

# CANTERBURY COLLEGE DISABILITY EQUALITY SCHEME

IMPROVING THE EXPERIENCE OF **ALL** OUR STAFF AND LEARNERS

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## **1. Introduction, Legal Framework and Current Position**

### **1.1 Introduction**

Canterbury College aims to serve the educational needs of the whole Community and to provide an inclusive environment where diversity is encouraged and where access to and participation in education is promoted. The policy of the College is that difference is respected and all students are treated fairly, respectfully and without prejudice. There is respect for the dignity and worth of each individual.

### **1.2 Legal Framework**

The Special Educational Needs and Disability Act 2001, (SENDA), establishes legal rights for disabled students in pre- and post-16 education. The Disability Discrimination Act 2005 and the Disability Equality Duty (DED) Code of Practice requires all Public Authorities including FE colleges to adhere to anti-discriminatory duties and to prepare a Disability Equality Scheme. The Act gives people the right not to be discriminated against on the grounds of their disability. This means the College must have due regard to the need to:

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

### **1.3 Specific Duty for the College and purpose of scheme**

There is the specific duty to develop and publish a scheme showing how the College is meeting its new duty in narrowing the gap in inequality between disabled and non disabled people. The new duty covers staff and all service users, including contractors and visitors, as well as learners. This document constitutes the Canterbury College's Disability Equality Scheme and will be reviewed, revised and published every three years and made accessible to the whole community.

The purpose of the Disability Equality scheme is to embed College policy and ideals into the College culture by finding out the barriers that are faced by disabled people, involving disabled people in decision making, setting out a three year action plan and monitoring and reporting each year.

The Scheme's focus therefore is on removing barriers within policy or services which have a negative influence of the lives of disabled people. There is a legal obligation to involve disabled people in the drawing up of the scheme.

The Disability Equality Scheme further embeds the core values and ideals of Canterbury College.

#### **1.4 Current Provision**

Canterbury College responds positively to the duty to promote disability equality. Students with disabilities of all kinds are welcomed and are supported in order for them to achieve their learning potential

Every year over 12,000 students are enrolled from all sections of the community. There is a significant proportion of students, currently over 1800 with some kind of declared disability or learning difficulty ranging from, for example:

- Mental health difficulties
- ADHD
- Emotional behavioural difficulties
- Diabetes
- Epilepsy
- Moderate and severe learning difficulties
- Autistic Spectrum Disorder
- Haemophilia
- Dyslexia, dyspraxia and dyscalculia
- Disabilities affecting mobility
- Students requiring reading, writing and numeracy and English language support
- Hearing and visual impairments

The College aims to provide an environment where students feel safe and sufficiently secure enough to disclose a disability and to be able to discuss the level of support they need.

Currently support is provided which will encourage independence and autonomy and to ensure success and progression. Support is dependant on a detailed assessment of needs using information from the student on the application form, from parents and carers, Social Services and previous schools where relevant and from the personal interview process.

#### **1.4.1 Strengths in present provision include**

1. Specialist assessment and guidance
2. Specialist staff including a Disability advisor, independent living skills assistance and an Additional Support Team
3. Classroom learning support/facilitators
4. Support and information from tutors
5. One to one support
6. A Supported Learning programme
7. Arrangement of examination concessions and special considerations
8. Wide range of support services including Personal tutors, Connexions Personal and Careers Advisors, and the Student Information Centre where students can get both course and progression advice and guidance and also Information concerning financial support and general welfare issues
9. Links with Local, national and regional support agencies in the Community which are called upon for advice and support e.g. Social Services Disability Team, the Kent Association for the Blind and the Royal Association for Deaf People
10. The 16-19 provision of St Nicholas School is part of the College campus
11. Wide range of Equipment and Technological Support:
  - Lap-tops
  - Braille printer
  - Closed circuit televisions
  - Scanner facilities
  - Specialist computer software
  - Minicom facility
  - Voice box facilities on computers
  - Height adjustable tables and special chairs
  - Concept keyboards
  - Hearing Loops
12. Physical Accommodation and access:

The College is undergoing an extensive rebuilding programme which due for completion by December 2007 which will be already improving accessibility. There are currently easily accessible car parking spaces and toilet facilities.

Full details of the above are included in the College's Disability Guide.

### **1.4.2 Staff with disabilities**

There is a member of personnel with specific responsibility for supporting staff who are or become disabled during their course of employment.

Arrangements for disabled applicants for jobs are arranged for interviews.

The College offers a free counselling service and free dyslexia screening for all staff.

