

Alton College



Disability Equality Scheme

December 2009 - 2011



Disability Equality Scheme

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Foreword

Alton College has a strong commitment to equality of opportunity and diversity. Our commitment to Disability Equality has been recognised nationally through the achievement of Positive about Disabled People status, the national Beacon Award for students with Learning Difficulties and Physical Disabilities and 'Outstanding social and education inclusion' recognised by Ofsted.

The College encourages, respects, celebrates and values the diversity brought to its community by students, staff and visitors with disabilities. We aim to ensure that all individuals with disabilities are treated fairly, with respect and dignity and we will not tolerate any form of stereotyping or discrimination.

The College welcomes the Disability Equality Duty which we will continue to promote.

Jane Machell
Principal

Introduction

Our aims and objectives

The aim of this Disability Equality Scheme is to make sure that disabled and able-bodied people alike have an equal opportunity to take part in the full life of the College. Through the scheme we will be identifying and working on removing barriers to the participation of disabled people, whether they are students, staff or visitors to the College.

The scheme will extend to all areas of the College including our policies and practices which relate to:

- Admissions
- Guidance and Support
- Teaching and learning
- Curriculum
- Student achievement and retention
- Quality assurance processes
- The physical environment and fabric of our buildings
- Human resources including staff recruitment, professional development and support
- Information Technology services

This update to our scheme will set out how we plan to meet Disability Equality legislation in the context of our commitment to the 'general duty' now placed on all public organisations to promote Disability Equality (Disability Discrimination Act 2005).

We will meet our legal duties with regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

Progress of the scheme will be monitored carefully and reported annually.

About Alton College

We are a sixth form college located in rural Hampshire. We have one main campus but courses are also offered at a number of other locations in the community. Most of our students live within 20 miles of the college. There are currently in the region of 1958 students for the most part aged 16-18 as well as around 1500 adults who chiefly study on a part-time basis. The College offers a wide range of courses at levels 1, 2, 3 and 4. Most full-time students study courses at level 3 and most adults study courses at level 1. The College also provides courses for 173 14-16 year olds from local schools.

Our Mission

We will provide high quality education and training in an inclusive, supportive and challenging environment, enabling young people, adults and the community to achieve their potential.

In September 2009, Alton College was judged by Ofsted as 'Outstanding: Grade 1' in all areas of Inspection including a Grade 1 in Equality and Diversity.

“The college promotes equality and diversity very well. The individual needs of students are well met. However, college managers recognise that there is inconsistency in the promotion of equality and diversity at curriculum level. The college listens carefully to students, parents and its partners. Opinions are actively sought and responded to promptly.” (OFSTED 2009).

“The college arrangements for the promotion of equality and diversity are outstanding. Policies and procedures are implemented effectively and staff training is thorough. Managers carefully analyse performance data relating to individual groups of students. Active measures are taken to address any variation in attainment between groups of students. The individual needs of students are well met. For example, disabled students from Treloar College are well integrated and have access to a very good range of adaptive technologies and individual support. As a result, these students achieve at least as well as their peers. The promotion of equality and diversity throughout the curriculum is good. College managers recognise there is inconsistency in the promotion across subject areas and further development is needed. In some subjects, equality and diversity only occur when syllabus topics require them. In other subjects however, such as the social sciences, very good use is made of naturally occurring situations to promote and understand diversity and overcome discrimination.” (OFSTED 2009)

In 2005 the College received an AOC Beacon Award for inclusive learning, sponsored by Mencap and the RNIB, in recognition of its strong partnership work with Treloar College, a local specialist college. In the region of thirty students from Treloar College, with a range of severe disabilities, attend Alton College each year and study advanced level courses.

Our Culture

We have a strong commitment to Equal Opportunities

Alton College celebrates and promotes diversity and equal opportunities for all. We aim to create an environment where staff, students and visitors are treated fairly, irrespective of age, race, ethnic origin, nationality, gender, disability, sexual orientation, marital/parental status, religious or political belief.

We ask students, staff and visitors to help us achieve this aim. We hope to create an environment where all feel welcomed and confident that they will be treated fairly, will be valued as individuals and that their opinions, views and diversity will be encouraged.

As educators, we strive to develop an environment where individuals are able to develop their potential and achieve their personal, professional and educational aims.

Disability Equality Vision

Our Mission

We will provide high quality education and training in an inclusive, supportive and challenging environment, enabling young people, adults and the community to achieve their potential.

