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## **Stockport College Disability Scheme and Action Plan**

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### **Leadership and management**

The Disability Equality Scheme has the full commitment of the Principal and Senior Leadership Team. Development of the Scheme has been led by the Principal with representation from all management layers within the College. The College has ensured that governors are fully conversant with their responsibilities under this legislation. Responsibilities of middle managers and all staff members will be reinforced through a continuing programme of staff development. The aim will be to continue to embed disability equality across the College.

## 1. Introduction

This Disability Equality Scheme and Action Plan are part of the Disability Discrimination Act 1995 (see appendix 1) and will enable the College to plan, deliver and evaluate the actions it needs to take to promote equality of opportunity for disabled people. It will also support the College's diversity agenda and underpins the College's mission 'Working together to develop your skills and learning'.

The launch of the Disability Equality Scheme is an opportunity for the College to set an example within the community and to set up provision that will be well regarded and will help fulfill the ambition of the College to be an employer, trainer and educator of choice. In its provision for disabled students, the College already has an excellent reputation and this is an opportunity to build upon the current strengths. The College's Disability Equality Scheme will make it apparent to staff, students and the public that the College is taking its legal duties and responsibilities seriously.

The College is a multi-functional organisation operating in a local, regional, national and international context. Specifically, this scheme covers its role as an employer, trainer, educator, service provider, partner and public body.

Equality of opportunity for all groups forms a fundamental part of the College's diversity agenda. With specific regard to disability equality, the College is committed to:

- continued involvement and consultation with disabled stakeholders in delivering the actions as outlined within this Scheme;
- promoting widening participation and fair access to education for disabled learners;
- ensuring a fair and transparent recruitment and admissions policy, where alternative ways for meeting programme requirements are considered where possible;
- increasing the representation of disabled employees within the workforce through recruitment and selection;
- providing a supportive working and learning environment which enables disabled employees and learners to achieve their full potential;
- achieving a high retention rate of employees who become disabled during employment;
- promoting greater disability awareness amongst all members of its community and within the local Stockport community;
- promoting positive attitudes towards disabled people;
- providing a positive working and learning environment free from discrimination, harassment, or victimisation where all members of its community are treated with respect and dignity;
- working in partnership with recognised trade unions to combat all forms of discrimination;
- ensuring that any cases of disability related discrimination or harassment are dealt with in line with relevant policies and procedures;

- providing training and awareness around disability to all employees;
- monitoring and reviewing its service provisions to reflect and represent the needs of its community through data analysis and impact assessments;
- reviewing, developing and implementing better targeted strategies, policies and procedures;
- ensuring that disability is considered within all planning activities;
- making reasonable adjustments to enable equality of opportunity for disabled people within its community;
- ensuring that information and materials are available in accessible formats;
- ensuring that its buildings and estates are fully accessible where practically possible or making alternative arrangements in the delivery of its services where necessary.

Every member of the College community has a role to play in fulfilling the aims of this Scheme.

The College aims to ensure equality of opportunity for all students, staff and stakeholders as part of its own mission and strategy. This aim is set independently of any external requirements, but there is legislation that helps inform how we can best approach and meet our objectives. .

In addition, the document uses a number of terms and definitions which are expanded upon in Appendix 3.

## 2. Context

One in five people of working age (20%) are covered by the definition of disability under the Disability Discrimination Act (DDA) 2005. This statistic applies nationally.

### The College Context

Last academic year 2006/2007 the college supported 1591 learners with disabilities and learning difficulties over a wide variety of courses, 774 were in the 16 – 18 age bracket and 761 over 19 and there was a 13.15 BME representation in this group of learners.

#### Student population

Student figures 2006/07 (see appendix 5)

Dyslexia	281
Deaf/Blind Students	2
Aspergers syndrome	6
Autistic spectrum disorder	6
Medical condition	18
Personal support	344
Visual impairment	14
Auditory impairment	28
Dyspraxia	15
Physical Disability	11

Tourettes	2
Semantic Pragmatic Disorder	3
Learning Difficulties	39
Irlens	29

### EMPLOYEE STATISTICS

	Number	Percentage
Disability	25	1.9%
Non-Disability	1300	98.1%
Total Staff	1325	100%

### 3. Disability equality vision, values and principles

Central to the learning culture of Stockport College is the ethos of valuing all students and staff and this is reflected by an atmosphere in which difference is respected and diversity celebrated.

The College mission statement is 'working together to develop your skills and learning'. The statement is underpinned by the College's seven corporate objectives. Those objectives which specifically apply to the vision for disability equality are:

**Objective 1** To provide a safe, supportive and stimulating environment for all learners

#### Key priorities

- 1.1 Provide high quality personalised support for the learner's journey from entry to exit
- 1.2 Create a learning environment that is sensitive to the needs of all learners
- 1.5 Strengthen the voice of learners to make their experience rewarding and successful

**Objective 4** To develop and sustain a highly qualified, motivated and professional workforce to meet the needs of the individual and the College

#### Key Priorities

- 4.1 Develop the organisational structure, culture and resources to meet the needs of the curriculum and external stakeholders

**Objective 7** To develop and maintain effective external partnerships for economic prosperity

#### Key Priorities

- 7.3 Establish strong partnerships with key stakeholders across all brands
- 7.5 Develop networks that facilitate partnership working

The College acknowledges and supports the social model of disability in which disabled people are seen to be disadvantaged, not only by their impairment, but also by social barriers. This includes the design of the

environment, methods of information provision, institutional practices and the attitudes of others in society.

#### **4. Actively engaging with disabled people**

The College has been committed to involving disabled people in the development of the Scheme. This has included seeking the views of disabled staff and students and collaborative working with local and disability organisations. This involvement is fundamentally important to the development and ongoing implementation of the scheme.

The College is committed to continuing involvement and consultation with disabled people throughout the implementation of the Scheme and for subsequent reviews. This has been achieved by various means including

- Acknowledging the strength of the 'learner voice' in individual consultations with learners on their special requirements in college from which Individual Support Plans are implemented.
- Regular review process of Individual Support Plans to include necessary new institutional adjustments.
- Inclusion of a disabled student representative on the student council.
- Involvement with the local Deaf School and Deaf Clubs.
- Consultation and involvement with the local LEA's Educational Services for the Sensory Impaired.
- College mental health workers involvement with MIND locally and nationally.
- Consultation with local charity, Disability Stockport, on the College's proposed new buildings.
- A programme of consultation with disabled staff and learners on proposed New Build

Actions to develop the College's Disability Equality Scheme are given below and fall into two distinct phases:

##### Prior to January 2006

The College has:

- Held initial discussions between the Equality and Diversity Team, the College Disability Officer and the Access Ability team.
- Attended conferences on the new legislation; reviewing the regulations and consulting with the DRC on the Code of Practice.
- Identified key stakeholders to champion disability equality and take ownership.
- Gained institutional leadership and commitment to develop the Disability Equality Scheme.
- Reviewed DRC Code of Practice and developed a draft framework of the Scheme.
- Delivered staff training to all College staff on DDA and the impact of forthcoming legislation

### After January 2006

The College has:

- Briefed the Equality and Diversity Committee about the new responsibilities under the DDA and presented a draft framework to facilitate the development of the Scheme.
- Briefed the Senior Leadership Team about the new responsibilities under the DDA and presented a draft framework to facilitate the development of the Scheme.
- Identified resources across a number of teams within the College to support the development of the Scheme.
- Developed an involvement and consultation strategy to engage with disabled staff and students and members of the local community.
- Included disability-related questions within the annual student satisfaction survey.

