

THE COLLEGE OF RICHARD COLLYER



DISABILITY EQUALITY SCHEME

MARCH 2008

Disability Equality Scheme - Contents

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Introduction

The College of Richard Collyer (Collyer's) enjoys a strong culture of inclusivity and has implemented the Disability Discrimination Act to good effect. The College has undertaken programmes of staff development to create an ethos which is supportive and therefore conducive to disclosure by learners and staff.

Difference is respected and diversity celebrated. We have, for example, given staff as well as learners free access to the College counselling service and invested in assistive technology and other modifications to employ a former learner, now visually-impaired, as a member of the support staff.

The Strategic Plan 2006-2009 underlines Strategic Aims with its statement of the first two values:

- a. Education as more than exam success and curriculum as the whole experience of the student.
- b. Equality of opportunity for all students and staff, and consideration of their welfare and development.

We are firmly committed to maintaining and improving disability equality, eliminating all forms of discrimination that may occur, proactively promoting and maintaining an inclusive environment for all who learn and work in the College.

Specific issues of the access, accommodation and resources; curriculum, cross-college and support staff team development plans; marketing, websites and publications etc. will be dealt with in the light of these key values.

The College's ethos permeates the practice of the organisation and includes every member of Collyer's. The success of this philosophy is demonstrated by the achievements of the students, high levels of student and staff satisfaction and a very low staff turnover.

This philosophical approach to guidance has been developed to equip Collyer's to respond to its Disability Equality Duty (DED) as identified in the College's Equality and Diversity Duty. The Disability Equality Scheme sets out how the College will promote equal opportunities regardless of ethnicity and race, gender, disability, age, faith or sexual orientation in the recruitment and everyday experience of all its staff and students. This will be beneficial for all: we already work within the spirit of the recent legislation – this scheme will help us complete the embedding of positive approaches in our practices. The College's whole ethos is based on the philosophy that everyone is an individual and as such exceptional and to be valued. The scheme shows our commitment to involving participants from all backgrounds in the creation of our processes and policies, and we have set out in this document a statement of the position we have reached and our action plans for moving forward.

1. Vision

The College's core values and mission derive from the founder's will and are given prominence in the Statement of Policy which forms the opening paragraph of 'Supporting Learning at Collyer's':

When Richard Collyer made his will in 1532 and provided for a free school in Horsham he wanted "none to be refused likely to learn". The present College of Richard Collyer in Horsham operates 'a policy of equal opportunity and aims to provide for learners with learning difficulties and disabilities on the basis of individual needs, in compliance with current legislation.'

Collyer's celebrates and values the diversity brought to the community by the students and staff who come from different backgrounds and have had a range of experiences. The College will treat all with respect and dignity, and seek to provide a positive learning and working environment free from discrimination, harassment and victimisation.

We will seek to maintain a positive learning and working environment which fully welcomes those with physical or mental impairment, ensuring that people with disabilities have continued equal access to learning programmes and facilities. The College believes that disabled people (both learners and employees) should have full opportunities and choices to improve their educational and work life and be respected and included as equal members of society in general and in this College in particular.

Our intention is to comply with the new act as follows:

- To change the emphasis from responsive to proactive.
- To partly facilitate this 'culture shift' by replacing the Equal Opportunities Committee with the Equality and Diversity Committee.
- The Disability Rights Commission maintained that, "The poverty, disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal and environmental barriers. This is known as 'the social model of disability', and provides a basis for the successful implementation of the duty to promote disability equality."
- The College aims to use the social model of disability to help in its continued promotion of disability equality and by doing so continue to prevent the attitudinal and environmental barriers experienced by many disabled people in society as a whole.

By meeting the general duty under the Act, the College aims to continue to make a real, positive contribution to the lives of disabled staff and students.