### **1.4.3 Areas for development**

- The involvement of disabled staff and students as key stakeholders
- A more active Disability Action group with both students and staff disabled and non-disabled
- Greater participation and involvement of staff and students, including those with disabilities, in the daily running of College life
- Training for staff to become more skilled in working with students with additional needs
- Helpdesk/access point for students with disabilities
- Production of more user friendly guides explaining help and facilities available to students
- Development of a Single Equality Scheme
- Incorporation of disability awareness in staff and student induction

## **2. Disability Equality Vision**

Canterbury College's vision is to create a culture where being disabled is not the same as being disadvantaged.

The College acknowledges its responsibility to its disabled employees and learners and accepts that being disabled is a social issue because of the barriers that people face.

Specifically the College will aim to:

- Improve the quality of life for disabled students and staff, and any other disabled people using our facilities or services.
- Reduce the discrimination and remove the social and attitudinal barriers that disabled people currently face.
- Reduce environmental barriers, modernize and make accessible all areas of our campus.
- Create an inclusive culture where people feel safe to declare their disability and each person's contribution is valued.
- Act as an example of good practice to other Colleges and organizations.
- Work together with disabled people to achieve equality of opportunity.
- Work in partnership with other disability organizations to prevent ignorance, prejudice and negative attitudes in the wider community.
- Maximize the contribution that disabled people can make to the College and promote the right of disabled people to be valued, included and involved in decision making.

The scheme will be linked to the College's Equality and Diversity policy, Supported Learning and Disability policies and be integrated into planning, policy and self-assessment. Progress against the plan will be monitored as part of the College's Quality management commitment and action plans incorporated into Development and Strategic plans.

A variety of means will be used to raise the awareness of the vision and scheme including bulletins, posters, staff training on DDA and disability equality, staff conferences, student enrichment programmes and a high profile at induction for new staff and students.

### **3. Involvement of students and staff with disabilities and organizations for the disabled**

The College will involve a variety of disabled and non-disabled learners, employees and representatives from disability organizations in the local community in its scheme.

The following means have been used:

- **Forum/focus** groups of disabled students
- **Feedback** from workshops at the Staff Conference July 2006
- **Disability Action Group** (Staff, students, Partner groups, disabled, non-disabled)
- **Graffiti walls**
- Students as **Informal Accessibility Advisors**
- **Questionnaires**
- **External organizations:**  
The Scrine Foundation,  
The Martha Trust  
Kent Association for the Blind  
Access Matters
- **Trade Unions**

Feedback to disabled people will be provided on the outcomes of their involvement and the changes that have resulted, through personal contact, progress reports and feedback posters from the Disability Action Group.

#### **4. Management Commitment**

The Disability Equality Scheme has the commitment of both the Corporation and Senior Management Team to meet the College's legal duties. The SMT will be instrumental in ensuring that disability equality is seen as an organizational priority and that there is a whole organizational approach.

In particular:

- The Corporation and Senior Management team will have overall responsibility for the Disability Equality Scheme.

- The Senior Management Team will be responsible for ensuring the scheme is put into action and aligned with strategic plans.
- All Managers and members of staff and colleagues in our Partner organization will play a role in helping to meet our duty to promote equality for disabled people and in the provision of a fully inclusive teaching and learning environment.
- Training and Updating on all Disability issues will key a major part of the College's Staff development programme.

The arrangements below will ensure that the work involved in putting the scheme in to practice is co-ordinated:

- The Director of Student Support Services is responsible for Equal Opportunities -students.
- There is an Equal Opportunities Committee chaired by the Director of Student Support Services made up of Management, staff, students, external representatives to ensure effective action is taken to promote equality and reduce disadvantage. This will report to the Principal. Key reports and plans will be discussed by the Senior Management team and reported to the Corporation.
- There is a Disability Action Group chaired by the Disability Advisor, which will act as a Task Force to implement the scheme and be responsible for the involvement of disabled people. This Group will report to the Equal Opportunities Committee.
- There will be a Disability Advisor to champion Disability issues and monitor the Disability Action Plan on a monthly basis.
- There is a Section Manager of the Additional Support Team to put in place all requisite human and material support resources to put the scheme into practice.
- There will be Forums for Disability where disabled and non disabled students can get together and share their experiences. Matters for action will be fed back to the Disability Action group.

## 5. Impact Assessments

Canterbury College will set up an **Impact Assessment Team** to carry out a Disability Equality Impact Assessment on all Plans, Policies, Procedures and current working Practices. This steering group will take responsibility for initiating the mapping and then the subsequent involvement of all Faculty Managers and Support Managers. This process will be completed by December 2010.