### After January 2007

The college has

- Included disability related questions in the staff questionnaire.
- Held student focus groups bi-weekly throughout May. Disabled students identified the main barriers that they faced at the College.
- Continually briefed the Equality and Diversity Committee on the progress of the development of the Scheme and involvement activities.
- Reviewed and developed the impact assessment process.
- Presented the draft scheme to the Equality & Diversity Committee
- Launched the Disability Equality Scheme after approval at the Corporation meeting in December 2006

### After January 2008

The college has:

- Continued to have senior management representation on the Equality and Diversity Committee.
- Maintained and developed the consultation strategy with staff and learners on the New Build.
- Enhanced the links with other professional disability practitioners by hosting the first North West Disability forum.
- Enhanced links with external agencies by attending consultations with the Equality and Human Rights Commission.
- Increased enrolments of learners with disability over the last three years.
- Made a positive impact on the success of learners who have a disability or learning difficulty.

## **5. Impact assessment**

5.1 As part of the Disability Equality Scheme the College has a responsibility to conduct a thorough and systematic analysis of all proposed or existing policies, procedures and practices to determine their impact on disability groups. Impact Assessments have been developed within the College and will support the monitoring and reviewing process to assess impact.

In addition disability equality impact assessments will:

- address any potential areas of direct and indirect discrimination for disabled people within written and unwritten policies, procedures and practices;
- ensure policies, procedures and practices are assessed and developed in recognition of the needs, circumstances and concerns of disabled people;
- identify positive and effective changes to policies, procedures and practices;
- have an efficient process that is flexible and responsive to change.

Over the duration of the three-year Disability Equality Scheme, the Equality and Diversity Committee will work together to assess the impact of all policies, procedures and practices. Disabled people will be involved throughout the process. Guidance on the approach taken and the steps required, including good practice, will be made available to all those taking part in the disability impact assessment process.

The lead person for each impact assessment outlined below will bring together a small working group for the purpose of the impact assessment. People with disabilities will be involved in the process either directly or indirectly. There is a working party who consult on the impact of new or reviewed policy development which included staff who come under the remit of the Disability Discrimination Act.

<b>Area</b>	<b>Lead Person with Responsibility</b>	<b>Responsible for</b>
Human Resources	Assistant Principal, HR & OD	Recruitment and selection Induction Grievance Appraisal Staff Development
Estates	Estates Manager	Fire evacuation Accommodation strategy Car parking Contractor approval Procurement procedures
Curriculum planning	Deputy Principal Curriculum and Quality	Teaching and learning Lesson observation
Marketing and Admissions	Deputy Principal finance and Resources	Application and interview processes College publicity, website, Open Days Enrolment procedures
Student Discipline	Assistant Principal, Learner Services	
Student Support	Learner Services Manager  Tutorial Manager	Disclosure and confidentiality procedures Advice and Guidance Learner Support Fund Policy Learning support policy Tutorial Programme
Quality	Quality Manager	Learner satisfaction surveys Complaints procedure Course review and quality review procedures Self assessment and development plans Equality & Diversity policies Statistical information on learner performance such as recruitment, retention, achievement, success

In addition, the College will impact assess any new policies and procedures that are developed during the life-time of this Scheme.

## **5.2 Carrying out Impact assessments**

In terms of priority the disability equality impact assessments are as follows:

### High Priority

- Human Resources & Organisational Development
- Estates
- Corporation
- IT Services
- Communications / Marketing

### Medium Priority

- Learner Support Services
- Teaching & Learning
- Admissions
- Careers

### Low Priority

- Finance
- International Development
- Learning Centres

Policies and procedures exist at many levels within the College, at institutional level as well as those developed and maintained at an operational level. Equally, institution-wide policies and procedures may be implemented through differing local practices across the College. In the first instance the disability equality impact assessments will concentrate on institutional level policies, procedures and practices that apply to the whole College and will move onto those that are specific to certain operational levels as a second phase.

## **6. Gathering information**

### **6.1 Data monitoring**

Work has been undertaken to ascertain the College's position in relation to the collation of disability data. The College is able to monitor key processes such as the admission and progression of students and the recruitment and career progression of staff. It is recognised that this level of monitoring, while useful, may not fully provide the information required to understand how each process or policy is impacting on equality of opportunity, especially where there is high relevance to disability equality. It has been decided to build on the College's collection and analysis of data. We will

therefore, collect and analyse the following information by disability for both learners and employees.

### **6.1.1 For learners**

- Profile of learners
- Mainstream students receiving learning support
- Progress of learners receiving additional support
- Application rates
- Retention and attendance rates
- Achievement rates
- Success rates
- Work placements including success rates, satisfaction levels and job offers
- Value added and distance travelled
- Destinations and other progression issues
- Complaints

### **6.1.2 For employees**

- Profile of employees by grade and type of work
- Job application rates
- Selection success rates
- Type of contract (permanent, temporary)
- Staff development application rates
- Promotion application and success rates
- Disciplinary/Capability proceedings
- Staff retention
- Grievances
- Exit interviews

It is important, however, to look at qualitative information as well as quantitative data and this will be achieved through:

- Student surveys (see appendix 4)
- Staff surveys
- Results of interviews and focus groups held in the post implementation period.

6.2 Data monitoring will contribute to future planning by setting out clear equality targets for each policy, activity or function that is in place or that is to be implemented. Targets will incorporate specific measurable performance indicators which will define outputs or outcomes to be achieved within a specified time frame and within the context of the three year Disability Equality Scheme. Any evidence or documentation of involvement or consultation with disabled people will also be included.

## **7. Implementation of the Scheme**

### **7.1 Publication**

The Scheme will be published on the College intranet and available to the wider public through a direct link on the College's external website. Copies will be available in the College Learning Centres and in a range of different formats if requested.

### **7.2 Reporting mechanisms**

The DES will be the responsibility of the Equality & Diversity Committee. The E&D Committee meets at least three times a year and is chaired by the Principal.