2. Context/Equality Profile

A Disability Discrimination Act 2005

The duty to promote disability equality (the Disability Equality Duty) came into force in December 2006. This is embodied in the Disability Discrimination Act 2005. There are six interrelated parts to the duty, which is also known as "the general duty" or "disability equality duty (DED)". This means that public authorities, in carrying out their functions, must have due regard to the need to:

- *Promote equality of opportunity between disabled people and other people.*
- *Eliminate unlawful discrimination.*
- *Eliminate disability-related harassment.*
- *Promote positive attitudes towards disabled people.*
- *Encourage participation by disabled people in public life.*
- *Take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.*

The College recognises that all individuals are different and have different needs and is fully committed to Equal Opportunities for disabled staff and students. Collyer's will use the Disability Equality Scheme as a method of enhancing the progress already made, via previous DDA legislation, towards ensuring that the College remains both open and supportive to disabled students and staff. The College is fully aware of the need to be proactive and to maintain an environment in which all students and staff can enjoy the benefits of study or working at Collyer's.

B Student Profile

The College of Richard Collyer provides advanced level (AS/A2) and vocational opportunities at both levels 2 and 3 for approximately 1,465 full-time 16-19 year old students in 2007/08. The Adult Education provision caters for post-19 and non-vocational education and in 2007/08 has approximately 480 LSC funded part-time learners.

Collyer's encourages all students to disclose any disabilities that they have during enrolment. The Head of Study Support and the Admissions Manager have very good links with our local partner schools to ensure that information is made available during the enrolment process, this often can take place while a student is in Year 9 or Year 10, let alone Year 11, to ensure that good advice is given and that there is sufficient time for the College to put in place resources and support mechanisms. Individual parents also contact the College so that they can establish the quality and diversity of provision on offer. Finally, the local Connexions (Careers & Intensive) staff make contact with the Admissions Manager about the learning or physical disabilities of a potential student.

Once enrolled, the Admissions Manager and the Study Support team ensure that all relevant members of staff are kept informed of issues relating to the individual needs of students. This is particularly relevant as some learning difficulties, in particular, only come to light during the enrolment process or during a student's time at the College. The Study Support team sees every student that has requested some kind of additional support and this will include students with disabilities.

- Full-time Students

Of 1,465 16-19 year old full-time students for 07/08, 18 disclosed an Emotional Disability, 8 disclosed Other Disabilities, 3 disclosed Complex Disabilities, 2 disclosed Hearing Disabilities, 2 disclosed Mental Disabilities, 1 disclosed a Visual Disability and 1 disclosed a Mobility Disability. In addition, 49 16-19 year old students were identified with a specific learning difficulty, 14 with Emotional Problems and 149 with a medical/health condition.

- Part-time Adult Education Students

Of the 480 students for 07/08, 16 disclosed an Emotional Disability, 3 disclosed a Visual Disability, 2 disclosed a Hearing Disability, 5 disclosed a Mobility Disability, 1 disclosed a Medical Disability and 1 disclosed Other Disabilities. In addition, 2 adult learners were identified with a specific Learning Difficulty.

If a student disclosed a disability on the Learning Agreement the Learning Support staff will liaise with the Adult Education management team to put the appropriate support in place. This can involve a meeting or telephone discussion to establish the details of the preferred support. Adult Evening class tutors are informed of the requirements so that lessons are enhanced to take account of any particular requirements. One of the Study Support team is available to work with students during the evenings either inside or outside the classroom.

C Staff Profile

Of 243 staff, 1 has disclosed a Visual Disability and 1 has a disclosed a Hearing Disability.

The Personnel Department has a recruitment process to both encourage applicants from the full range of the population and to promote disclosure during the application process of any disability which an applicant might have. Individual requirements and related support is organised by the Personnel Manager.

- Staff Training

The Equality and Diversity Committee, in consultation with the Assistant Principal (Support), has helped to co-ordinate a range of staff training events over a number of years. The most recent opportunities have looked at mental health, physical disability and learning styles that help to give all students a range of teaching which allows access to all students. Disabled staff and students have not as yet made direct contributions to the training issues as they see them at College, but the Study Support team are in regular contact with disabled students at the College and have therefore been able to give accurate and informed advice on the most appropriate staff training required.

The development of the Disability Equality Scheme in consultation with staff and students, has further raised the awareness of the requirements on staff to be even more proactive in their role of encouraging equality and diversity. Subject departments also assess their own training needs and Self Assessment Review (SAR), Quality Improvement Plan (QIP) and quality planning process as a whole gives all departments an opportunity to review the way they deal with disabled students and the quality of access provided by their courses and teaching materials.

