

Stanmore College



Disability Equality Scheme

December 2006



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Part 1: Statement of Commitment to Disability Equality

Stanmore College is firmly committed to promoting equality and celebrating diversity in all its relationships with staff, students and external stakeholders. It believes that the College will benefit from employing both disabled and non-disabled people at all levels of responsibility and across all areas of work. This will also provide role models for a variety of students in whatever area of the curriculum they are interested. The College is committed to equality of treatment for all employees regardless of whether they have a physical or mental impairment and believes that its resources should be used by the entire College community. Each individual should be able to enjoy a full working and social life in a college which reflects the diversity and richness of the wider community. Temporary or permanent disability and/or impairment, whether physical or mental, will not be a barrier to full participation. This will apply to the operation and implementation of all its employment policies. The College will treat all employees with respect and dignity, and seek to provide a positive working environment free from disability discrimination, harassment or victimisation.

The College will seek not only to eliminate disability discrimination, but also to create a working environment based on good relations between disabled people and non-disabled people. To this end, the College undertakes to provide diverse images in any material which it produces, including positive images of people with a range of disabilities. The aim is to create a positive inclusive ethos with a shared commitment to challenging and preventing stereotyping, prejudice and discrimination.

Jacqui Mace
Principal
November 2006



Part 2: Introduction and Outline of work completed relating to the Corporation's Disability Equality Scheme

2.1 Introduction

The Disability Discrimination Act 2005 places a legal duty to promote disability equality on all public sector organisations. This means that Colleges, 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 Disability Equality Duty requires colleges to:

- carry out impact assessments
- to gather information for monitoring progress
- to embed disability equality across the whole organisation
- to actively involve disabled people
- to work in partnership with other organisations
- to improve disability equality by tackling institutional barriers

The Disability Equality Scheme must be published by 4 December 2006.

For information: those likely to be covered by the Disability Discrimination Acts (DDA) are people who have disabilities which are 'substantial' and have an 'adverse effect' upon their ability to undertake normal day-to-day activities such as walking, hearing, lifting, reading or health problems such as epilepsy, diabetes, cancer, mental health conditions which are likely to last more than 12 months

2.2 Progress to date

At present there are approximately 5% of established staff and 12 % of students who have disclosed that they have a disability/learning difficulty/health issue /mental health condition as defined by the DDA .The College is providing specialist additional support to 43 students.

- A decision was made at the last meeting of the E&D Committee on 19 June 2006 to draw up a DES Working Party. Membership of the Working Party would include the Impact Assessment Team (Vice Principal, the two Assistant Principals, Human Resources Manager and the Director of Student Services, who was the Chair of the E&D Committee), the Director of Quality Improvement, the Premises Manager, two members of staff with a disability, two students with a disability, two members of the community with a disability or closely linked with people with a disability. Notes of the meetings of the Working Party would be kept by one of the secretaries in the Principal's office. Prospective members of the Working Party were contacted and their agreement to become part of this Working Party was established. The new Principal joined the Working Party in September 2006 at her request.

- The Director of Student Services attended a conference by the DRC on 18 October 2006 in preparation for the DES entitled - The Disability Equality Duty –what does it mean for the Education Sector?
- The Director of Student Services undertook a Mapping Exercise of the Corporation’s policies and practices to be Impact Assessed in June 2006. (Copies of the Mapping of College Policies, Practices and Procedures are available on request).
- Helen Richards, Specialist Support Manager, was elected on to the Board at Harrow Association of Disabled people (HAD) on 20 September 2006.
- The Director of Student Services drew up a draft list of contents for the Disability Scheme together with a draft Action Plan.
- The Working Party, chaired by the Director of Student Services, met for the first time on 17 October 2006 and agreed the list of contents and the action plan. The Principal was asked to write a Statement of Commitment on behalf of the whole Corporation.
- The policies to be impact assessed were agreed and members of the Working Party were assigned policies to impact assess. The initial screening for these has taken place. Focus groups, where appropriate, will be held early in 2007. The policies chosen for impact assessment are as follows:
 - Admissions Policy
 - Equality and Diversity Policy
 - Learning Support Policy
 - Capability Policy
 - Harassment and Bullying Policy
 - Recruitment Policy
 - Complaints Policy
 - Work Experience Policy

These policies were deemed to be of high priority because of their direct relevance to disability equality.