Information and data collected will be reported to the E&D Committee in the first instance as a central point. The information will be used effectively to inform planning and improve performance. This will occur both at an institutional level and at departmental level which should ensure that disability equality is embedded into every curriculum area.

## **8. Monitoring and Evaluation**

Monitoring and evaluation of the Disability Equality Scheme will be incorporated into the College's Quality Assurance cycle. This cycle drives the operational activity across the College and incorporating the DES actions into this process will help ensure that equality of opportunity for disabled people becomes embedded into normal operational activity.

In addition, the College's Equality & Diversity Group will undertake an annual review of the Disability Equality Scheme. It will also be responsible for the development of subsequent Schemes, and overseeing the completion of the annual action plan.

The Action Plan has been developed (see appendix 2) developed in consultation with staff and learners and informed by the involvement of people with disabilities.

In future years the production of the action plan will be in line with the College's Quality Assurance cycle and will have been finalised by the 1st September each new academic year.

## **9. Roles and Responsibilities**

### **9.1 Governors are responsible for:**

- Having ultimate responsibility to ensure that the College complies with disability legislation and the codes of practice supporting it.

- Ensuring that the Disability Equality Scheme is followed. This will be achieved through the consideration of an Annual Report.
- Ensuring that the membership of the Corporation reflects the diversity of the communities served by the College.
- Ensuring that the College's strategic plan includes a commitment to equality.
- Ensuring that equality training is part of the College's strategic plan.
- Being aware of the Corporation's statutory duties in relation to equality legislation as an employer and service provider.
- Receiving and responding to the equality target group monitoring information on learners and staff.
- Approving the Annual Report

## **9.2 The Equality and Diversity Committee is responsible for:**

- Overseeing the continuing application and development of the Disability Equality Scheme
- Preparing and reviewing the Disability Equality Scheme Action Plan.
- Monitoring and evaluating progress against the Scheme and the Action Plan
- Reporting annually to the Governors on Disability issues.
- Advising on the formulation of policies, procedures and resources.
- Formulating the Annual Report for approval by the Corporation

## **9.3 The Principal is responsible for:**

- Giving a consistent high profile lead on equality issues and promoting equality both internally and externally.
- Working with the Corporation and Senior Leadership Team to ensure that the Disability Equality Scheme and Action Plan are implemented effectively.
- Ensuring that appropriate action is taken against individuals on College premises and working on behalf of the college who do not act in accordance with the policy.

## **9.4 Managers are responsible for ensuring that:**

- They take the lead in creating a positive, inclusive ethos that challenges inappropriate language and behaviour.
- They are aware of the College's statutory duties in relation to disability legislation.
- All aspects of College policy, procedures and activities are sensitive to matters of equality.

- Positively promoting equality and diversity as part of their management role.
- Disability Equality monitoring data is collected and analysed, including:
  - Targets on recruitment retention and achievement of learners are set based on the analysis of monitoring data.
  - Teaching observation reports include criteria on disability equality issues where appropriate.
  - Internal verification procedures include scrutiny of disability equality issues.
  - Curriculum areas assess performance in relation to disability issues and action taken if appropriate.
  - The procedures for recruitment and promotion of staff model best practice in disability equality.
  - Targets are set on the recruitment and promotion of staff based on the analysis of monitoring data.
  - The College's publicity materials present appropriate and positive messages about groups with disabilities.
  - Learner induction programmes and tutorials reflect the College's commitment to promote disability equality.
  - Appropriate training and development is provided for both staff and learners to support the appreciation and understanding of diversity.

#### **9.5 All staff are responsible for ensuring that:**

- They are aware of the College's statutory duties in relation to disability legislation.
- Their schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of diversity.
- They challenge witting and unwitting discrimination and inappropriate language and behaviour by staff, learners, placement providers other members of staff and users of our services.
- They positively promote equality and diversity as part of their normal duties

#### **9.6 All learners are responsible for ensuring that:**

- They create and maintain an environment where harassment and discrimination are considered unacceptable.
- They support and comply with the aims of the Disability Equality Scheme.
- They understand that the consequence of contravening disability equality legislation.

#### **9.7 Partners, Contractors and Service Providers**

- All partners, contractors and service providers will be responsible for adhering to any disability equality guidelines in agreements or contracts.
- The College is committed to ensuring that those organisations with which it works and employs will demonstrate their commitment to disability equality and have policies and procedures in place to achieve this

## **10. Accessible information format**

This document can be made available in large print and electronically upon request.

If you require another alternative format please contact us to discuss your requirements on 0161 958 3100.

## APPENDIX 1

The Disability Discrimination Act (DDA) 1995 was passed to end the discrimination faced by many disabled people. It aimed to protect disabled people in:

- employment;
- access to goods, facilities and services;
- the management, buying or renting of land or property;
- education

With regards to employment, the DDA made it unlawful for an employer and therefore any of its staff to discriminate against a disabled person for a reason that relates to the person's disability, if that treatment could not be justified. This applied not only to recruitment, but to all areas of employment, including the terms and conditions of employment, opportunities for promotion, transfer, training, dismissals, redundancies and post employment (e.g. the provision of references).

For education providers, new duties came into effect in September 2002 under Part IV of the DDA, amended by the Special Educational Needs and Disability Act (SENDA). These required the University to ensure that it does not discriminate against disabled students, prospective students and visiting students in its service provision.

The duties imposed on the majority of post-16 education providers changed on 1 September 2006. The changes are as a result of the Disability Discrimination Act 1995 (Amendment) (Further and Higher Education) Regulations 2006 which implement the European Employment Framework Directive (2000/78/EC) in respect of vocational training in the further and higher education sector. These regulations aimed to make the law more inclusive and introduced certain key amendments, including:

- change of burden of proof from employee to employer;
- change of burden of proof from student to institution;
- specific prohibition of harassment based on disability;
- specific provisions in relation to qualifications;
- specific provisions prohibiting discriminatory adverts;
- specific provisions prohibiting instructions and pressure to discriminate;
- specific duties that apply after a relationship has ended.

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 so that it now places a duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Act;

- eliminate harassment of disabled persons that is related to their disabilities;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

The duty does not create new individual rights for disabled people. Rather than responding in a reactive way when a disabled person has been the subject of discriminatory treatment, the duty provides a framework for public authorities to carry out their functions more effectively and to tackle discrimination and its causes in a proactive way. The duty thus reinforces the pre-existing duties under the Act.