3. Accountability: Leadership and Management

Governors, staff, learners and other stakeholders are aware of our Disability Equality Scheme and the value we place on equality of opportunity, and that action will be taken in the event of any breach of the Scheme.

In the first instance, the tutor will deal with any student acting in breach of the scheme. Subsequent breaches will be dealt with in accordance with the Student Disciplinary Procedures (outlined in the Student Handbook).

The Principal, or Chairman of the Governing Body in the case of the Principal, will deal with any member of staff acting in breach of the scheme. Subsequent breaches will be dealt with in accordance with the Disciplinary & Grievance Procedures (Staff).

Any breaches of Disability Equality legislation by Contractors and Service Providers may result in cancellation of the contract.

A The Governors

Governors are involved in the development and future evaluation and improvement of the Disability Equality Scheme. This is conducted by actively seeking views and collaboration through the Joint Staff-Governors Consultative Group. The Governors, through the senior management team, have responsibility to ensure that the needs of disabled staff and students are met reasonably and represented by inclusion in the Strategic, Operational and Development Plans of the College.

Governors are responsible for making sure the College complies with legal requirements of the Disability Discrimination Act 2005 and meets all its duties, including the general duties and specific duties. In addition to this, governors will make sure the Disability Equality Scheme and its procedures are followed.

The Governors are also responsible for ensuring that the College reflects the diversity of the local and national communities served by the College.

B Senior Management Team

The College's Principal and Assistant Principals, who form the Senior Management Team (SMT), have a common purpose in promoting the College's beliefs and aims and receive the full backing of the governing body to develop policies and procedures which 'guard and maintain' the College ethos. The SMT and Governors recognise the importance of the College's underlying tenet in supporting the aims of the Disability Equality Scheme and will continue to promote it.

The SMT present an annual report to the Governors which will contain a summary of the steps taken to fulfil the Colleges' Disability Equality Scheme (i.e. what the College has done over the past year to eliminate discrimination and promote equality of opportunity).

The Assistant Principal (Student Progress) will have overall responsibility for the Disability Equality Scheme relating to staff and students. Assistant Principal (Quality) will have responsibility for measuring the impact of the DED scheme and the Assistant Principal (Curriculum) will have responsibility for building disability equality into lesson observation, course reviews, self assessment and quality improvement processes, where appropriate, aided by the Assistant Principal (Student Progress). This latter pair will also be responsible for taking the leading role on actively promoting disability equality within the Houses and Faculties at Collyer's. In the area of Adult Education, the Assistant Principal (Student Progress) will have overall responsibility for the DED scheme.

C Study Support Managers

The College has a Head of Study Support who organises a range of support services for students from all backgrounds with specific learning difficulties. All staff have been given training internally and by external experts on the statutory duties and are expected to take responsibility for acting in accordance with both the spirit and the letter of the statutory duties in relation to disabled learners.

The College monitors and reviews the impact of its Disability Equality Scheme within the Equality and Diversity Duty at all stages of a students' learning journey at Collyer's (on admission, through a students progress on course and their progression into HE/FE or employment/training) for all students with disabilities. The data is published and analysed annually and reasonable remedial action taken.

D Equality and Diversity Committee

Chaired by the Assistant Principal (Student Progress), the Equality and Diversity Committee acknowledges its important role in promoting and implementing the Disability Equality Scheme. It will continue to take the lead in raising awareness of the DED and to monitor the impact of the College's policies and procedures on members and users of the College with disabilities. The Committee will also oversee and work with members of the College on implementing any necessary changes in policy and practice.

The Equality and Diversity Committee shall consist of:

- The Assistant Principal (Student Progress)
- The Assistant Principal (Support)
- The Head of Study Support
- Adult Education Programme Manager
- Learning Resource Centre Manager
- The Personnel Officer
- Staff representatives
- Student representatives
- The Premises Manager
- Registrar
- Admissions Manager

E All Staff

All staff members have a responsibility to eliminate discrimination and promote disability equality. The staff are involved in the development and future evaluation and improvement of the Disability Equality Scheme through focus groups, training and development and the Joint Staff Governors' Consultative Group.

The Assistant Principal (Support) will liaise with the Head of Study Support, the Personnel Manager and the Staff Development Co-ordinator to organise appropriate training for all staff on the Disability Equality Scheme .