Our Vision

We will be the College of choice in our area.

The College has 7 Key Strategic Aims:

1. High Achievement and High Added Value
2. Outstanding Staff, Leadership and Management
3. Outstanding Infrastructure
4. Financial Strength
5. Positive External Image
6. Inspiring and Supportive Culture
7. Strong Community and Partnerships

In order to achieve these aims, the College will focus on 3 main priorities:

Educational Character and Quality Improvement:

- responding to the needs of a more diverse population of learners
- adapting and evolving the curriculum
- developing our capacity to respond to current and future external demands and priorities
- increasing our capacity to deliver outstanding teaching, learning and support
- providing a framework for reflection, action and learning across all teams

The Business Environment:

- returning to financial stability and good financial health
- actively pursuing other sources of income
- achieving efficient financial management at all levels
- setting and achieving income targets
- developing a more flexible, adaptable, commercially aware and entrepreneurial culture
- developing more advanced budgetary and financial reporting systems at curriculum and course level

Community and Partnerships:

- developing partnerships with local and regional bodies
- providing services and facilities to members of the community
- working towards shared objectives with local partners
- developing a successful community centre
- reaching out and being responsive to local need
- enriching the life and curriculum of the College and the areas it serves

This year, we will be focusing on the following main objectives:

1. High Achievement and High Added Value

We will:

- ⇒ implement a new Quality Improvement Plan
- ⇒ achieve 'outstanding' success rates and value-added
- ⇒ achieve Ofsted grade 1 in all main areas
- ⇒ publish a Stakeholder View Report
- ⇒ publish a Diversity Report
- ⇒ publish an Inclusion Plan
- ⇒ review effectiveness of revised arrangements for personal tutoring
- ⇒ achieve the Matrix kitemark

2. Outstanding Staff, Leadership and Management

We will:

- ⇒ respond to national machinery of government changes and Local Authority transfer
- ⇒ establish a Higher Education Management Board
- ⇒ carry out training for staff and governors on the new Common Inspection Framework

3. Outstanding Infrastructure

We will:

- ⇒ publish a new ILT Strategy
- ⇒ publish a revised Property Strategy
- ⇒ publish a revised Disaster Recovery Plan
- ⇒ take forward revised plans to develop a new Engineering and Technology Centre

4. Financial Strength

We will:

- ⇒ achieve strong financial strength, stability and control
- ⇒ achieve the approved budget, including financial performance indicators, approved staffing and planned savings
- ⇒ achieve funded enrolment and other income targets
- ⇒ review cost-effectiveness, flexibility and adaptability of Business Support
- ⇒ prepare a robust funding bid to the LSC and other successor organisations
- ⇒ prepare and approve a revised Financial Forecast for 2010 -2013

5. Positive External Image

We will:

- ⇒ maintain our reputation as a Beacon College
- ⇒ promote the College through the Marketing Strategy
- ⇒ maintain and build strong and effective partnerships
- ⇒ ensure an efficient and effective transport network

6. Inspiring and Supportive Culture

We will:

- ⇒ produce a Workforce Strategy
- ⇒ publish a revised Learning and Development Plan
- ⇒ produce a staff Well-Being Policy
- ⇒ extend arrangements for collecting and acting on learner views
- ⇒ publish a journal of good practice

7. Strong Community and Partnerships

We will:

- ⇒ carry out actions and activities in the new Community Plan
- ⇒ maintain and build a variety of partnerships with local, regional, national statutory and voluntary bodies
- ⇒ maintain strong relationships with employers

Links to other policy areas

Our Disability Equality Scheme cannot be viewed in isolation from other important strategies and policy areas. It will build upon and gradually become embedded within all existing areas of policy including:

- The College Charter
- The College Learning Policy
- Our Annual Self Assessment Reporting process and associated Development Plans
- Our Disability Statement
- Every Child Matters
- Policy and practice guidance in all areas including Human Resources, Estates, Student Services, Marketing and Admissions, Curriculum planning

For example, our Learning *Policy* “sets out our values and aims with regard to creating a learning environment that empowers students to achieve their potential” and goes on to say: “Our Learning Policy complements the College’s Equal Opportunities and Diversity Policy and Every Child Matters because we aim to actively promote equality and diversity, whilst increasing the well-being and ensuring the safety of our learners.

Our Learning Policy is part of our Quality Improvement strategy, and links with our Matrix Standard and ILT strategies.”