- The next meeting of the Working Party was arranged for 27 November 2006 by which time there would be a complete DES ready for approval.
- A cover sheet has been designed by Marketing who will also choose some photographs from the Corporation’s archives to be included in the scheme.
- The DES will be ready for publishing on the College’s website and copies will be sent to Harrow Association of Disabled people (HAD), MIND in Harrow and Aspire, Stanmore.



Part 4: Statement of Progress on Disability Access

A comprehensive Access Audit was carried out in December 2003 by a specialist firm of consultants, Denley King Access Consultants Limited, as a result of which a schedule of site improvements was drawn up and implemented as funding allowed.

Below is a complete list of improvements

Completed DDA Works

Lifts	1 x Elm Building 2 x Willow (1 platform & 1 stair lift) 2 x Oak Building (1 platform & 1 stair lift) Larch (replacement)
Grab Rails	All toilets & changing rooms
Door Handles	All internal fire doors have 1m long pull handles
Induction Loops	1 x Oak Main Reception Desk 1 x Sixth Form Reception Desk 1 x Registration Desk 1 x Refectory Cash Register
Disabled Toilets	Oak Ground Floor by Gym Elm Ground floor by Finance Elm First Floor in Learning Centre
Disabled Toilet Alarms	1 x Ground Floor Oak Building 1 x Ground Floor Larch Building 1 x First Floor Larch Building 1 x Ground Floor Elm Building 1 x Learning Centre Elm Building
Access Ramps	1 x Stage Door Oak Building 1 x Student Common Room 1 x Maple 2 / Willow 40 1 x Small Car Park to Elm 28 1 x Main Car Park to Elm 10 1 x Rear of Oak to Acorn Café

Automated Access Doors	1 x Swing Door to Student Services 1 x Swing & sliding Doors to Main Reception 2 x Ground Floor Elm at ramps 17 x internal fire doors throughout the college
Stair Nosings	In Main Reception area
Replacement Door Handles	All doors to rooms throughout
Desks	Provision of 12 height adjustable desks for PC use
Dropped Kerbs	In small car park
Paths	Widened access path rear of Chestnut Building
Emergency Evacuation	Provision of 8 Evac Chairs Provision of Pager System for deaf visitors for fire alarm
Distinctive Doors	Door Frames in Larch and Elm Buildings painted a contrasting colour

Outstanding DDA Works

A number of items remain outstanding from the DDA Access Audit carried out in December 2003. These items are lower priority issues and it is the intention of Stanmore College to address these in a considered fashion over the next 12 months. Funding support for these items would be sought from the Learning and Skills Council on whatever basis is on offer at the time.

Stanmore College also operates at a number of off-site locations, physically disconnected from the main site at Elm Park. All of these sites have been taken on since the completion of the audit, and therefore they are not included in the Action Plan. Each of these locations will be assessed in relation to the requirements of the DDA, and all necessary adaptations will be considered with regard to degree of urgency and available funding.



Part 5: Assistive Technology and other Aids

The Corporation has developed its support for people with disabilities. In **Student Services** there are 5 dedicated computers with large screens for the use of SLDD students. For each of these computers there is an adjustable workstation for wheelchair users. The following assistive software has been installed:

- Claro Read
- Dragon Naturally Speaking
- Inspiration

There are 7 adjustable small tables available for student use across the site. Student Services has spell checkers, which can be loaned to students as well as laptops. Other aids include specialist keyboards, audio recorders, magnifying devices and different computer mice, all of which can be loaned to students.

If appropriate, taped extracts from text-books can be made available as can extracts from text books/work sheets as large-print copies or in Braille. (At present if a text is to be translated into Braille it has to be sent off site.)

In the **Learning Centre** there are three computers with large screens and the following software/equipment:

- Supernova – for visually impaired students
- Video magnifier on a moveable trolley which can be loaned to any classroom or teaching area whenever requested.
- Two adjustable computer tables and one table that adjusts for wheelchair comfort suitable for ordinary study purposes.
- Trackball mice, keyboard covers with yellow keys, footrests, wrist rests and headphones.

Study Plus

There is one table which is adaptable for wheelchair users.

Other Aids across the Site

There is a hearing loop at Reception, Registration and the Examination Department.

There is an adjustable computer workstation available in 11 IT rooms.

There is a changing room fitted with a hoist located on the ground floor of Oak building.

The Corporation is committed to improving its range of assistive technology and other aids. Details of any new equipment and/or software will be added to this page of the DES as part of the monitoring/ updating cycle.