F All Students

All students have a responsibility to maintain disability equality and have been involved in the development and future evaluation and improvement of the Disability Equality Scheme. This is conducted by taking part in planning focus groups and the College Council. In the spirit encouraged within the Every Child Matters agenda, the learner is encouraged to become involved and proactive in all areas of their educational journey, including disability equality.

4. Gathering Information

The two main areas for information collection are:

- the recruitment, development and retention of disabled employees
- the educational opportunities available to and achievements of disabled students

Data is already collected and analysed as part of the Equality and Diversity Duty of the College but this focuses, currently, on gender, ethnic group and previous school. It is also currently much stronger in relation to students than staff. As part of the Disability Equality Scheme there will be a need to introduce disability into the equality and diversity analysis, making the most of the information that is on the MIS system in relation to retention and achievement for students and recruitment, development and retention of staff.

The Study Support team (who deal individually with students with disabilities) also monitor their progress and gather information on outcomes as part of their assessment of the effectiveness of study support and on the experience of disabled students while at Collyer's. This information will be fed into the annual report so that progress can be monitored and results analysed comparing one year with previous data.

It is also necessary for the Admissions Team to work with the Registry, Study Support Team and tutors to develop the way they collect disclosure information as there is a national issue of disabled students under-reporting their disabilities.

Data for 07/08 is collected on the achievement, retention and progression of disabled students and is used to inform quality assurance and updated in the autumn term for future planning.

Via the end of year student review, data is gathered on levels of satisfaction and involvement in all curriculum and enrichment activities, as well as in general levels of satisfaction and enjoyment.

Collyer's gives all staff and students the opportunity to disclose any disabilities that they may have and create an environment that is positive about such disclosure. Student information disclosed will be monitored annually according to recruitment (including choice of course), achievement, attendance, and internal and post College progression. This will be done through the College Management Information System (MIS). Staff information will be monitored according to recruitment, retention, and staff development.

The evidence will enable Collyer's to examine the experiences and satisfaction levels of disabled students and staff and perceptions of the sort of barriers disabled students and staff may face (e.g. through focus groups). Plans for gathering information will be drawn up through the Equality and Diversity Committee and involve representatives of disabled students and staff liaising internally and with external local community groups to embrace the following principles:

- Voluntary participation
- Confidentiality
- Transparency
- Accessibility
- Self-disclosure of disability

Careful data analysis of the provision will help to identify appropriate actions to maintain the level of equality within Collyer's and help to produce improved outcomes for disabled students and staff.

5. Actively Engaging People

Staff and students currently have a wide range of opportunities to feedback their views on the College and the way that it works. While this includes students and staff with disabilities, this is an area which needs further enhancement to ensure that clear feedback is received about all aspects of College life in relation to the quality of work done and how inclusive it is.

Data is monitored centrally as part of previous DDA and EDIM work, but this too will now need to be further refined and improved so that a clear picture of the effectiveness of the Colleges Equality Duty Scheme and Action Plan can be assessed.

In putting together the scheme, we encouraged existing students with a range of disabilities to discuss their experience of Collyer's, from their initial thought about coming to the sixth form, through to their

experiences in day to day study. In addition, staff with significant experience in dealing with disabled students contributed to the development of the scheme and Action Plan. This was to ensure a clearer view was achieved and one which would also give input from a range of students with different disabilities.

The experience of developing the Disability Equality Scheme highlighted the need for clearer and more formal input from disabled staff and students. The Action Plan (section 10) therefore has this development as one of its earliest targets.

The College has been committed to actively involving both disabled students and staff in the development of this scheme and the Study Support team has good links with organisations representing disabled people.

The College aims to promote a safe and secure environment where student participation is respected as a valuable positive experience.

- Students

A student focus group has been developed including students with a range of disabilities/difficulties in addition to welcoming others that have a general interest in promoting this project. This work is conducted in consultation with the Every Child Matters Group. There is a commitment to “Making a Positive Contribution” as detailed within the Every Child Matters agenda. Representatives from this group attend the College Equality and Diversity Committee.

The student focus groups included the Assistant Principal (Student Progress) and were directly involved in creating the Race Equality Scheme and Action Plan.

