.

Having defined our stakeholders, there are now a number of key elements to making progress with our Disability Equality Scheme:

- ❖ Ensuring **active** involvement of disabled stakeholders – not merely consultation;
- ❖ Taking practical steps to raise awareness of disability issues throughout the College;
- ❖ Improving our processes for:
 - collecting and presenting information
 - undertaking impact assessment
 - communicating with students and staff;
- ❖ Ensuring that our actions under the Disability Equality Scheme make a real difference to disabled students and staff.

The actions we will take are grouped into 15 main areas of activity:

1. Involvement and On-going Engagement of Disabled People

Although some difficulties have been reported in engaging disabled students and staff, nevertheless Focus Group members indicated a willingness to find out more and to get more involved.

Consequently, a range of involvement opportunities is proposed in the Action Plan (Objective 1), together with further work to find out why people don't get involved at the moment and how they might like to contribute both to the DES and to College developments.

Imaginative and creative ways of engaging people will be explored, for example the use of a 'video box' to record opinions and ideas and the setting up of a 'virtual' DES Working Group to supplement the work of the 'real' group.

2. Partnership and Collaboration

We recognise that we have a lot to learn from all of our stakeholders, including those outside the College. During Stage 1 of the DES, we will work to make and strengthen links with a wide range of organisations and plan to hold a conference in January 2008 to set future plans for working together. Such stakeholder organisations include:

- ❖ Community and voluntary organisations;
- ❖ Special schools and colleges;
- ❖ Secondary "feeder" schools to the college;
- ❖ Various services within local authorities (including the new Children's Trusts);
- ❖ Health authorities and NHS Trusts;
- ❖ Specialist assessment services;
- ❖ Funding agencies (e.g. the Learning and Skills Council and Jobcentre Plus).

3. Raising Disability Awareness in the College

Awareness raising should happen as a consequence of activities to engage people in the DES process. However, students have indicated that they would like to get more involved in putting disability issues 'on the map' and this process needs to become an integral part of College life.

Our Action Plan shows the range of methods we plan to use to achieve this objective. As with the work on involvement, we plan to be creative and imaginative in working to raise awareness of disability issues. Plans include encouraging students to produce a newsletter, greater use of the Student and Staff Intranets, recruiting Disability Champions from all six Academies and recruiting Disabled Student Ambassadors.

4. The College Environment

Consultation with some disabled students has indicated a number of areas for improvement or review. These include: signs, the entrance to College, how people behave when using the corridors, use of lifts and the need for a quiet space. Our Action Plan sets out how we propose to move forward on these issues.

We will also make an audit of the College environment from the point of view of people with visual or hearing problems.

5. Information for Planning, Review and Monitoring

We need to review the information we currently collect, how we collate and use it and how we tell other people what the facts and figures show.

In particular, we need to be able to show how well we are doing in relation to aspects of the General Duty of the Disability discrimination Act:

- elimination of discrimination;
- elimination of disability-related harassment;
- promotion of equality of opportunity;
- promotion of positive attitudes;
- encouragement of participation by disabled people in public life;
- taking steps to take into account individual disabled people's disabilities, even if that means treating disabled people more favourably than others.

We also need to see what other information is available to enable us to compare how we do in relation to national figures and also in comparison to what other Colleges are doing.

The Action Plan sets out how we plan to tackle these tasks in the coming year.

6. Support to Disabled Students

Support is currently available to disabled students from Learning Support Workers. However, it is felt that teaching staff across Academies may also need some further information and development opportunities and support.

Our Action Plan proposes learning opportunities for all staff to enable them to give enhanced support to disabled learners.

We will also review the policy on tutorials in order to allow additional one-to-one time for disabled learners, as and when they would like this.

Furthermore, we will review the effectiveness of "Section 140 Assessments" – these are assessments that must be made of young people who have a Statement of Education Need in their last year at

secondary school (Learning and Skills Act). This may require us to strengthen collaboration with external agencies.

7. Support to Disabled Staff

We currently hold the Two Ticks Symbol from Jobcentre Plus. We plan to review our performance on the five commitments at an early stage in the DES Action Plan.

We will also take urgent action in response to the findings of the Impact Assessment exercise, where these relate to employment and staffing issues.