In addition, the College has specific duties designed to assist in meeting its general duty and these can be summarised as:

- a public authority should publish a Disability Equality Scheme demonstrating how it intends to fulfill its general and specific duties;
- a public authority should involve disabled people in the development of the Scheme;
- the Scheme should include a statement of:
  - the way in which disabled people have been involved in the development of the Scheme;
  - the authority's methods for impact assessment;
  - steps which the authority will take towards fulfilling its general duty (the "action plan");
  - the authority's arrangements for gathering information in relation to employment and, where appropriate, its delivery of education and its functions;
  - the authority's arrangements for putting the information gathered to use, in particular in reviewing the effectiveness of its action plan and in preparing subsequent Disability Equality Schemes;
- a public authority must, within three years of the Scheme being published, take the steps set out in its action plan (unless it is unreasonable or impracticable for it to do so) and put into effect the arrangements for gathering and making use of information;
- a public authority must publish a report containing a summary of the steps taken under the action plan, the results of its information gathering and the use to which it has put the information.

## Appendix 2

### Equality & Diversity Action Plan 07/08 Section A Disability (reviewed January 2008)

#### Themes

1. Leadership and Management
2. Human Resources and Organisational Development
3. Estates
4. Quality
5. Curriculum and Pastoral

Area: Senior Leadership



Action	Proposed by	Target	Target for Improvement by	Arrangements	Ach	Action by	Last progress
<p>1. Governors receive a report for approval on the Disability, Gender, Race, Religion &amp; Belief and Sexual Orientation Equality Schemes and Action Plans.</p> <p>2. Governor Training on Equality &amp; Opportunity</p> <p>3. SLT receive regular progress reports on Disability, Gender, Race, Religion &amp; Belief and Sexual Orientation action plans</p>	Hilton, Tracey	31/07/08	Annual Report Approved Governor Skills and knowledge updated Achievement of Action Plan High profile given to Equality & Diversity	E&D committee	N	Roberts, Peter	<p>05/03/08 1. Report presented to Govs at March 08 meeting.</p> <p>2. Achieved - 10th Nov 07</p> <p>3. Achieved - on SLT agenda item on a monthly basis. Half yearly review deferred to April 08</p>
<p>4. Principal Chairs College Equality &amp; diversity Committee</p> <p>1. Review of Policies</p> <p>2. SLT Approval of Policies</p> <p>3. Communication via Quality Unit &amp; Staff Intranet</p> <p>3. Training issues raised with HR department</p>	Hilton, Tracey	25/07/08	Policies up to date Policies approved Raise Staff awareness HR aware of training issues for implementation	E&D committee	N	Roberts, Peter	<p>4. Principal acts a chair to meeting</p> <p>05/03/08 1. Policies reviewed and up to date</p> <p>2. SLT approval given by chairs actions</p>
<p>Ensure all New Buildings are fully accessible by collaboration with architects, Disability Officer (students),</p>	Hilton, Tracey	31/07/08	Provision of fully accessible New Build which is totally compliant with all aspects of the DDA	E&D committee	N	Roberts, Peter	<p>05/03/08 Group established to consider disability issues. Meetings held with all interested parties.</p>

Disability representative (HR) and Disability focus groups							
1. To input the Action Plan into web actions 2. Half yearly review of progress against actions 3. To take remedial action where necessary in order to achieve targets 4. To review progress against action plan 07/08	Hilton, Tracey	25/07/08	Action Plan in Web actions Action plan on track 90% of actions achieved	E&D committee	N	Roberts, Peter	05/03/08 E&D plan on webactions Feb 08. Review of progress deferred to March

**Area: Human Resources and Organisation Development**

Action	Proposed by	Target	Target for Improvement	Arrangements	Ach	Action by	Last progress
Consultation Meetings Flagship Articles	Gregory, Lee	27/06/08	Transparent consultation	KIT Meetings	N	Gregory, Lee	03/03/08 Two consultation meetings for disabled staff on the new build have been arranged for March
Promotion of active disclosure of disability on letters sent to applicants	Gregory, Lee	30/05/08	Reasonable adjustments made for applicants	KIT Meetings	Y	Gregory, Lee	03/03/08 Complete - requirement of the 2 ticks symbol
Consider requests for part-time work, light duties or redeployment after negotiation	Gregory, Lee	31/01/08	Retention of disabled workforce	KIT Meetings	Y	Gregory, Lee	03/03/08 All staff who become disabled have the opportunity to adjust their job role in order to

with manager and Senior HR Adviser and Union Representative							remain in employment where appropriate
Provide development sessions on equality in relation to teaching and learning	Gregory, Lee	27/06/08	Teachers are aware of equality issues in Teaching and Learning	KIT Meetings	N	Gregory, Lee	05/03/08 Sessions have been delivered on supporting learners with disabilities
Articles in Flagship Information on the Internet	Gregory, Lee	30/05/08	All staff are aware that the equality agenda is an important corporate objective for the College.	KIT Meetings	N	Gregory, Lee	05/03/08 Article written for Flagship on the college holding the 2 ticks symbol and its impact for staff
Validate Data	Gregory, Lee	30/04/08	HR Management Reports that provide E&D data and feed into the impact assessment process	KIT Meetings	N	Gregory, Lee	03/03/08 The report has been written and the format is appropriate. Awaiting MY View functionality for Resource link to validate data - expected March 2008
Include a specific prompt in appraisals for managers to discuss individual requirements for staff with disabilities	Gregory, Lee	30/04/08	Compliance with the DEB and DED	KIT Meetings	Y	Gregory, Lee	03/03/08 Appraisal documentation includes a prompt for managers to ask staff if they require any support in respect of disability issues

To produce positive examples of people who come within the remit of the DDA in staff development materials and sessions	Gregory, Lee	28/03/08	Positive promotion of services and resources for people who come within the remit of the DDA as required by the Disability Equality Duty	KIT Meetings	Y	Gregory, Lee	05/03/08 Positive examples of people who come within the remit of the DDA are used within staff development materials and session
<ol style="list-style-type: none"> <li>1. To include training sessions on inclusive practices to all business support staff and curriculum staff</li> <li>2. Include reference to Disability Equality Duty within induction sessions</li> <li>3. To train all managers and heads of department to include disability matters in Reviews and WebActions</li> </ol>	Gregory, Lee	28/03/08	<p>Employees are aware of their rights under the DDA and availability of Access to Work support.</p> <p>Staff are aware of their responsibilities under the DDA, DEB and DED to embed inclusive practice into College Business and quality monitoring</p>	KIT Meetings	N	Gregory, Lee	05/03/08 The DED is included within staff induction

Area: Estates

Action	Proposed by	Target	Target for Improvement	Arrangements	Ach	Action by	Last progress
<p>. Ensure staff and students are aware of evacuation procedures through an awareness development programme (Induction)</p> <p>2. Produce a system to develop and monitor Personal Evacuation Plans for staff and students who cannot use the stairs in the event of emergency evacuation</p> <p>4. Monitor, deploy and maintain special resources for learners and staff with disabilities in respect of access to, exit of and progression around the buildings to include; Emergency evacuation equipment, Car parking facilities for disabled people, Loop</p>	Hilton, Tracey	28/03/08	To ensure compliance with the Health and Safety Act and the Disability Discrimination Act	KITS E&D committee	N	Speak, David	06/03/08 As last report. Meetings planned for property strategy which will include this. Change of Evacuation point has no effect.