Clearly all this can only be realised if all concerned have a proper understanding of the needs of students with disabilities and that we are able to adequately respond to these needs.

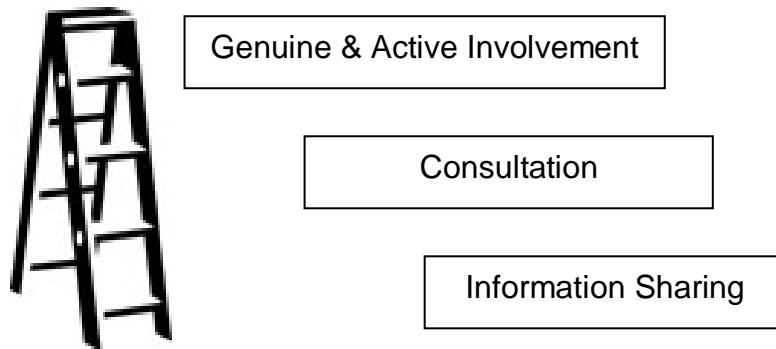
Involving disabled people in our Scheme

We understand that meaningful involvement of people with disabilities is going to be central to the success of our Disability Equality Scheme and we have taken the opportunity to explore a variety of different ways of doing this. Some have proved more successful than others.

Over the past few years we have tried to build on some of our existing networks as well as try out more novel ways of communicating with individuals, interest groups and 'stakeholders'.

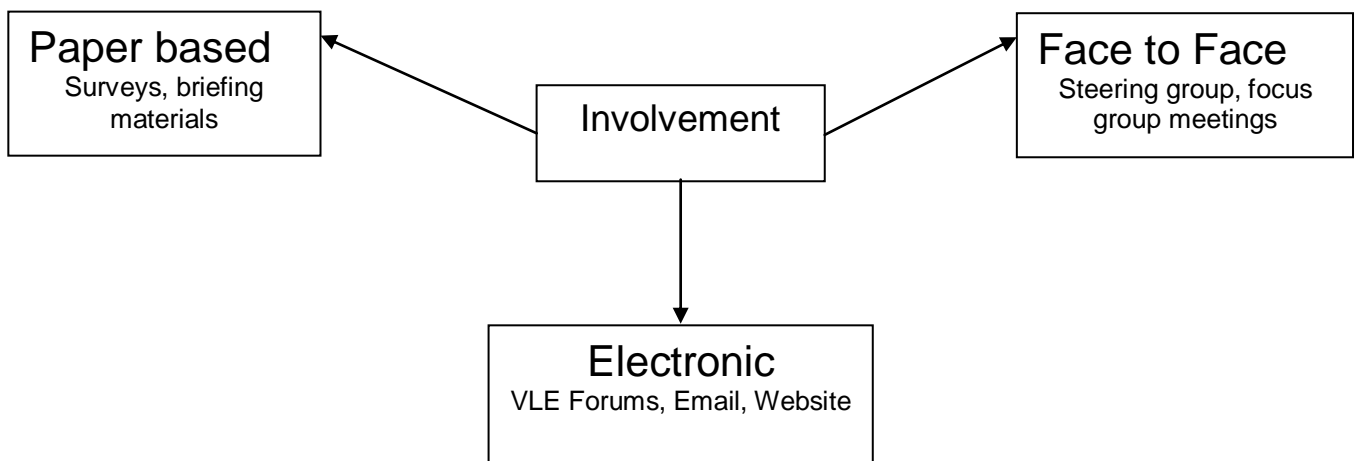
Using a variety of mechanisms has helped us to validate our findings and ensure that some disabled groups are not excluded from the process.

This has been a 'learning process' for all concerned as we have strived to move up the 'ladder of participation' from information sharing and consultation towards 'genuine and active involvement'.



The process has enabled us to begin to see where our priorities will lie over the next few years.

What methods have we taken to involve people so far?



Equality Impact Assessment

Outline

Equality Impact Assessment is a central element of our Disability Equality Scheme. The whole thrust of the law is for organisations to take positive steps to prevent unlawful discrimination before it occurs. The purpose of doing an impact assessment is to make sure that our College policies and procedures do not disadvantage disabled people. It is also an opportunity to identify where we might be better at promoting equality of opportunity.

Impact assessment is not an end in itself but rather the process that is taken in order to '*identify and act on the need to modify policies and practices to have better regard to the need to promote disability equality*'.
(DED Statutory Code of Practice).