8. Support to Disabled Visitors

We will review existing systems and processes for meeting the needs of disabled visitors to College.

9. Staff Learning and Development

Our Action Plan provides for learning and development opportunities for teaching staff, so that they can give more confident support to their disabled students (see above).

We will provide a specialist training module for Learning Support Workers.

We will encourage and train staff to use coursework wherever possible to explore disability issues, so that mainstream students (in particular) become more disability aware.

We will invite all staff to take part in other awareness-raising events, including cleaning, catering, security, administrative and customer care staff groups.

We will offer a range of learning experiences to which staff will be invited, including briefings, awareness days and other events.

10. Impact Assessment

Impact Assessment is the process of taking a good look at all College policies to see whether they are out of date and also whether or not they

support our policies on disability and race equality or whether they may even actually discriminate against disabled students, staff or visitors.

This is a lengthy process, so we plan to tackle it over three years. The first step is to identify all our policies, then to decide which of these has high, medium or low priority. The Action Plan shows a timetable for doing this and then moving on to the process of reviewing our policies. We will involve disabled stakeholders in this task.

11. Monitoring and Reviewing the Disability Equality Scheme

Those managers and staff who are responsible for taking action (set out the Disability Equality Scheme Action Plan) will report on a twice-termly basis to the DES Working Group. The DES Working Group will, in turn, report to the College's Equality & Diversity Group, which has the overall responsibility to monitor actions and, where necessary, to make recommendations to the College Management Team.

Disabled stakeholders will be asked for their views on the DES as a whole, and also on specific aspects of the Action Plan. If the first stage of the DES is not considered to be appropriate, and the tasks in the Action Plan not relevant, then the DES Working Group will consider how to adapt or revise the DES in response to this.

The DES working Group will consider the impact of Stage 1 of the scheme in November, 2007, and the second stage will be published in January, 2008.

12. Publicising the Disability Equality Scheme

The Action Plan sets out how this first version of the DES will be publicised throughout the College. Copies will be made available as widely as possible and a summary version (using symbols) will also be available. Versions will be made available (as required) in Braille and other languages and an audio version will be prepared.

There will be a 'launch' event in the spring of 2007, to publicise the scheme and also to strengthen links with local schools and organisations. It is hoped that other external stakeholders will also attend this event.

For Stage 2 of the DES, a 'student-preferred' version is planned, prepared by students themselves, giving learners the chance to get involved in the publicity process.

13. Budgeting and Resourcing the DES

The College will ensure that an adequate budget is set to support the Action Plan. Funding/resources will need to be available for:

- Events;
- Administrative support;
- Financial recompense for disabled people taking part in activities;
- Provision of transport where necessary/appropriate.

14. Links to Other College Plans

The Disability Policy Statement makes explicit links between this document and the following policies and procedures:

- Equal Opportunities, Widening Participation and Inclusion Policy;
- Race Equality Policy;
- Disclosure Policy;
- Admissions Policy and Procedure.

The Impact Assessment exercise should ensure that the DES informs all other relevant policies and procedures.

The College will ensure that the College Strategic and Operation Plans will take account of and reflect the actions and issues identified within the Disability Equality Scheme.

15. Quality Systems and Processes

We will review our commitments to the Two-Ticks Symbol at an early stage of year one of the DES.

The College will also ensure that its self assessment processes – the heart of the quality assurance system – incorporates the assessment and evaluation of information that relates to disabled learners and that relevant actions are then taken to address areas of weakness.

We will also determine whether or not the College website and other IT applications meet appropriate standards.

Appendix A – College Summary Data on Learners with Disabilities

TABLE 1: CARSHALTON COLLEGE		
Disabled Students: 2006-2007		
Source: College Information System		
Disability	Number	as %age total student population
Total College population (both full and part-time)	4090	
Learning disability only	285	7%
Learning disability plus other disability	144	3%
Other disability	72	2%
Total disabled students (both full and part-time)	501	12%