Links have also been established with College Council and tutor representatives in order to further promote disability equality and raise awareness throughout the student population. Ideas, experiences and suggestions are welcomed and valued.

- Staff Focus Group

A staff focus group was involved in the production of the Equality and Disability Scheme. A member of the staff focus group is a representative on the Equality and Diversity Committee and our Head of Study Support is in regular contact with local disability organisations.

The College is committed to working in partnership with the disabled community in the development, implementation and ongoing review of its Disability Equality Scheme. Engaging with disabled people is not only a requirement of the duty, but can be mutually beneficial. People with disabilities are specialists on their own impairments; consulting and involving this group has enabled us to focus on good practice, identify barriers and prioritise disability equality initiatives.

We recognise that students are relatively easy to access as they communicate frequently with learning support staff. Involvement enables students to understand some of the management and administrative processes that go on around them. In encouraging students to assist with the review and audit of processes, we can learn much about our assumptions regarding current provision.

We appreciate that, during the lifespan of this first Disability Equality Scheme, we will be required to introduce new initiatives to ensure maximum involvement in decision-making, information gathering and impact assessment. These include:

- The end of year review inviting comment and feedback on experience of College policies and practices.
- Regular individual interviews with disabled students to discuss support arrangements.
- Discussion of disability equality in a variety of settings to raise awareness. This has included staff training and development activities, new staff induction, programme, discussion with individual subject leaders.
- A focus group of disabled students has provided an opportunity for specific consultation regarding current provision.
- Drafts of the Disability Equality Scheme have been discussed within the SMT.

6. Equality Impact Assessments

All College policies, plans, procedures and practices will be reviewed to assess:

- Any adverse impact of the policy, plan, practice or procedure
- Any opportunities offered to meet the disability duty

Where possible, disabled students and staff should be involved in the reviews so that the full impact can be assessed, this in itself will be useful staff development for managers and policy makers.

It is an important aim of Collyer's Disability Equality Scheme that all managers play their part in the implementation and monitoring of the scheme, it is not intended to be a Senior Management activity, but rather a whole College approach to ongoing improvements in relation to the equality and diversity agenda.

The SAR and QIP process as well as the normal meeting schedule will provide the opportunity for the full range of staff to participate, not only to raise awareness and 'good practice' but also to ensure the impact of the scheme across all College activities and at all levels of work within Collyer's. Part of the annual review of the Disability Equality Scheme Action Plan will be updating on policy, practice and procedure changes. As new policies are implemented, staff will be aware of the requirements and able to take the opportunity to embed equality and diversity duties.

7. Monitoring and Evaluation

The "Action Plan" will be reviewed at least annually. The actions and targets will form a key focus for the work of the Equality and Diversity Committee, but if the scheme is to be effective the full range of College provision will have actions and targets within their own planning and quality review procedures, where appropriate. The self assessment cycle will provide a relevant annual evaluation for the 'whole College' approach.

Key Monitoring Points:

- Equality and Diversity reporting is a standing item on the agendas of the Quality & Standards Committee and the JSGCG.

- The SMT will ensure that staff applications, interviews and promotions continue to be fair for all and comply with the Disability Equality requirements. Guidance from the Commission for Equality and Human Rights (formerly the Equal Opportunities Commission) should provide the framework for dealing with staff recruitment and internal promotions.
- The appropriate line manager and the Curriculum and Tutorial Committees will monitor implementation across the College.
- Equality and Diversity and Disability Equality will be promoted in the prospectus and the student diary, with copies of the policies being made available from the student enquiry desk.

All staff will be made aware of the Equality and Diversity and Disability Equality Schemes and developing issues through induction and staff development programmes. The policies will be published on the intranet and copies will be available from reception.

Data Monitoring:

- Students: Data to monitor the admission and progress of students will be collected by means of the Learning Agreement, retention and achievement. Analysis will be by ethnic and racial background.
- Staff: Data to monitor the recruitment and development of staff will be collected by means of the application form, retention, grading structure and staff development documentation.

8. Publishing, Maintaining and Reviewing the Disability Scheme

The published scheme will be a key component of the equality and diversity policies and procedures for the College. The Disability Equality Scheme will be made available via the website and a paper version. Staff development and departmental time will be used to update staff understanding of the scheme.