The Equality group will have responsibility for drawing up a timetable for impact assessments throughout the College and examples of our initial attempts at the impact assessment process are outlined in the next section.

Our strategy for this is based on Learning and Skills Council Development Agency's advice as follows:

1. Map all policies, procedures, plans and practices
2. Decide on order of priority – some areas will be more important than others
3. Consider the evidence and assess the likely impact
4. Explore options and make decisions as to any changes required
5. Put in place measures to monitor the outcome of any changes made
6. Publish our results, for example by including these in future annual reports

Initial Review of Policies

A selection of policies members of the group were asked to review several key College policies within the Student Services area and report back to the group. An impact assessment checklist was provided using three key questions:

- Is the policy easily understandable (e.g. format, language)
- In what ways does the existing policy acknowledge the needs of students with disabilities positively?
- Are there any aspects of the policy that appear to disadvantage people with disabilities?

Findings were then discussed by the Disability Equality Strategy Working Group and proposed amendments will be incorporated into our 3 year Action Plan.

Overview of Impact Assessment of policies, procedures, plans and practice at Alton College

Marketing & Recruitment

Publicity
Admissions policy
Applicant interviews & interview process
Open evenings
Subject and course information
Enrolment
Disclosure
Initial assessment
Appeals policy

Student Services

Guidance & Admissions policy
Tutorial policy
ILP Policy
Learning Support
Disability policy & statement
Equality & diversity
ECM
Child Care Support
Disciplinary Policy
Bullying Policy
Progression Policy
Enrichment Policy

Curriculum & Quality

Achievement data, value added
Retention
Course review
Self Development plans
Development plans
Lesson Observation
Teaching and Learning Policy
Teaching/Learning
Teaching and Learning Policy

IMPACT ASSESSMENT

Estates

Property strategy
Car parking
Health & safety
Fire evacuation
Environment policy

Learning Resources

LRC
IT Services

Human Resources

HR Policy
Staff development
Harassment policy
Grievance procedure
Interview arrangements
Equal opportunities and diversity policy

Findings from initial attempts at Impact Assessment

As outlined above the DES Working group has begun the review of College policies from a DED perspective. Conclusions from these first attempts will be incorporated into our first Action Plan. A brief analysis is summarised below.

1. Admissions Policy.

This was found to be generally user friendly and intentionally supports disabled applicants in a positive way. The Working group did not feel that any immediate changes were required.

2. Bullying Policy

This policy was reviewed by the student member of the group. His report included the following key points:

- (a) The policy was generally found to be easy to understand – language accessible, policy guidelines clear
- (b) There was some concern that 'behaviours' associated with certain medical conditions (e.g. Tourette's) may trigger incidents – which raised the question as to whether the policy should include specific examples to assist the guidance given
- (c) **The general feeling was that it was a strength that the College has a robust bullying policy which safeguards students with disabilities**

3. Disciplinary Policy.

The use of this policy was assessed for both Adult students and 16-18 year olds.

Of the three policies reviewed by the group this policy was the one that was felt in need of revising to ensure that disabled students were not (unintentionally) discriminated against.

With respect to Adult Students the Disciplinary Policy review immediately raised a series of concerns/questions:

- (a) Complex language and use of difficult concepts
- (b) Recognition of the need for a policy of this kind to be precise /legalistic
- (c) Specific difficulties e.g. ADHD which could well lead to a student falling foul of the policy not acknowledged
- (d) Need to build into the policy clear recognition of the kinds of support measures that might be more appropriate than / run parallel to a disciplinary action

With respect to 16-18 students, the policy was reviewed using feedback from a 'focus group' of students taking a level 1 course and provided a strong message for those drafting policy in future which included the following:

- (a) Too many words
- (b) 'Nobody will read it!'
- (c) Layout of stages chart was found confusing/cluttered
- (d) Diary entry says little

Students advised that the following amendments should be incorporated into Policy:

- (a) Cut down on the number of words
- (b) Use images and colour if possible
- (c) Use a simple flow chart
- (d) Consider having a simple leaflet that could be given to students

In our discussion we came to the view that we need to have two types of document – one very much as at present but a different one for students.

All these changes will be included in our Equality Group Action Plan.

Timetable for Impact Assessments

The Equality Group is responsible for developing the Impact Assessment (IA's) framework for the College.

As indicated above the group have started this process and as well as having undertaken some preliminary 'mapping' of areas to be reviewed have gained some useful experience in IA's themselves.