The Team will carry out a systematic analysis of the effects of policies, plans, procedures and practice in light of the duties for example, the involvement of disabled people.

The team will consist of:

Director of Student Support Services  
Disability Advisor  
Section Manager - Additional Support Team  
Member of staff from Personnel and Estates  
Two disabled students  
Two disabled staff  
Section manager – Independent Living

Through this monitoring, any examples of practices which have an adverse effect or are in need of revision can be identified. **Impact assessment is therefore preventative rather than remedial.**

An Annual report will be published which summarizes the outcomes.

The seven steps will be as follows

1. Map all policies, procedures, plans and practice
2. Determine priorities
3. Consider evidence
4. Assess likely impact
5. Explore options and make decisions
6. Identify monitoring process
7. Publish results in a report

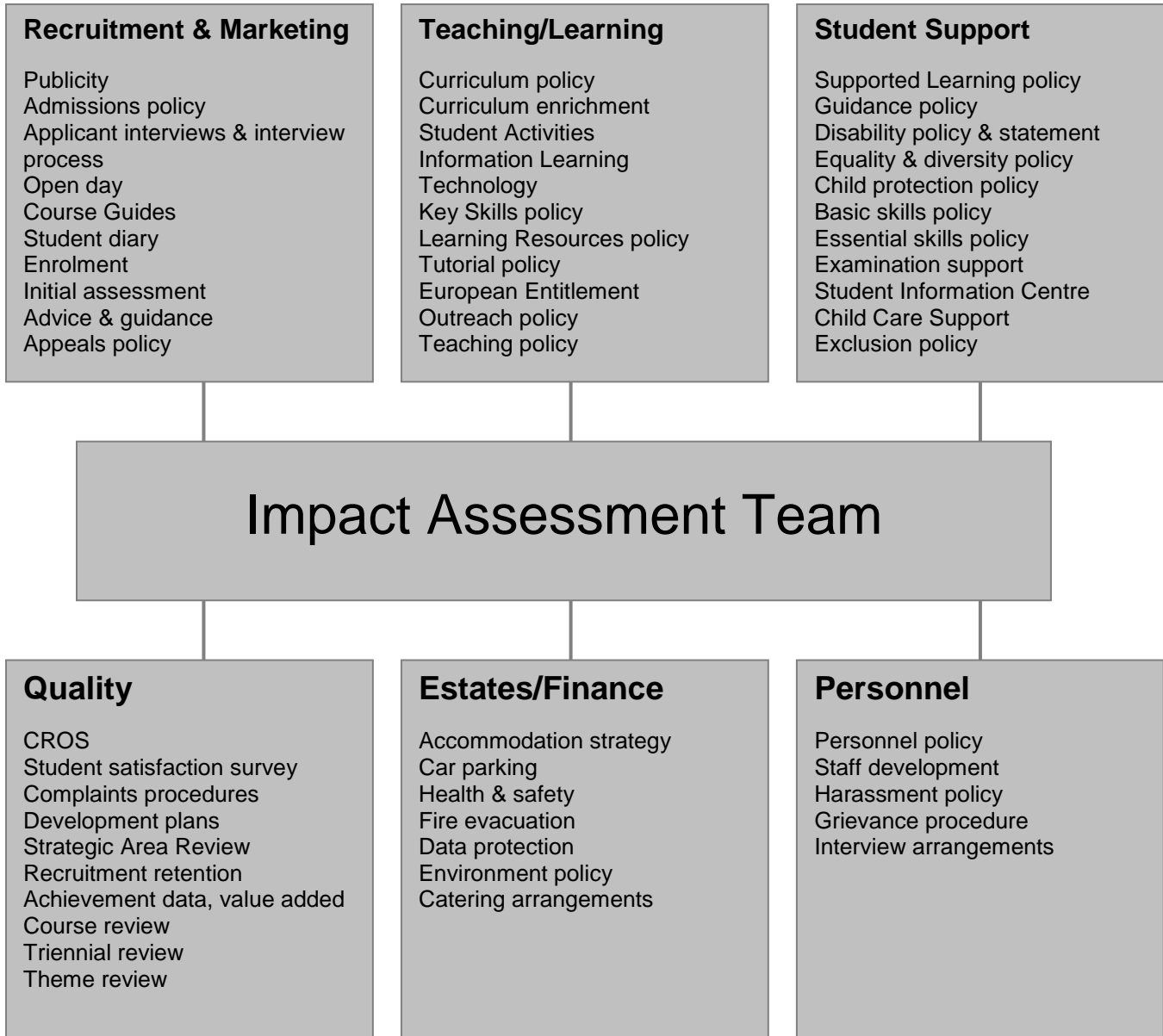
Priorities and timescales will be as follows