The action plan and the annual report will be the focus for directed action and monitoring on an annual basis.

The Equality and Diversity Duty and Disability Equality Scheme will be published on the College web-site and featured in Open Evenings.

The annual review of Disability Equality Scheme Action Plan will judge the effectiveness of the Disability Equality Scheme.

9. Legislation

The Disability Discrimination Act (DDA) 1995 made it illegal to discriminate against people with a disability. This means:

- treating a person less favourably for a reason related to their disability
- failing to make reasonable adjustments to avoid placing a disabled person at a substantial disadvantage in comparison with someone who is not disabled. The DDA introduced a wide definition of a disabled

person as having a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day duties

The Special Educational Needs Act 2001 (SENDA) amended the DDA 1995 to cover education and the DDA 2005 introduced a new disability equality duty for the public sector, effective from December 2006, to promote disability equality across all functions. The definition of a 'disability' has also been clarified.

'The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place.' - **Bert Massie, Chairman of the Disability Rights Commission**

The general duty specifically states that every Public Authority shall, in carrying out its functions, have due 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 life
- take steps to take account of disabled persons' disabilities even where this means treating disabled persons more favourably than other persons. In addition to the General Duty, we have a Specific Duty to publish a Disability Equality Scheme (DES) by the 4 December 2006 as a means of delivering the equality duty and to involve disabled people in the development of the Scheme. The DES, which will be reviewed, revised and published every three years, must include the following key elements:
 - the active involvement of disabled people
 - achieving outcomes
 - carrying out impact assessments
 - gathering information to improve disability equality
 - reporting on progress
 - developing an action plan

In respect of staff the following acts/reports need to be referred to, where applicable:

- The Equal Pay Act 1970 (and 1986)
- The Rehabilitation of Offenders Act 1974
- The Sex Discrimination Act 1975
- The Sex Discrimination (Gender Re-assignment) Regulations 1999
- The Gender Recognition Act 2004
- The Race Relations Act 1976
- The Disabled Persons (Employment) Acts 1944 & 1958
- The Disability Discrimination Act 1995

- The Disability Rights Commission Act 1999
- The Employment Act 1989/1996
- The Employment Equality (Age) Regulations 2006
- The Employment Equality (Religion or Belief) Regulation 2003
- The Employment Equality (Sexual Orientation) Regulation 2003
- Employment Protection Act 1975
- Employment Rights Act 1996
- Equal Treatment Directive 1976
- Protection from Harassment Act 1997
- The Public Order Act 1986
- The Human Rights Act 1998
- The Race Relations (Amendment) Act 2000
- The Special Educational Needs and Disability Act 2001
- The Kennedy, Tomlinson and Moser Reports
- The Macpherson Report
- The Racial and Religious Hatred Act 2006

Collyer's will ensure that all staff receive appropriate training on their rights and responsibilities in relation to Equality and Diversity legislation highlighted above within the framework of the College's Equality and Diversity Duty and Disability Equality Scheme.

10. Action Plan(s)

Narrative

Our Action Plan(s) for the next year addresses such gaps as remain in respect of access to all parts of the College, encouraging and facilitating disclosure with the assurance of support and involving disabled people in the auditing and improvement of our provision. Our priorities will reflect our present perception, contained and monitored in a variety of College review systems and documents and the additional input of the new working party.

Some of the mechanisms necessary, notably self-assessment reports (SARs), quality improvement and development plans (QIPs) and policies designed to address stress, harassment, discrimination and inclusivity are already in place and subject to regular monitoring.

A significant amount of work has been completed to improve the facilities across the College so that specific physical constraints can be removed. This work will continue and involve improvements to all aspects of the College. In addition, facilities for teaching and learning in subject areas and in the Study Support centre will be improved, in anticipation of a range of student and staff needs.

The quality and improvement cycle of the College already has a requirement to focus on disability issues but again this will need to be strengthened so that staff are constantly improving the effectiveness of their teaching and resources for all students. The sharing of good practice and an ongoing staff development programme will also enable the continuous improvement programme to have equality and diversity as one of its key elements.