Systems and Evacuation systems in event of lift breakdown							
Undertake yearly Access Audit on TCC and HMC to include, Wheelchair access, Braille signage and Visual aids	Hilton, Tracey	31/03/08	Annual progression of updating Access to existing/refurbishment of buildings in compliance with DDA Part IV	KITs E&D committee	N	Speak, David	06/03/08 Audit to be carried out at Easter break

**Area: Quality**

Action	Proposed by	Target	Target for Improvement	Arrangements	Ach	Action by	Last progress
1. Monitor applications to enrolment of disabled students. 2. The application and enrolment processes will be accessible to all	Hilton, Tracey	30/04/08	Application to enrolment stats is greater or equal to majority group. Reduced complaints/comments	KITs E&D committee	N	Moore, Ken	End of year process
1. Develop appropriate questions on the learner survey. 2. Curriculum monitoring of retention, success and	Hilton, Tracey	27/06/08	Taking into account the learner voice Information available to enable targeted resources and strategies to improve	KITs E&D committee	KITs E&D committee	Hadfield, Ian	06/03/08 Questions developed for SS2. Reports available on success, retention and achievement by disability

achievement of learners who come within the remit of the DDA 3. Observation of teaching and learning to include specific reference to inclusive practice 4. Audit of course records and material to include specific reference to inclusive practice			learner retention and success Teaching and Learning practice is compliant with Part IV of the DDA and the DEB. Monitor the learning experience to ensure gender equality is embedded within the curriculum. Learner Surveys Feedback Data to be cut and sliced by Sexual orientation.				
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**Area: Curriculum and Pastoral**

Action	Proposed by	Target	Target for Improvement	Arrangements	Ach	Action by	Last progress
Tutorial programme will include relevant items. Pastoral matters discussed at one-to-one tutorials will be referred on to specialised teams where appropriate.	Hilton, Tracey	30/04/08	Matters relating to disability will be discussed and recorded during the tutorial sessions. Reduced complaints/incidents of harassment and increased student satisfaction.	E&D committee KITs	Y	Baker, Keith	03/03/08 Schemes of works / lesson plans reflect disability awareness issues

All students will be made aware of where their pastoral support can be obtained within the college. Tutors will refer students on to the specialised teams where appropriate.	Hilton, Tracey	30/04/08	Learners know how to access appropriate pastoral support within the college	E&D committee KITs	Y	Baker, Keith	03/03/08 Support and pastoral services are communicated through a wide range of college mechanisms eg induction, student handbooks and tutorials
Curriculum teams meet regularly with new build project group to discuss and agree student accommodation	Hilton, Tracey	29/04/08	A new build that is fit for purpose and addresses E&D requirements	E&D committee KITs	N	Golding, Dave	06/03/08 Consultation has taken place with staff and two further consultation meetings with learners and staff scheduled for March 2008
Progress of all learners will be closely monitored and support put in place where needed.	Hilton, Tracey	27/06/08	Student retention and achievement will reflect the individual's ability irrespective of disability	E&D committee KITs	Y	Golding, Dave	06/03/08 Termly reviews taking place, as well as diagnostic testing in place.
The initial assessment procedure and process will include facilities that support learners with physical or learning disabilities	Hilton, Tracey	29/04/08	Learners' needs are assessed as part of the IA process and appropriate support provided	KITs E&D committee	Y	Golding, Dave	06/03/08 Special arrangements have been provided for students with disabilities through the initial assessment procedure on a regular, weekly basis.

Provide positive images and case studies within course material and publicity	Hilton, Tracey	30/04/08	Effective recruitment of learners who would come under the remit of the DDA and in compliance with the Disability Equality Duty.	E&D committee KITs	N	Golding,Dave	06/03/08 Links between AccessAbility and Marketing to review positive image and making material accessible use has been established.
The development of multi-faceted pathways to reflect the progression needs of all learners.	Hilton, Tracey	30/05/08	Progression to positive pathways such as FE, HE and work.	E&D committee KITs	Y	Golding,Dave	06/03/08 Pathways in place from level 1 to level 3 for all SSAs except SSA 15, where provision in College is limited
A learning styles questionnaire at the beginning of a learning programme together with support requests made at the time of enrolment will be used in determining teaching material and delivery methods.	Hilton, Tracey	30/06/08	Teaching methods and materials accurately reflect the needs of the group and its individuals.	KITs E&D committee	N	Golding,Dave	06/03/08 Learning styles questionnaires have been developed and consistent use planned for September 2008 enrolment
1. Rooming will take account of wheelchair users, visual and hearing impairment and other access difficulties 2. Rise and fall desks and benches to be	Hilton, Tracey	25/09/08	Ground floor classrooms are used wherever possible for wheelchair users.Teaching rooms contains suitable learning aids for students with disabilities.	KITs E&D committee	N	Golding,Dave	06/03/08 Some suitable facilities have been developed e.g. in BDU, some in Foundation and Sixth Form. All future capital bids to include review to ensure that this requirement is met.

<p>available</p> <p>1. All written teaching and learning material available in electronic format to aid ease of identification</p> <p>2. Staff development to support tutors, in producing inclusive resources</p>	Hilton, Tracey	25/09/08	All teaching materials compliant with the General Duty in the DEB	E&D committee KITS	N	Moss, Karen	05/03/08 Links made with reprographics so tutors can access system so that hard copies of materials to be sent to them electronically
<p>Include specialist equipment and software in yearly review of capital equipment and resources</p>	Hilton, Tracey	30/05/08	Anticipating the requirements of learners who may come within the remit of the DDA and providing reasonable adjustments	E&D committee KITS	N	Moss, Karen	03/03/08 After discussions with Deb Martin will ensure that specialist equipment and software is included in the next capital round of bids. This will be carried out in April 2008.