The next task will be to undertake a fuller and more systematic mapping exercise covering all areas of the College. Whilst the Equality group will continue to prepare IA's in a number of areas (e.g. within student services) it is important that key areas (noted below) take full responsibility for Impact Assessments in their areas and that disabled students and/staff remain actively involved.

Leadership and Management of the Scheme

This scheme has the full support and commitment of the Corporation and of the Senior Management Team.

The SMT will ensure that Disability Equality remains a priority for the College and every effort will be made to ensure that Disability Equality is embedded into all areas of our work.

Senior Staff have, through active membership of the Equality Group, been key to the preparation of the scheme.

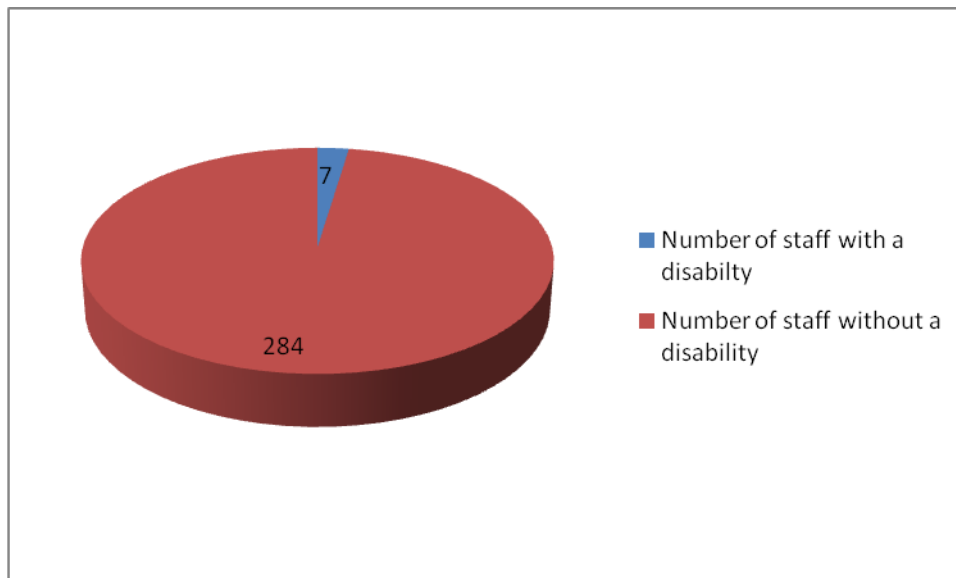
Insofar as Strategic Leadership is concerned:

- Overall responsibility for Disability Equality will rest with the Corporation and the Senior Management Team.
- The SMT will be responsible for ensuring that proposed actions highlighted in the scheme are incorporated into the College's strategic planning framework with priority given to their implementation.
- It is recognised that all College Middle Managers also have important leadership responsibilities with regard to Disability Equality matters.
(For example with regard to ensuring that Disability Equality issues are built into course reviews, self assessments, quality improvement processes, training needs etc).

In operational terms:

- The Equality Group will have responsibility for implementing key areas of the scheme and for providing Senior Management with information regarding the operation of the scheme.
- The Vice Principal (Curriculum & Organisational Development) has overall responsibility for Equal Opportunity and Diversity issues.
- Student Services Managers have specific responsibilities for both Equal Opportunities and Diversity and for the management of Learning Support.
- The Head of Human Resources has specific responsibility for Equal Opportunities and Diversity regarding staff.
- The Human Resources Assistant is responsible for co-ordinating Equal Opportunities and Diversity across College.

Our current staff 'Disability profile'



Source: *Human Resources Report 2009.*

Commentary

The Disability Rights Commission estimates that somewhere in the region of 13 per cent of the UK workforce is disabled.

At Alton College current staffing records indicate that only 7 members of staff have declared a disability (less than 3% FTE staffing).

Even if we allow for under reporting on a significant scale it would suggest that disabled people are not particularly well represented in our work force. This suggests that we should perhaps be looking at ways of encouraging more disclosure from our existing staff and more disabled people to apply to the College. The College currently uses the following tools in order to encourage disabled applicants:

- Using the disabled friendly logo
- Promoting our commitment to Equal Opportunities and Diversity
- Having a disabled friendly buildings/campus

Existing resources to support students with disabilities.