- |                              |             |
|------------------------------|-------------|
| 1. Recruitment and Marketing | July 2006/7 |
| 2. Teaching and Learning     | July 2006/7 |
| 3. Student Support           | July 2006/7 |
| 4. Human Resources           | July 2007/8 |
| 5. Estates and Finance       | July 2007/8 |
| 6. Quality                   | July 2007/8 |

At the end of the 3 year process the needs of disabled people will have been borne in mind in all policies and procedures; a significant part of embedding the scheme into practice.

**See diagram on next page**

# Policy/Practice/Plans/Procedures mapping at Canterbury College



## 6. Data Gathering

The College holds data on:

### Staff

- Information on the recruitment of disabled staff
- Information on the development and retention of disabled staff

### Students

- Information on students who have elected to declare a disability, by disability or degree of learning difficulty and their retention and achievement rates. These will be compared with National benchmarks.
- Disabled learner attendance is monitored and compared with non-disabled learner attendance.
- Value added data.
- Destination and progression data of disabled students.
- Information on particular success of disabled students.
- Information on access to facilities and trips and other enrichment opportunities.

These reports will be generated by the College's Information Reporting Team and reported to the Section Manager of the Additional Support Team in order for the appropriate support to be allocated. Reports will also be used to inform decision making by Senior Management concerning strategic planning. This will enable the continued improved performance in disability equality.

Analysis of current enrolment data November 2006 shows a significant range of health and educational issues declared. This data is listed below:

- ADHD/ADD 13
- Asthma 548
- Autism 3
- Deaf (SL user) 1
- Diabetes 7
- Dyslexia 395
- Dyscalculia 29
- Dyspraxia 21
- Emotional Behavioural difficulties 82
- English language 166
- Epilepsy 61
- Haemophilia 12
- Hearing Impairment 102
- Literacy support 45
- Mental health 57

- Mobility disability 43
- Mobility Independence training 2
- Moderate Learning difficulties 159
- Numeracy 281
- Other learning Support 61
- Other medical condition 230
- Other specified learning difficulty 29
- Personal care needs 11
- Reading support 302
- Visual Impairment 108
- Writing support 274

Many students have declared two or more support needs.

Information will be held recording complaints from disabled people, including any instances of bullying. These will be monitored annually.

These reports are presented to the Quality Committee annually. Where relevant, information and data will be collected and monitored by impairment type as learners may have very different experiences according to their impairment type. The data will be routinely disaggregated by disability or learning difficulty and the information used within each area to inform its self-assessment report and development plan.

Data analysis will be used to inform planning and improve performance as follows:

Information collected



Disability Action group to identify equality gaps and barriers



Action taken to remedy. Good Practice shared. Reports to Quality Committee



Quality Review processes to assess effectiveness of action.

## 7. Three Year Action Plan

The Disability Equality Scheme will be published on the College Web site and be made available to all staff and students. Copies will be held at Main Reception, the Learning Resources centre and Information Centre and Students Union.

Annual progress will be reported to the Equality and Diversity Committee and be made available to the Corporation, to the Principal and to all Stake holders.

## **Canterbury and Sheppey College 3year Disability Action Plan**

*Please note that this was revised in October 2007 to reflect achievable outcomes*

<b>AREA TO DEVELOP</b>	<b>OBJECTIVE</b>	<b>ACTION NEEDED (RESOURCE IMPLICATIONS)</b>	<b>LEAD PERSON</b>	<b>TARGET DATE</b>	<b>POSITIVE OUTCOME</b>
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Admissions	Increase retention, achievement and success rates of students who have disclosed a disability	<p>Compile, analyse, and maintain applicant and student statistical data (to include full and part-time students, adult and evening classes, short courses, distance learners, those following a single module/part of a course) to identify disabilities, inform an offer of ALS or other agencies, reviews, and action objectives (e.g. performance management of specific support providers, to substantiate the need for risk assessment for individual students). Provide data on the current numbers of applicants indicating on the application form that they have a disability</p> <p>Track applications to enrolment of people who indicate that they have a disability</p> <p>Investigate all rejections of students with a disability and report to EOCommittee. Act on the findings.</p> <p>Report retention of students with disabilities termly and achievement/ success annually to the EOCommittee and the Corporation.</p> <p>Assist managers in developing specific strategies for improvements in their area, where appropriate</p>			
Teaching (classes, lectures, seminars, practicals)	Review lesson plans, schemes of work differentiation, delivery of teaching objectives identified, learning equipment and materials (lab equipment, computer	Liaise with academic staff on support requirements for students with disabilities to ensure that they achieve the outcomes identified (achievement, progression, qualifications, employment) and enable			