TABLE 3: CARSHALTON COLLEGE		
Disabled Students by Impairment Type		
2006-2007		
Source: College Information system		
(NB This table includes students with Learning Disabilities who also have other disabilities. Students with Learning Disabilities only are not counted in this table.)		
	Number	as %age total student population
Visual	24	0.6%
Hearing	16	0.4%
Mobility	12	0.3%
Physical	16	0.4%
Medical	43	1.1%
Emotional/behavioural	13	0.3%
Mental Health	9	0.2%
Temporary	0	0
Complex	0	0
Multiple	11	0.3%
Other	48	1.4%
No disability	3467	84.8%
Not known/not provided	431	10.5%
Total College population	4090	

Disability Equality Scheme – Action PlanI

NB The term ‘disabled people’ includes the following: disabled students, disabled staff, parents of disabled students, local disability organizations; disabled people who are prospective students, or who have been unsuccessful or have withdrawn at the application stage; disabled students who leave before the end of their course; disabled staff who have left the College, and disabled people who have been unsuccessful at the recruitment stage. All of these people are considered to be stakeholders of the Disability Equality Scheme.

1. Involvement and On-going Engagement of Disabled People

Task	Person responsible	Deadline for completion
<p>1.1 Provide a range of opportunities for disabled students and staff, and other stakeholders, to express their views and have an input both to the DES process, and to College developments:</p> <ul style="list-style-type: none"> • series of Academy-based Focus Groups to establish how people would like to be involved • questionnaires to establish views • one-to-one interviews • workshops/conferences • College website/student intranet • Mobile text messages/emails • Proactive involvement of disabled students/staff in publicity/events/consultancy • Video box 	Tim Lyth Heads of Academies	June, 2007
<p>1.2 Review/amend composition of DES Working Group to ensure that stakeholders are represented. Review how this group works to ensure that those who want to take part are not excluded.</p>	Tim Lyth	April, 2007
<p>1.3 Create ‘virtual’ DES Working Group for those who don’t want to attend meetings.</p>	Tim Lyth	April, 2007

1.4	Review/amend composition of key College planning groups to ensure stakeholders are represented.	College Management Team/Tim Lyth	May, 2007
1.5	Recruit and train Disability Champions within each academy (see also below, Disability Awareness).	Maggie Pugh	July,2007
1.6	Recruit and train Disabled Student Ambassadors to raise profile of disabled students within the College. (see also below, Disability Awareness).	Felicity Wright	July,2007
1.7	Offer skills training to stakeholders who wish to take part in the DES process, but who feel hampered by lack of expertise or confidence.		Ongoing from
1.8	Take steps to take into account the views of Students who haven't disclosed their disability and/or who may not consider themselves disabled (ie offering anonymous input to DES process).	Liz Gordon	April,2008
1.9	Provide or give access to facilitation and/or advocacy services for those stakeholders who need help in expressing their views or other support in order to attend meetings/events.	Liz Gordon	December,2008
2. Partnership and Collaboration			
2.1	Identify external stakeholders (eg. potential students, ex-students and staff, the voluntary sector and community groups, equality target groups, people unsuccessful at the application stage (either for courses or for jobs), students who drop out of their courses).	Tim Lyth	December,2007
2.2	Establish links, build and maintain relationships with external stakeholders.	Tim Lyth	December,2007
2.3	Identify the processes of working together with external stakeholders.	Tim Lyth	December,2007
2.4	Hold a conference in partnership with external stakeholders to set future plans for working together, and to explore aspects of the DES after its first year.	Tim Lyth	January, 2008

3. Raising Disability Awareness in the College		
3.1 Establish a student newsletter, with student involvement.	Felicity Wright	April, 2007
3.2 Use College website to publicise/raise awareness of disability issues/events/DES	Felicity Wright	April,2007
3.3 Explore the possibility of setting up a student blog or blogs	Felicity Wright	April,2007
3.4 Use mobile text messages/emails to publicise/raise awareness of disability issues/events/DES	Felicity Wright	September, 2007
3.5 Review design of staff and student Intranet facilities, with staff/student involvement. Student Intranet to be relevant and user-friendly, with regularly updated stories and College news.	Felicity Wright	April,2008
3.6 Use student Induction to raise profile of disability issues/events/DES	Tim Lyth	September, 2007
3.7 Use mainstream coursework where appropriate to engage students actively in disability issues (and see below, Objective 9.1 , Staff Learning and Development).	Tim Lyth Academy Heads	From September, 2007
3.8 Use a range of creative activities to publicise/raise awareness of disability issues/events/DES, including: <ul style="list-style-type: none"> - Poster campaign - Leaflets - Disability Champions/disabled Student Ambassadors - Presentations - Themed Awareness days (eg. specific duties of the DDA, successful students etc) - Creative arts events (disabled dance group, sensory 'box' etc.) - More integrated activities 	Tim Lyth Head of the Creative Industries Academy	From September, 2007