Current strengths in provision to support students with disabilities include the following:

1. Pro-active admissions arrangements which involve:

- Active encouragement of applicants with disabilities
- Systems in place to encourage and welcome 'disclosures'
- Experienced staff to ensure support arrangements are effectively made
- Strong links with advisory and support services (see box below)
Including connexions, STAS, Schools CSG's , Treloar 'Best of Both Worlds Assessment Service

'Jane ' attended one of our partner schools. She is profoundly deaf and made contact with the college initially when in year 10. The Student Services Manager responsible for learning support maintained regular contact with the school and attended review meetings at the school along with others. Jane eventually applied for a place at College and having been offered a place to study 4 'A' levels met with the SSM to draw up and put into place a support package for the first year. This included careful liaison with the Specialist hearing advisory service to arrange the leasing of equipment and to assist in staff training. It also included arranging note taking support via a partner college for students with disabilities. As part of the package the student has since received additional 1 to 1 support from a specialist teacher for one of her chosen subjects and the College also plans ahead to ensure the availability of an interpreter for one of the deaf parents of the students when attending consultation evenings.

2. Specialist Dyslexia Service

- Strong College tradition of a service providing 1: 1 support from a team of specialists along with advisory support for teaching staff
- Provision caters for 16-19 year students, adults
- Well-qualified staff including those with specialist skills

3. Subject support arrangements embedded within Department areas

- Each Department allocated subject based support time
- Monitored and co-ordinated centrally
- Team of Learning Support Assistants operate within Departments on a day-to-day basis

4. Partnership with Treloar College

- Long established partnership arrangement with local specialist college for students with physical disabilities
- Approximately 30 students attending Alton College annually through the partnership. Fully integrated into mainstream courses
- Partnership very much a 'two-way' arrangement
- AOC Beacon award received in 2005

5. Equality and Diversity Week

- Equality and Diversity week is an annual College event with activities led by IB students
- Student Services Manager has E and D co-ordination brief

6. An accessible College campus.

- Wheelchair user accessible throughout
- Rolling programme for the installation of automatic doors in key areas
- Adjustable height desks in all student study areas
- Loop systems for hearing impaired in all reception areas and in main hall
- Commitment to ensure availability of accessible IT hardware and software

7. Commitment to Every Child Matters.

- Equal Opportunities member of the Student Union Executive
- Disabled student member of Student Union Executive
- Rigorous self assessment process

Alton College

Disability Equality 3 Year Action Plan

Area of Activity	Purpose in relation to Disability Equality Duty Aims	Actions Required	Progress Update
Student Services	<ul style="list-style-type: none"> The removal of possible disability discrimination Further promote better disability equality awareness Further promote positive attitudes towards disabled people 	<ul style="list-style-type: none"> Review through Impact Assessment all student services led policies and procedures & amend as appropriate (incl. marketing) Review arrangements for collection and monitoring of disability data to facilitate improved analysis Set targets for improvements in retention and success of students with disabilities Review Equality and Diversity awareness raising activities 	<ul style="list-style-type: none"> The EO&D Officer has conducted Equality Impact Assessment (EIA) training to all academic departments and the majority of business support departments. All policies and procedures relating to those departments have been reviewed and amended where appropriate. A number of Equality and Diversity awareness raising activities have taken place, including: Diversity Week, facilitated by Student Services. Activities during this week included a 'Wheelchair Basketball' event open to all students; Equality and Diversity training delivered to all staff and College governors. The College collects, tracks and reports on data from a number of different groups of students, including students with disabilities and disabled students from Treloar's College. The College has effectively harnessed an inclusive ethos and commitment to diversity across its student population.
Curriculum Planning/ Teaching and Learning	<ul style="list-style-type: none"> Further promote equality of opportunity between disabled and able-bodied people Remove any barriers to learning facing people with disabilities Take more account of people's disabilities 	<ul style="list-style-type: none"> Review curriculum offer for students with a range of disabilities Undertake Impact Assessment Training Undertake impact assessments of Teaching and Learning policy and lesson observation procedures Establish working group to promote better social integration of students with disabilities 	<ul style="list-style-type: none"> The curriculum offer at the College is wide and varied (including vocation provision at Entry Level and Levels 1 to 4). However, the College is constantly looking at ways of widening participation. For example, as a result of our Level 1 course review, the College is now allowing students to take the BTEC Introductory course over two years rather than one. Where possible, our Entry Level students are offered work experience opportunities within the College, throughout the academic year.

