

## **Annual Report for the Disability Equality Scheme Winter 2007/8**

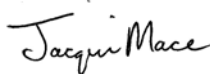
### **Introduction from the Principal**

Stanmore College remains committed to equality and diversity throughout the institution in a way which impacts on staff, students, employers, the local community and other stakeholders.

To us, this means more than producing policies - it means introducing positive actions which celebrate diversity and work to neutralise inequalities wherever they may arise.

We continue to welcome students with a range of disabilities and are totally committed to enabling them to achieve their full potential.

In commending this first annual report of our Disability Equality Scheme to you, I would like to reiterate our commitment to equality of treatment for all employees regardless of whether they have a physical or mental impairment and our belief that resources should be used and enjoyed by the entire College community. In this way we provide role models for our students and a positive, inclusive ethos which eliminates stereotyping, prejudice and discrimination.



Jacqui Mace  
Principal  
February 2008

## **Physical Access**

Minor amendments have taken place on the main College site which includes improved signage. The College has become part of the RADAR key scheme and the adapted toilets have now been fitted with a RADAR lock. This has meant that there is no use of these facilities by people who do not have a disability. There is a RADAR key on loan from Reception for anyone who may have left their key at home.

There is a new site, which the College shares with other users, Kenton Learning Centre. This site has been recently re-built with full disabled access and facilities. Mainly adult part time courses will be run at this site.

## **Technology**

ClaroRead software has now been installed on all student computers across the College. Student Services now has 5 Alphasmart word processors for loan to students. These are light, less expensive than a laptop but can still be used for all word processing and can be linked to the College computers and network. They are proving very useful with dyslexic students for note-taking in class.

## **Staff training**

The College has organised staff training on mental health issues as well as self harm. There is also another training session coming shortly. At the beginning of this term there has been a session on working with people with aspergers syndrome.

Specialist support staff have continued to attend a number of courses in autism, anger management, stress management, dealing with challenging behaviour. Two of the team are undertaking BSL level 2 training and three have recently gained their First Aid at Work Qualifications.

The College now has a more effective means of recording illness such as cancer/diabetes and epilepsy as well as severe allergies so that students can be supported well both in class and during examinations. All students who have disclosed a disability or an illness are risk assessed. The new Health and Safety Policy and Procedure also ensure that students are well supported if an emergency arises.

The Specialist Support Manager is completing a Disability Equality Specialist Course (NVQ level 4)

The Equality and Diversity Staff Induction is now online with an interactive quiz, which can be marked by HR. New staff will not be able to complete their probationary year until they have completed the quiz satisfactorily.

## **Staff Disclosures**

The College included an extra question to its annual request for staff to update their personal information, asking staff to let HR know if there were any issues relating to health for which they would like support. Six more staff used this opportunity to disclose an illness or health issue, which had not been raised before. The College now has 8% of staff who have disclosed a disability /health issue and who now have appropriate support if required.

## **Impact Assessments**

Since the publication of the DES there have been seven impact assessments for the main dimensions of Equality and Diversity (race, disability and gender) carried out on new and existing policies. The programme for impact assessments is ongoing and any new policy/procedure is automatically impact assessed.

## **Conclusion**

Future annual reports will be presented as an annexe to the annual Equality and Diversity report to the Board of Governors in October.