## **APPENDIX 3**

### **Definitions**

The College recognises the definition of disability given in the Disability Discrimination Act (DDA) 2005. The DDA defines who is protected under the term disability. According to the DDA you are disabled if you have:

- a mental or physical impairment
- sensory impairments, including visual and hearing impairments
- learning disabilities/differences, including dyslexia
- mental illness
- severe disfigurements
- cancer
- HIV/Aids
- progressive conditions even if at an early stage
- conditions which are characterised by a number of cumulative effects such as pain or fatigue
- a past history of disability which has an adverse effect on your ability to carry out normal day to day activities. At least one of the following areas must be badly affected:
  - mobility
  - manual dexterity
  - physical co-ordination
  - continence
  - ability to lift, carry or move everyday objects
  - speech, hearing or eyesight
  - memory or ability to concentrate, learn or understand
  - understanding of the risk of physical danger
  - and that the adverse effect is substantial, and the adverse effect is long-term (meaning it has lasted for 12 months, or is likely to last for more than 12 months or for the rest of your life)

The College also notes the following points regarding the definition of disability:

- if a disability has badly affected a person's ability to carry out normal day to day activities, but at present this is not the case, it will still be counted as having that effect if it is likely to do so again.
- if a person has a progressive condition such as HIV or multiple sclerosis or arthritis, and it will badly affect their ability to carry out normal day to day activities in the future, it will be treated as having a bad effect from point of diagnosis.
- the extra definitive criterion "clinically well-recognised" is no longer applied to mental illness in the above list of impairment types – this has now been removed by the 2005 DDA and will lead to more people with mental illness having coverage by the DDA.

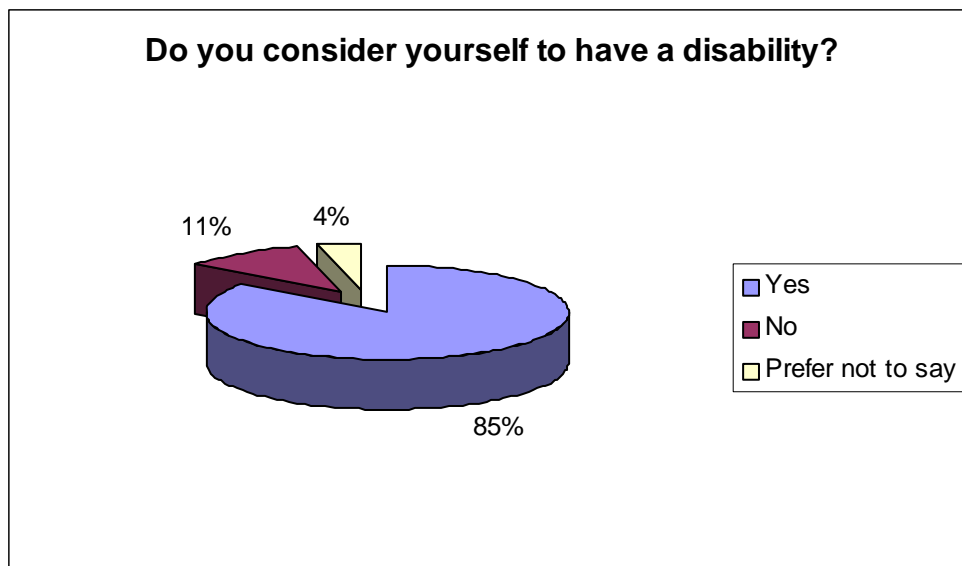
Appendix 4

**Equality Report – Students with a disability**

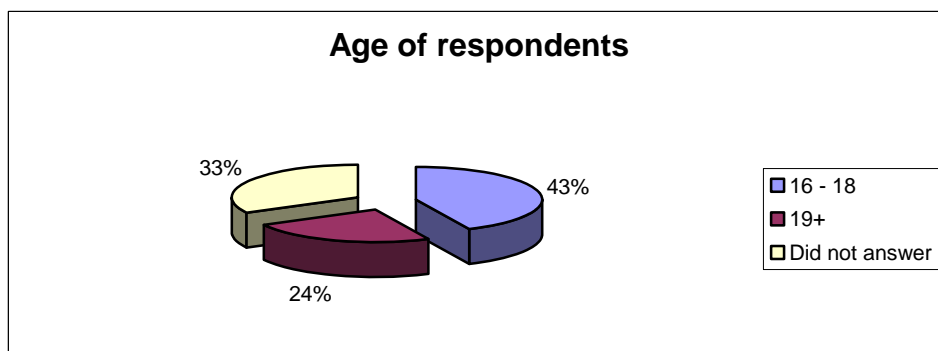
In November 2006 a questionnaire was circulated to students to find out how our students felt about equality and diversity issues.

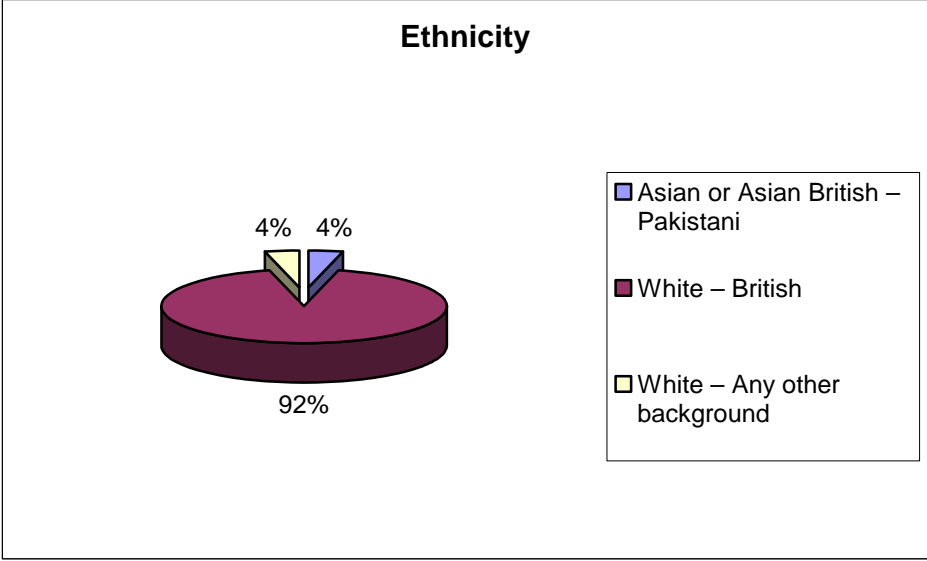
Of the **473** returned questionnaires, **53** students had considered themselves disabled or were in receipt of support from the Access Ability Team.

The data below is drawn from those **53** questionnaires.