			<ul style="list-style-type: none"> • All academic departments have now undertaken EIA training. • The College's "Learning Model" promotes equality of opportunity and participation by all students. • Lesson observation procedures take into account the role of LSA's. • The Equality Working Group was set up in 1996 to discuss and action matters regarding Equality and Diversity. • The College works closely with Treloar College to provide education and training for around 30 students who have a range of severe disabilities. • As reported by Ofsted in their October 2009 Inspection of the College: "The College arrangements for the promotion of equality and diversity are outstanding. Policies and procedures are implemented effectively and staff training is thorough. Managers carefully analyse performance data relating to individual groups of students. Active measures are taken to address any variation in attainment between groups of students. The individual needs of students are well met. For example, disabled students from Treloar College are well integrated and have access to a very good range of adaptive technologies and individual support. As a result, these students achieve at least as well as their peers."
<p>Quality</p>	<ul style="list-style-type: none"> • Ensure that disability equality matters are 'mainstreamed' with existing quality assurance procedures 	<ul style="list-style-type: none"> • Ensure routine collection of disability related data for curriculum areas • Course reviews to include disability equality reporting • Produce annual equality and diversity report as part of Self-assessment process 	<ul style="list-style-type: none"> • Annual self-assessments are conducted by Student Services on learning support and equality and diversity is reported on under the College-wide self-assessment report. • Disability related data for curriculum areas is readily available through our CIS department. • Our Quality Improvement Policy complements the College's EO&E Policy, Every Child Matters and the Local Children and Young People's Plan as we aim to actively promote equality and diversity, whilst increasing well-being and ensuring the safety of our learners.

			<ul style="list-style-type: none"> • Thorough research into the needs, attitudes and ambitions of our learners have been undertaken with regard to the curriculum, support services and technology, thus enabling our learners to contribute to the development of our provision. • We learn from our learners and understand their diverse values, needs and experiences. Students with severe physical disabilities and in most cases, with a range of acute learning difficulties make considerable progress at the College. Treloar's students study a range of A-Level courses as well as GCSE English and Maths. The success rate of these students on A-Level courses has improved over the last 3 years and was 96% in 2008-09, which matches the College as a whole at Level 3. The success rate on GCSE courses was 100%. • In the recent Ofsted Inspection (October 2009), the College achieved Grade 1 on Equality and Diversity. As quoted by Ofsted in their report: "The College promotes equality and diversity well. The individual needs of the students are well met...Disabled students and those with maintenance grants make very good progress and successfully go on to higher education and further study...Students also success in a variety of cultural and sporting contexts. Notable recent successes include a gold medal paralympian."
Estates	<ul style="list-style-type: none"> • Identify and remove where possible physical access barriers • Encourage better participation of disabled people through improved infrastructure 	<ul style="list-style-type: none"> • Identify access barriers for disabled students throughout the campus. • Establish priority improvement programme. (Including lifts, doors). • Undertake impact assessments of Estates Policies including Fire Evacuation procedures. 	<ul style="list-style-type: none"> • As quoted by Ofsted in their October 2009 report, the College provides: "Good physical access for disabled students". • There has been an extension of automatic doors throughout campus. • Disabled toilets are available on the ground floor and top floor of the Austin building. New disabled toilets have been built by reception, room 90 and in first aid room. • There are height adjustable tables in every classroom in the Austen building, as well as in the

			<p>student work area at top of the Beacon Science Centre. Spare height adjustable tables are available from the Estates Department for use in any other classroom if required.</p> <ul style="list-style-type: none">• Treloar’s staff have been trained on the College’s emergency evacuation procedures, in particular use of the refuge area and lift in the Austen Building.• Refurbishment has taken place on the red route corridor, rooms 61 – 90, which has enabled wider corridors and doorways to classrooms.• Every area of the College is now accessible via ramping or lift.• The College continues to work with Treloar’s staff to ensure we meet the physical access needs of their students.• Disabled students needs are taken into account in the emergency evacuation procedures and they are under constant review.• The Refectory is now accessible to disabled students from the courtyard area as well as the side area. Treloars have their own dedicated area in the Refectory which is close to the serving area with special raised tables and in a location to enable them with some privacy.• Treloars staff have a new staff work area above the College staff room, where a two- way communication system has been installed, so Treloar’s students may access Treloar’s staff in their workroom should they require assistance.• Additional disabled parking has been created outside the Austin building, so every parking area around the College has disable parking bays.• Under current discussion is the proposal of a designated ‘through route’ outside the Beacon Science Centre and LRC area, in order to facilitate easier access for disabled students from Foulkes building towards the Forum Building (a clear area that students can’t stand in)
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Learning Resources / IT Services