<p>Ensure staff are adequately trained and supported, so that they are themselves confident/knowledgeable in giving support to disabled students. (see Objective 9.1, Staff Learning and Development).</p>	<p>Liz Gordon Amanda Jack</p>	<p>Rolling programme from January, 2007</p>
4. The College Environment		
<p>4.1 Review College environment issues (with disabled student and staff involvement), with particular reference to:</p> <ul style="list-style-type: none"> - Signage (size, colour, location, symbols, zoning etc) - College entrance (turnstiles, swipe cards etc) - Corridor etiquette and safety - Lift protocol - Common room/quiet space - accessibility 	<p>Vince Hallett Liz Gordon</p>	<p>To be agreed</p>
<p>4.2 Implement recommendations of this review.</p>	<p>College Management Team</p>	
<p>4.3 Conduct an audit of the College environment from the point of view of stakeholders with sensory impairments.</p>	<p>Vince Hallett Liz Gordon</p>	<p>To be agreed</p>
5. Information for Planning, Review and Monitoring		
<p>Review Two Ticks Award criteria as a starting-point. (see below, Objective 15.1, Quality Issues)</p>	<p>Tim Lyth with the support of the Disability Equality Group</p>	<p>March, 2007</p>
<p>5.1 Review existing data collection and availability: establish its relevance: amend as necessary. Assess relevance to:</p> <ul style="list-style-type: none"> - effectiveness of current activities/functions - effect of policy/practice on recruitment/retention of disabled staff - educational opportunities/achievements of disabled 	<p>Tim Lyth with the support of the Disability Equality Group</p>	<p>May, 2007</p>

<ul style="list-style-type: none"> learners - evaluating Action Plan priorities - satisfaction levels with services - success levels 		
<p>5.2 Assess relevance of current data collection to the provisions of the General duty of the DDA, with particular reference to:</p> <ul style="list-style-type: none"> - elimination of discrimination - elimination of disability related harassment - promotion of equality of opportunity - promotion of positive attitudes - encouragement of participation of disabled people in public life - taking steps to take into account individual disabled people's disabilities, even if that means treating disabled people more favourably than others. 	Tim Lyth with the support of the Disability Equality Group	May, 2007
<p>5.3 Research and collate secondary data to inform DES process.</p>	Tim Lyth with the support of the Disability Equality Group	May, 2007
<p>5.4 Identify mechanisms to make use of data, especially where an 'adverse impact' is identified.</p>	Tim Lyth with the support of the Disability Equality Group	May, 2007
<p>5.5 Make available information collected in accessible formats, with particular reference to:</p> <ul style="list-style-type: none"> - numbers - retention - achievement - complaints/comments - exit interviews (SPOC) - induction surveys 	Tim Lyth with the support of the Disability Equality Group	Ongoing, twice-yearly

6. Support for Disabled Students		
(see also Disability Awareness, Staff Learning and Development)		
Ensure staff are adequately supported and trained so that they are themselves confident/knowledgeable in giving support to disabled learners. (see below, Objective 9.1 , Staff Learning and Development).	Liz Gordon Amanda Jack	Rolling programme, from January 2007
6.1 Review/amend policy on the support currently available via tutorials to students with disabilities.	Tim Lyth	September, 2007
6.2 Review the effectiveness of S.140 Assessments (Learning and Skills Act), and strengthen collaboration where these are not effective.	Liz Gordon with Connexions/Children's Trust	Ongoing from March,2007
6.3 Establish effective systems and standards to identify and meet the needs of disabled students.	Sonia Freeman	March,2007
7. Support for Disabled Staff		
7.1 Ensure managers are adequately supported and trained so that they are themselves confident/knowledgeable in giving support to disabled staff.	Daniel Fraser	July, 2007
7.2 Consult/involve disabled staff in review and planning processes.	Daniel Fraser	Ongoing from January,2007
7.3 Put measures in place in response to outcomes from the information and impact assessment Objective Areas of this DES.	Daniel Fraser	September, 2007
8. Support for Disabled Visitors		
8.1 Review existing systems and processes for meeting the needs of and supporting disabled visitors to College.	Vince Hallett	May,2007