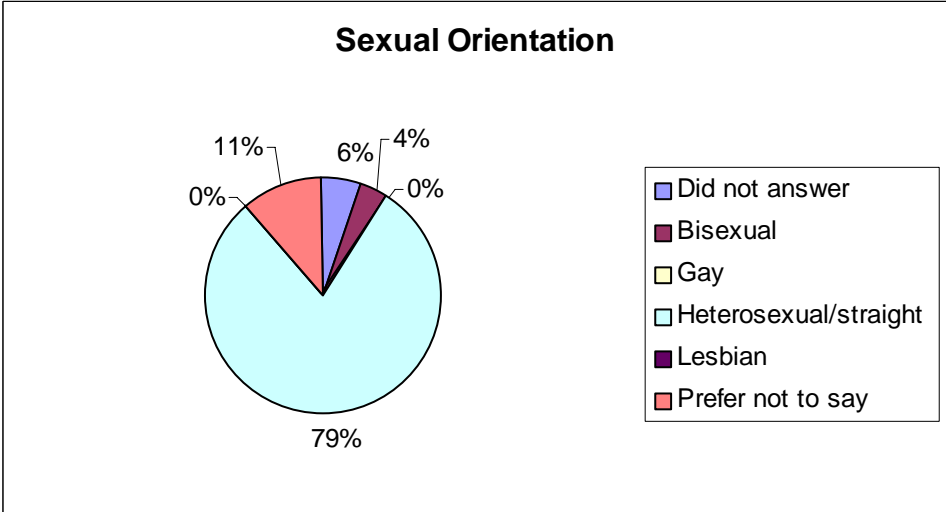


6 students were receiving support from Access Ability but did not describe themselves as disabled.



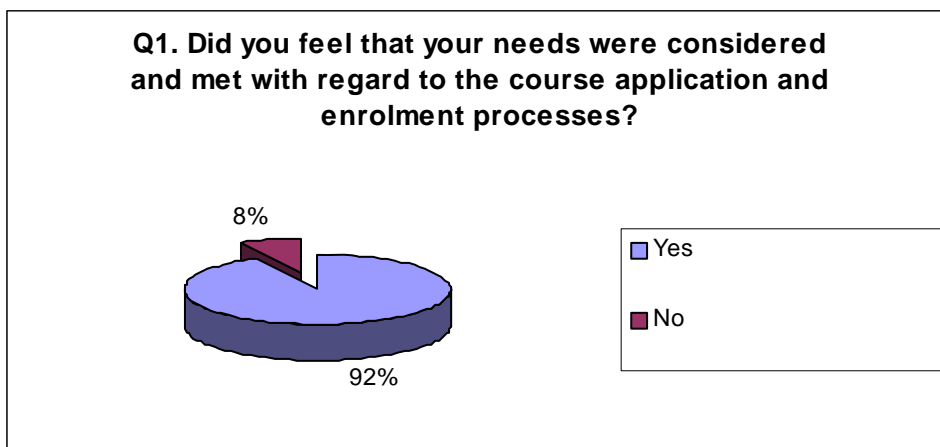


No respondents came from the other ethnicity categories



No respondents described themselves as lesbian or gay.

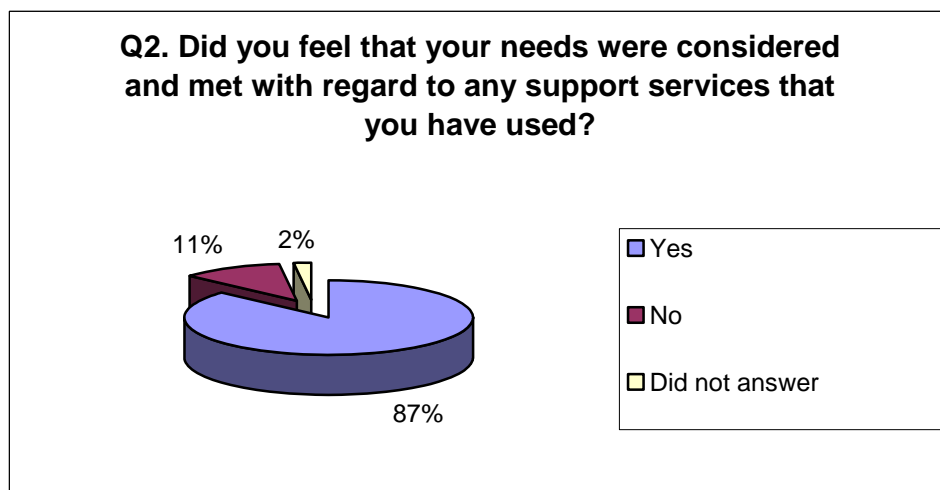
Students were then asked to respond to and comment on 4 key areas of the College experience.



**Q 1 Comments**

*"Had problem with course so came to the STAR centre for help"*

*"I'm with people I don't like. They are younger"*



**Q 2 Comments**

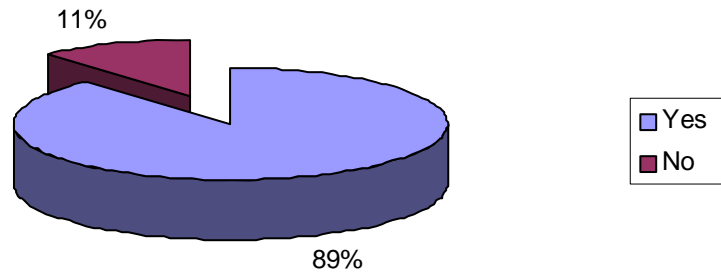
*"Speak to you with no respect. They need to give us more respect and speak in a good manner"*

*"Not got support yet"*

*"Still can't get into the Student Union due to it not being disabled friendly."*

*"I need more support"*

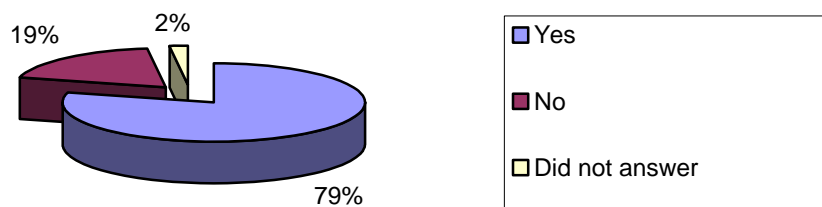
**Q3. Do you feel that your needs are met in the way that you are taught and your progress assessed?**



**Q 3 Comments**

*“When doing practical work I am not happy with the level of support”  
 “I can't use the common room and feel isolated from the rest of the class.”*

**Q.4 Do you feel that the College estates and premises meet your needs?**



**Q. 4 Comments**

**“Not enough car parks”**

*“Staff that are absent, no supply”*

*“Not enough car parking space”*

*“Absent staff not being covered”*

*“Car Parks”*

*“Recreational facilities - no HE common room”*

*“The disabled parking car park main gate opens the wrong” way. It should open away from you”.*

*“The car park is pants”*

*"Not necessarily meet my needs but access to printers is limited plus access for disabled students to computers is very poor I.e. tables too high in both 6th Form centre and social work common room."*

*"I feel that the common room in the social work department is a joke and I can't use the equipment that I am entitled to and can't mix with the rest of the class."*

*"The current recreational facilities do not appeal to me. The rest room facilities are often displeasing."*