- Action Plans

1. Vision			
Aim: <ul style="list-style-type: none"> Update Collyer's Disability Equality Scheme in line with College's Equality and Diversity Duty Lead Responsibility: <ul style="list-style-type: none"> Assistant Principal (Student Progress) Monitored by: <ul style="list-style-type: none"> The Principal, Governing Body, Equality and Diversity Committee 			
Action	How	Timescale	Outcomes and Output
Re-write policy into an Equality and Diversity Duty (note: therefore, "Equal Opportunities Committee" changed to "Equality and Diversity Committee")	Assess Collyer's material and research other college's schemes and duties. Liaise with key groups to fully represent broad ideas/ thinking	September to mid January 2008	Publish Equality and Diversity Duty
Write Disability Scheme in line with Equality and Diversity Duty	Assess Collyer's material and research other college's schemes and duties. Liaise with key stakeholder groups to fully represent broad ideas/thinking	September to mid January 2008	Publish Disability Equality Scheme

2. Context/Equality Profile			
<p>Aim:</p> <ul style="list-style-type: none"> Use the Disability Equality Scheme as a method of enhancing the progress already made <p>Lead Responsibility:</p> <ul style="list-style-type: none"> Assistant Principal (Student Progress) <p>Monitored by:</p> <ul style="list-style-type: none"> Assistant Principal (Support), Assistant Principal (Student Progress) and Admissions Manager 			
Action	How	Timescale	Outcomes and Output
Help develop continual practical use and understanding of the Disability Equality Duty	Use key elements to set improvements/targets with SAR and QIP cycle	Continuing cyclical process	Staff and students refer to and use the scheme to identify and improve disability equality
Maintain flow of information about students and staff with disabilities during application process	<p>Maintain good links with our partner schools and external organisations (such as Connexions) to make sure that disability equality information is made available during the enrolment process</p> <p>Personnel Department continues to develop a recruitment process which encourages applicants from the full range of the population</p>	Continuing cyclical process	Accurate contextual disability information relating to students and staff

3. Accountability			
<p>Aim:</p> <ul style="list-style-type: none"> • Governors, staff and students are informed of the new Equality and Diversity Duty and the Disability Equality Scheme and their accountability within these policies <p>Lead Responsibility:</p> <ul style="list-style-type: none"> • Assistant Principal (Student Progress) and Assistant Principal (Support) <p>Monitored by:</p> <ul style="list-style-type: none"> • Equality and Diversity Committee • The Principal 			
Action	How	Timescale	Outcomes and Output
Develop support and training provided to build on Collyer's capacity for further equality and diversity activity	Training conducted by SMT	November 2007 to April 2008	Staff and students engaged in Equality and Diversity Duty and Schemes

4. Gathering Information			
<p>Aim:</p> <ul style="list-style-type: none"> • Successfully gather information on the recruitment, development and retention of Collyer's students with disabilities • Successfully gather information on the recruitment, development and retention of Collyer's staff with disabilities <p>Lead Responsibility:</p> <ul style="list-style-type: none"> • MIS/Registry/Study Support Team/Tutors <p>Monitored by:</p> <ul style="list-style-type: none"> • Equality and Diversity Committee 			
Action	How	Timescale	Outcomes and Output
Encourage and facilitate disclosure	Amend Individual Learning Agreement so that it falls into the element discussed with admissions tutor	April 2008	Full diversity of students with disabilities reflected in College reports

5. Actively Engaging Disabled People			
<p>Aim:</p> <ul style="list-style-type: none"> • Schemes of work will reflect Disability Equality Issues (where appropriate) • Staff and Students will make direct, formal contributions to the Disability Equality Duty • Staff and Students will make direct contributions to training issues as they see them at College <p>Lead Responsibility:</p> <ul style="list-style-type: none"> • Assistant Principal (Student Progress) <p>Monitored by:</p> <ul style="list-style-type: none"> • Assistant Principal (Support), Assistant Principal (Curriculum), Assistant Principal (Quality) 			
Action	How	Timescale	Outcomes and Output
Review academic schemes of work in light of disability equality issues	Include Disability Equality issues (where relevant) within academic schemes of work	November 2007 to July 2008	Disability Equality issues part of both academic and pastoral staff/student life
Establish disabled people as central to the construction of College equality and diversity schemes and duties	Maintain Student Focus Group, Staff Focus Group, Adult Education Focus Group A member of the staff and student focus groups are invited on to the Equality and Diversity Committee	Continuous	Student and Staff proactive in producing an environment conducive to their learning/training needs