	facilities, class handouts etc)	access to funding for specialist technologies, equipment, and support E.g. Text enlargement scanners, large monitors, big key keyboards, Dictaphones, laptops, voice-activated software, .			
The Provision of Student Services		<p>Review all</p> <ul style="list-style-type: none"> <li>• curriculum design</li> <li>• Examinations + Assessments</li> <li>• Field Trips and outdoor education</li> <li>• Arranging study abroad/work placements</li> <li>• Outings and trips</li> <li>• Research facilities</li> <li>• Short courses</li> <li>• Distance and e-learning</li> <li>• Classrooms, lecture theatres, laboratories, studios, darkrooms, lab equipment, computer facilities, class handouts, libraries, learning and information centres and their resources</li> <li>• Leisure, recreation, entertainment and sports facilities</li> <li>• The physical environment</li> <li>• Car parking</li> <li>• Chaplaincies and prayer areas</li> <li>• Health, counseling, first aid, financial advice and welfare services</li> <li>• Catering facilities</li> <li>• Childcare facilities</li> <li>• Campus/college shops</li> </ul>			

	<p>Improve services for people with long term illnesses and mental health issues</p>	<p>Monitor applications from students with enduring mental health issues</p> <p>Write a Mental Health Policy and incorporate it into staff training</p>			
	<p>Improve pre-enrolment screening for additional learning support</p>	<p>Identify 90% of students requiring support and ensure that it is in place before the start of the academic year</p> <p>Develop more effective collaboration between teaching teams, Personal Tutors and Key Skills to ensure that the most effective support package is in place</p> <p>Ensure that the support provide represents best value for money</p>			
<p>Staff Training, Awareness, Development and Contracts</p>	<p>Increase staff awareness of their responsibilities under SENDA</p>	<p>Review the induction programme for new staff to include a specific input on SENDA. Evaluate the impact of this.</p> <p>Provide refresher training (as above) to include working in partnership, discrimination awareness, ALS etc.</p> <p>Refresh the SENDA training programme by introducing e-learning packages to extend staff knowledge and understanding of the Act.</p> <p>Ensure that all Learning Support staff are adequately trained</p>			

		<p>Provide responsive, on-demand staff training for specific issues relating to disability and adapting teaching/learning styles.</p> <p>Provide specific training on SENDA and associated disability issues for the Corporation. Include sessions on specific disabilities</p> <p>Provide (along with ALS Team) other information contact points E.g. specific themed informative lunchtime talks available to staff and students, Disability Advisor Clinics, delivery of Disability Teaching Guideline training sessions, staff conference</p>			
		<p>Review all staff contractual details, induction programmes, and ongoing training of all staff, agents (contractors, visiting speakers), and students</p> <p>Create Staff Disability Policy</p>			
The Management of Information+ Communications		<p>Review all information and communications technology and resources to provide maximum accessible formats, as required and appropriate for all sections/departments (symbols, , imagery, signage, Braille, objects of reference, use of communicators/signers, Makaton, CHANGE Picture Bank, Widget, College website accessibility etc.</p>			

<p>SENDA Compliance/ Access</p>	<p>.</p>	<p>Assess individual departments (academic and non-academic) for compliance with SENDA through assessments and audits</p> <p>Consider changes to sections and premises (e.g. access issues of student accommodation).</p> <p>Review all learning facilities (classrooms, lecture theatres, computer labs etc).</p>			
<p>College Policy, Procedures, and Practice</p>		<p>Raise awareness of all inclusion issues and current legislation, and promote equal opportunities to The Corporation, and other formal bodies (Equal Opps Committee, Registry) of legal liability and other relevant changes/developments to ensure adequate steps are taken to prevent staff from discriminating.</p> <p>Consider changes to Policy, procedures and Practice, as necessary</p>			
	<p>Prepare for the implementation of the amendment to the DDA by developing our Disability Equality Scheme</p>	<p>Involve disabled people in producing the scheme and developing the action plan</p> <p>Identify how we will gather and analyse evidence to inform our actions and track progress</p> <p>Set out how we will assess the impact of our</p>			