9. Staff Learning and Development

(and see Disability Awareness, Support to Disabled Students)

9.1 Ensure staff are adequately trained and supported, so that they are themselves confident/knowledgeable in giving support to disabled students:

- briefings
- Awareness days/events
- Module for Learning Support Workers
- Creative learning events eg. disabled dance group, sensory 'box', drama

Liz Gordon
Amanda Jack

Creative Industries
input

9.2 Train staff to use coursework where appropriate to raise awareness/deepen knowledge of disability issues, especially within:

- Health, Social Care and Early Years
- Business and IT
- Creative Industries

Tim Lyth

February, 2007

10. Impact Assessment

10.1 Establish a group to conduct comprehensive impact assessments of College policies by December, 2009.
Group to include disabled stakeholders.

Tim Lyth with the
support of the
Disability Equality
Group

February, 2007

10.2 Conduct mapping and prioritization of College policies, practices and procedures.

Tim Lyth with the
support of the
Disability Equality
Group

March, 2007

10.3 Review of high priority policies, practices and procedures.

Tim Lyth with the
support of the
Disability Equality
Group

December, 2007

10.4	Review of medium priority policies, practices and procedures.	Tim Lyth	December, 2008
10.5	Review of low priority policies, practices and procedures.	Tim Lyth	December, 2009
10.6	Implement recommendations/findings of the Impact Assessment Group.	All Academies	as per each year's work
11. Monitoring and Reviewing the Disability Equality Scheme			
11.1	Working groups to give a termly account of their activities/progress.	Report to DES Working Group	November, February, May
11.2	Annual report/summary of progress. Rationale for any changes.	Tim Lyth	November of each year
12. Publicising the Disability Equality Scheme			
12.1	First format DES to be publicized throughout College and in the Community: <ul style="list-style-type: none"> • copies in customer Services • copies in Learner Support Centre • posters to tell people it's available • website • incorporate into Disability Awareness raising activities • copies to local libraries • copies to local disability groups/organisations 	Felicity Wright	March, 2007
12.2	LAUNCH EVENT: to publicise DES and strengthen links/partnerships with local schools, organizations, and also to support the objectives of raising awareness, and of securing greater stakeholder involvement in the DES.	Tim Lyth and the DES Working Group	Spring, 2007
12.3	Produce a summary version of the DES (with symbols).	Colette White	March, 2007

12.4 Prepare/make available versions in Braille/other languages/audio version.	Felicity Wright Creative Industries	March,2007
12.5 Produce a 'student-preferred' version (Stage 2 DES): <ul style="list-style-type: none"> - engage students/disabled students to look at the format/font/colours/illustration etc. - use Business and IT Academy to create the document - use Creative Industries Academy to give even more publicity (let them decide how to do this) 	Colette White Head of the Creative Industries Academy	January,2008
13. Budgeting and Resourcing for the DES		
13.1 College to ensure that an adequate budget is set to cover the cost of implementing the DES: <ul style="list-style-type: none"> - events (venues, refreshments, staffing costs) - administrative support - financial recompense for disabled people taking part in special activities/out of hours work etc - provision of transport where appropriate 	Tim Lyth College Management Team	April, 2007
13.2 College to review cost centre location of budget for classroom equipment/learning aids/IT equipment.	Tim Lyth	April, 2007
14. Links to Outher College Plans		
14.1 College Corporation to identify a member to lead on supporting the implementation of the DES.	College Corporation	December, 2006
15. Quality Systems and Processes		
15.1 Conduct an annual review of/ maintain adherence to the Two-Ticks Symbol scheme.		

15.2 Ensure that the College's self assessment processes embed the effective evaluation of issues relating to disability.	Maggie Pugh	April 2006
15.3 Adopt/maintain appropriate standards for the College website and other IT applications.	Felicity Wright	

December 2006