6. Equality Impact Assessments			
<p>Aim:</p> <ul style="list-style-type: none"> • Closer links and cross referencing with the targets set within existing College SAR and QIP cycle <p>Lead Responsibility:</p> <ul style="list-style-type: none"> • Heads of Faculty • Subject Leaders • Assistant Principal (Student Progress) and Assistant Principal (Quality) <p>Monitored by:</p> <ul style="list-style-type: none"> • Equality and Diversity Committee • The Principal 			
Action	How	Timescale	Outcomes and Output
Build linkage between Equality and Diversity Duty and related schemes to the SAR and QIP cycle	Annual Quality Cycle and planning processes (SAR & QIP) tied in with the cycle of annual review for Action Planning for the Equality Schemes	Continuous	Accurate cross referencing between College “Quality” and “Disability and Diversity” planning and review

7. Monitoring and Evaluation			
<p>Aim:</p> <ul style="list-style-type: none"> • Regular review of Disability Scheme <p>Lead Responsibility:</p> <ul style="list-style-type: none"> • Assistant Principal (Student Progress) <p>Monitored by:</p> <ul style="list-style-type: none"> • The Principal 			
Action	How	Timescale	Outcomes and Output
Make necessary amendments in light of internal or external change/legislation	Annual review of Disability Equality Duty and associated schemes	Annual	Equality and Diversity Duty and Schemes are up to date

8. Publishing, Maintaining and Reviewing the Disability Scheme			
<p>Aim:</p> <ul style="list-style-type: none"> Disability Scheme will be broadly and effectively communicated to the College's publics <p>Lead Responsibility:</p> <ul style="list-style-type: none"> Assistant Principal (Student Progress); IT Manager <p>Monitored by:</p> <ul style="list-style-type: none"> Equality and Diversity Committee 			
Action	How	Timescale	Outcomes and Output
Communicate the Disability Scheme to the College's publics	Ensure material is published on the College web-site	Annual	The Disability Equality Scheme is transparent and readily available to the community
Disability Scheme made available to students and staff applying to join the College	Admissions and Personnel material refers to and reflects the College Disability Equality Scheme	Continuous	The Disability Equality Scheme is transparent to disabled people thinking of joining the College

9. Key Legislation			
<p>Aim:</p> <ul style="list-style-type: none"> Improved disabled access to Collyer's in line with health and safety legislation <p>Lead Responsibility:</p> <ul style="list-style-type: none"> The Governing Body Assistant Principal (Student Progress) <p>Monitored by:</p> <ul style="list-style-type: none"> Equality and Diversity Committee 			
Action	How	Timescale	Outcomes and Output
Facilities work will continue and involve improvements to all aspects of the College in line with health and safety and disabled access legislation	Facilities for teaching and learning in subject areas and in the Study Support Centre will be improved, in anticipation of a range of student and staff needs	March 2008 to August 2008	Improved access and facilities at Collyer's for people with disabilities

11. Definitions

- Disability definition:

Reference to 'disabled people' includes disabled students, staff, and other disabled users of the College, such as visitors to conferences, parents at open days and award ceremonies, and users of leisure services such as sports centres and theatres. A disabled person is someone who has a physical or mental difficulty which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

A physical or mental difficulty includes:

1. Sensory impairments
2. Impairments relating to mental functioning, including learning difficulties/disabilities
3. Long term health conditions such as diabetes, epilepsy, HIV, cancer or multiple sclerosis

- A Disability Equality Scheme must include:

a) A statement of how disabled people have been involved in developing the Scheme

b) Arrangements for gathering information on:

- the recruitment, development and retention of disabled employees
- the educational opportunities available to and achievements of disabled students

c) Details of how information gathered will be used, in particular to review the effectiveness of Action Plans and prepare subsequent Schemes

d) A method/methods for assessing the impact of policies and practices on disability equality and where improvements can be made

e) An Action Plan detailing the steps that are going to be taken to meet the general duty.