		<p>existing and proposed activities on disabled people</p> <p>Produce an action plan</p> <p>Report to the EOCommittee on progress</p>			
	<p>Improve student awareness of our Disability Statement and its relevance to them</p>	<p>Include positive references to disability as part of the equality and diversity input in induction for all FT students and evaluate this as part of the quality monitoring process</p> <p>Produce information for PT induction on disability and monitor its impact</p> <p>Work with partner schools to plan a common approach to raising awareness of issues relating to disability for 14 – 16s</p>			
	<p>Increase the availability of specialised equipment to support disabled people</p>	<p>Make more effective use of Learning Support Funding to purchase additional equipment for individuals, in accordance with the funding guidance</p> <p>Train teaching and support staff in the use of enabling technologies and equipment</p>			
<p>Health and Safety</p>	<p>Improve Physical access in CC</p>	<p>Audit all Canterbury college premises for compliance with necessary legislation</p> <p>Work closely with 'Estates' and all staff to ensure that Canterbury College provides a suitably accessible and inclusive learning environment E.g. policies, plans,</p>			

		<p>procurements, cyclical refurbishment, recurring maintenance, accommodation moves, maintenance schedules, disabled parking provision, lifts, vending machines, counter heights, etc</p> <p>Ensure that all staff are confident to complete necessary RAs (Risk Assessments) and PEEPs (Personal Emergency Evacuation Plans) in an inclusive way with any disabled student</p>			
<p>Marketing, PR, and development of the Additional Support Team</p>	<p>Improve 'Customer Feedback mechanisms</p>	<p>Student and staff consultation using different direct communication media (online satisfaction surveys, questionnaires, meetings, themed discussion groups, interactive workshops, talking walls, Etc.</p> <p>Encourage students to self-advocate or form a 'speaking- up' advocacy or peer support group</p> <p>Consider the creation of a peer support / buddying / social support group for disabled students (especially at the beginning of the new academic year)</p> <p>Support the development of personal support and counseling support services to students based on priority of need, and maximizing community opportunities and/or specialist agencies.</p> <p>Consider producing a monthly newsletter with</p>			

		<p>useful contacts and website links to other outside organisations</p> <p>Review appropriateness of all Disability Teaching Guidelines and their accessibility to staff. Consider any necessary improvements to content, format, editorial etc.</p> <p>Ensure that all information held on students is confidential, appropriate, and adequately detailed for purpose (financial audit, personal emergency evacuation plans, risk assessments, first aid, etc.</p>			
	Monitoring Data	Collect necessary statistics regarding Health and Safety, Complaints, Disciplinary Procedures etc to inform areas of disability need on an annual basis			
	Student Enrichment	Develop the inclusive role of the Student Union and Student Activities Manager with students with disabilities and aspects of the quality of learning experience outside the classroom			

## **8. Monitoring and Evaluation**

The three year action plan will be monitored monthly and updated annually by the Disability Action Group.

The Scheme will be incorporated into the overall Quality Management of the College and will therefore be included in all formal and informal review processes.

i.e.

Student Satisfaction surveys and complaints monitoring

Self –Assessment documentation

Strategic Plans

Strategic Area Review

Course Reviews

Triennial Reviews

There will be a Theme Review on the Disability Equality Duty and Scheme in 2007/8.

Staff professional development will be planned and reviewed at annual appraisals. Annual appraisals will also enable staff to reflect on the ways that practice has improved concerning disabled people.

Monitoring of the scheme and plan will be conducted by the Disability Action Group who will make reports to the Equality and Diversity Committee. Academic Board and the Corporation.

There will be a standing item on the agenda of the Equality and Diversity Committee to consider progress of plan and scheme, starting 20th October 2006.

The member of Senior Management Team responsible for monitoring will be the Director of Student Support Services who has a remit for Equality and Diversity issues.

## Appendix A

### **Definition of Disability**

The definition of a person under the Disability Discrimination Act covers a wide range of impairments and disabilities:

- Physical or sensory
- Mental health e.g. depression
- Recognized medical conditions such as cancer or arthritis
- Specific learning difficulties such as dyslexia or dyspraxia

The impairment must be such that it has an adverse effect on a person's ability to carry out everyday activities and be likely to last more than 12 months.

Conditions not covered by the act include lifestyle choices such as addiction to or dependency on alcohol, nicotine or any other substance other than one being subscribed.