- Identify and remove where possible barriers to access of learning resources
- Continue to improve availability of technological /other aids
- Further develop staff expertise in supporting students with disabilities

- Undertake impact assessments of all policies including:
LRC policies
ILT policy and procedures
- Carry out audit of resources available to support students with disabilities and establish priorities for improvements
- Provide opportunities for staff to improve knowledge and skills in supporting students with disabilities
- Identify Skills Training needs
- Establish programme

- Room 66 is now a dedicated adaptive technology room, for any students with a physical or sensory impairment which necessitates the use of technology specifically adapted to their needs. Training on the use of this room was facilitated by an external provider to IT staff, Learning Support Staff, LSAs and teachers.
- Implementation of SpirALS in Student Services, a powerful management information database used to plan, track, monitor and support provision and funding in educational establishments. Learning support is provided to students with additional learning needs, for example because of a disability, literacy, numeracy or language need.
- The College's ILP system has been developed to provide much clearer and ongoing monitoring of students with support needs.
- Creation of a SharePoint Equality and Diversity portal for sharing information, for all staff.
- Learning support needs are promptly diagnosed at induction.
- As reported by Ofsted (October 2009): "Initial and diagnostic assessments provide a reliable basis on which the college can provide specialist support for students who have specific learning difficulties... Learning resources are good and specialist resources are widely available for students who have physical and learning disabilities... The College now evaluates the effectiveness of learning support well, which was an area for development identified at the last inspection."
- Implementation of Advanced Practitioners in teaching, who facilitate regular 'Sharing Ideas' workshops to support teaching staff on a number of different issues.

<p>Human Resources</p>	<ul style="list-style-type: none"> • Removal any potential disability discrimination • Ensure that no unlawful discrimination exists • Encourage participation by disabled people in employment • Further promote positive attitudes towards disability 	<ul style="list-style-type: none"> • Undertake a review of all HR policies using Impact Assessment guidelines. (Including interview, professional development, grievance) • Link review to HR strategy • Review adequacy of existing information held re. Staff with disabilities • Explore opportunities for removing barriers to employment 	<ul style="list-style-type: none"> • The EO&D Officer has trained the HR team on EIA. All policies and procedures have been reviewed and uploaded onto the Equality and Diversity SharePoint site. • The College has been awarded the status of 'Best Employer of Disabled People'. • The College has earned the 'two tick's disability symbol'. It shows that the College has made commitments to employ, keep and develop the abilities of disabled staff. • Implementation of the Human Resources Strategy 2007-10 to engender and promote behaviours among staff that will help the College learn and adapt.
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Alton College

Statement of Disability Priorities 2009-2011

KEY PRIORITIES

Promote staff disability disclosure

At present the College has a staff disability disclosure rate of 2.85%. Recent statistics published by LLUK based on figures produced in 2007/08 tell us that only 2.7% of staff in the FE sector in the UK have disclosed a disability to their employer. Given that LLUK estimate that 20% of the UK's workforce has a disability as defined under the Disability Discrimination Act there are clearly issues for the FE sector to address in order to be able to make a true assessment of the challenges faced by its disabled workforce. With this in mind the College plans to carry out project work in relation to disability disclosure rates at the College with a view to understanding whether staff disclose their disabilities to the College, why staff might not disclose disabilities and what the College would do to encourage greater rates of disclosure.

Promote health and well-being

Our responsibilities to promote health and well-being as an employer are grounded in the Disability Discrimination Act 1995, which states, that an employer can become liable for treating an employee less favourable on the grounds of disability if that disability is a depressive illness resulting from stress at work. The Act also requires employers to make reasonable adjustments to working conditions or to the workplace in order to avoid putting disabled workers at a substantial disadvantage. In response to this the College has already started consulting staff in a number of focus groups. The aim is to secure buy-in and consensus from our staff. We as an employer need to make a 'pledge' on health and well-being and we need to have a strategy for implementation and review.

OTHER PRIORITIES

Continue to review arrangements for collection and monitoring of disability data to facilitate improved analysis

Set targets for improvements in retention and success of students with disabilities

Continue promoting Equality and Diversity awareness

Review 'terms of reference' of the Equality group