#### **Q5. Any other comments**

**"Car Park!"**

*"Bullying"*

*"The canteen is too dear"*

*"I think dyslexic people should get more help in class"*

*"I think the college needs a refurb"*

*"More outdoor/off site activities supported by younger staff please"*

*"The Star Centre"*

*"Fees for ECDL are disgusting especially when we were never told about them before the course only once we were enrolled (how deceiving)."*

*"I think that when you plan/arrange a room for students that you don't and should see it through the eye's of a disabled person. This would save time and money. The only one who is suffering is me. I will always say that this is not disabled friendly college when you carry on treating me in this manner."*

*"Enjoy college and feel that I am making progress"*

*"Foolish behaviour must be dealt with more strictly"*

*"I like attending Stockport College as it provides a friendly and supportive environment"*

*"I feel happy getting support where I need it for my course. I get support from XXX in the STAR centre"*

*"I am just happy to come to College"*

*"My college life is excellent"*

*"I'm very happy in College"*

#### **Summary**

The vast majority of respondents had a positive view of College life and felt that they were supported with regards to equality and diversity issues.

Many of the negative comments received such as a lack of an HE common room have been addressed and issues around the College estate such as car parking are being further discussed as part of the wider new build consultation.

Other issues for raised for instance classroom support will be included in the Disability Action Plan.

## Stockport College Additional Learning Support Statistical Summary

06-Mar-08

### LEARNER INFORMATION

Number of Learners: <i>of Total</i>		Count	%
Total Students	1591	100.00%	
DDA Disabled	1	0.06%	
Support Offered	574	36.08%	
Support Provided	559	35.14%	
Ed Statement	0	0.00%	
Initial Assessment	485	30.48%	
Full Time	1019	64.05%	
Withdrawn	14	0.88%	
Exam Concessions	3	0.19%	
<b>Age bands:</b>	<i>Based on age at entry</i>		
A) Under 16	46	2.89%	
B) 16 to 18	774	48.65%	
C) 19 to 29	352	22.12%	
D) 30 to 39	197	12.38%	
E) 40 to 49	114	7.17%	
F) 50 to 59	61	3.83%	
G) 60 to 69	33	2.07%	
H) 70 to 79	12	0.75%	
I) 80 to 89	2	0.13%	
Total	1591	100.00%	
<b>Ethnic origin:</b>	<b>N/A</b>	241	
15.15%			
any other	28	1.76%	
Asian or Asian British - Bangladeshi	17	1.07%	
Asian or Asian British - Indian	5	0.31%	
Asian or Asian British - other Asian	17	1.07%	
Asian or Asian British - Pakistani	72	4.53%	
Black or Black British - African	41	2.58%	
Black or Black British - Caribbean	30	1.89%	
Black or Black British - other Black	6	0.38%	
Chinese	7	0.44%	
Mixed - other	10	0.63%	
Mixed - White and Asian	13	0.82%	
Mixed - White and Black African	5	0.31%	
Mixed - White and Black Caribbean	19	1.19%	
Not known / Not provided	6	0.38%	
White - British	1045	65.68%	
White - Irish	11	0.69%	
White - other	18	1.13%	
Total	1591	100.00%	
<b>Support Needs:</b>	<i>Learners may have more than one support need</i>		
Asperger syndrome	14	0.88%	
Auditory impairment	28	1.76%	

## Additional Learning Support Statistical Summary

Autistic spectrum disorders	6	0.38%
Communication difficulty	1	0.06%
Deaf/Blind	2	0.13%
Disability affecting mobility: non-	2	0.13%
Disability affecting mobility: wheelchair	1	0.06%
Dyscalculia	3	0.19%
Dyslexia	281	17.66%
Dyspraxia	15	0.94%
Emotional/behavioural difficulties	1	0.06%
ESOL support	51	3.21%
Essential Skills - In Class Support	56	3.52%
Essential Skills - Star Centre	94	5.91%
rln	29	1.82%
Language need	7	0.44%
Learning difficulty (moderate)	39	2.45%
Learning Support - In Class	62	3.90%
Learning Support - Star Centre	301	18.92%
Literacy need	32	2.01%
Medical condition	18	1.13%
Mental Ill Health	3	0.19%
Modification of Course Materials	6	0.38%
Numeracy need	1	0.06%
Personal support	344	21.62%
Physical Disability	8	0.50%
Semantic Pragmatic Disorder	3	0.19%
Tourettes	2	0.13%
Visual impairment	14	0.88%
<b>Total</b>	<b>1591</b>	<b>100.00%</b>
<b>Funding source:</b>	<b>????</b>	<b>3</b>
0.19%		
	<b>ACL</b>	<b>1</b>
	0.06%	
	<b>ECR</b>	<b>9</b>
	0.57%	
	<b>ESF</b>	<b>1</b>
	0.06%	
	<b>HEFCE</b>	<b>83</b>
	5.22%	
	<b>LSC</b>	<b>1402</b>
	88.12%	
	<b>LSC FE</b>	<b>2</b>
	0.13%	
	<b>Overseas</b>	<b>6</b>
	0.38%	
	<b>SchLnk</b>	<b>2</b>
	0.13%	
	<b>WBL</b>	<b>82</b>
	5.15%	
	<b>Total</b>	<b>1591</b>
	100.00%	
<b>Referral method:</b>	<b>Not Set</b>	<b>1588</b>
99.81%		
	<b>Self</b>	<b>2</b>
	0.13%	
	<b>Tutor (for in class)</b>	<b>1</b>
	0.06%	
	<b>Total</b>	<b>1591</b>
	100.00%	
<b>Support provided:</b>	<b>Initial Assessment</b>	<b>1346</b>
84.60%		

**Tutor of the Deaf**  
0.19%

3

## Additional Learning Support Statistical Summary

Disability Diagnostic Assessment - Full	53	3.33%
Exam Arrangements	91	5.72%
Learning Support Assistant	315	19.80%
Review	648	40.73%
Dyslexia diagnostic assessment - Full	209	13.14%
Personal support	485	30.48%
Disability Diagnostic Assessment - Part	211.32%	
Dyslexia diagnostic assessment - Part	126	7.92%
Communication Support Worker	17	1.07%
Learning Support Tutor	530	33.31%
ESOL Support Tutor	35	2.20%
Modification of Materials	12	0.75%
Irlens Assessment	221.38%	
Pre Assessment and Guidance	310	19.48%
Specialist Assessment	310	19.48%
Equipment	310	19.48%
Academic networking	1346	84.60%
Teaching staff	310	19.48%
Administration - Foundation Studies	310	19.48%
Classroom Assistant	286	17.98%
Administration	1349	84.79%

### Gender

Female	855	53.74%
Male	736	46.26%
<b>Total</b>		1591