Part 6: Staff Development

Staff Induction

Equality and Diversity are an important part of Induction for all new staff. At present, Induction on Equality and Diversity is run by Pam Langdon-Pratt, Director of Student Services. It focuses on the importance of equality of access to college facilities and services and the celebration of the diverse nature of the College community. A handbook is distributed, which includes best practice and the law, especially the different stages of the Disability Equality Act such as SENDA and the DDA part 5. All new staff are asked to read the booklet entitled 'Welcoming Disabled People' ahead of induction and there is then a short questionnaire for them to complete. Successful completion is recorded and Human Resources issues a Stanmore College Certificate to successful staff. A DVD entitled 'Disability Confident' has just been purchased which will be used for future induction and staff development.

Staff development

Staff development to raise awareness and help staff work more effectively with people with disabilities is on-going. Last academic year there were sessions to help staff working with students with Asperger's Syndrome, differentiation in the classroom, and using Claro Read software. Student Services staff attend external conferences/ training days on a number of issues and share the information. Forthcoming external training for members of Student Services' Additional Support Team will cover OCD, ADHD and Specific Learning Difficulties, especially dyspraxia. Equality and Diversity was part of a Governors' Training Weekend in October, led by an external trainer.

Future staff training includes:

- a half day's training on Equality and Diversity on 15 December 2006
- training from MIND in Harrow in January to help staff working with people with mental health issues.



Part 7: Action Plan

1. Undertake a mapping exercise of all Corporation's policies and practices - completed June 2006
2. Contact disabled people to be involved by September 2006
3. Attend relevant conferences-Director of Student Services/ Human Resources by end of October 2006.
4. Convene Working Party Meeting by mid October
5. Hold first meeting by 17 October 2006
6. Draw up outline of the Corporation's DES and present to first meeting (Director of Student Services) of Working Party
7. Draw up calendar of Impact Assessments(IA) - IA team first week in October
8. Start Impact Assessments by mid November and hold Focus Groups in Spring term – Working Party (WP)and E&D Committee
9. Write up scheme (Director of Student Services and Vice Principal) by end of November
10. Circulate draft scheme to forum/ WP and present to E&D Committee at Spring meeting
11. Draw up monitoring schedule as part of scheme (WP)
12. Publish scheme on Corporation's internet/intranets and with Harrow Association for People with Disabilities (HAD), Aspire and MIND in Harrow by 3 December 2006.
13. Hold focus groups beginning January 2007
14. Implement the monitoring cycle from February 2007
15. Publish full timetable for 3 year cycle of DES Impact assessments February 2007



Part 8: Impact Assessments

The following policies have been impact assessed as part of the DES.

Equality and Diversity Policy

Learning Support Policy

Capability Policy

Admissions Policy

Complaints Policy

Harassment and Bullying Policy

Recruitment Policy

Work Experience Policy

An initial screening for relevance has been undertaken and policies for a full Impact Assessment have been identified. Early in 2007, Focus Groups will be arranged with people with disabilities and/or learning difficulties in order to assess their likely impact on people with disabilities and /or learning difficulties. Organisations such as HAD, Aspire and MIND will also be involved.

A Mental Health Policy is almost ready for implementation. This new Policy will be impact assessed for its likely impact on people with learning difficulties and/or learning disabilities prior to its adoption.

The full cycle of impact assessments over the next three years will be included in this DES at the next monitoring point.



Part 9: Monitoring Cycle and Data Collection

Below is the breakdown of students who have disclosed a disability for the academic year 2006/7

	Full time	Part time Vocational	Part time Non Vocational
Disabled	4%	4%	4%
Male	33%	24%	27%
Female	67%	76%	73%

(Figures based on student numbers not enrolments)

The proportion of staff who have disclosed a disability is 5%.

A report on the ethnicity, gender, age and disability of staff is presented to the Board of Governors' Resources Committee annually in October.

A report on the ethnicity, gender, age and disability of students is presented to the Equality and Diversity Committee after the census points in October, February and May.

If the reports highlight the need for action, an Action Plan is drawn up and changes are made.

Data is collected on:

Staff: applications, shortlistings, appointments, staff development/training, complaints, disciplinary/capability issues disaggregated by ethnicity, gender, age and disability.

Students: applications, recruitment, retention, student satisfaction, complaints, achievement, distance travelled, value added, progression, disaggregated by ethnicity, gender, age and disability.

From February 2007, the outcome from the reports will be published on the website as an addition to the DES annually as appropriate



Part 10: Related Policies

The following policies have been impact assessed as part of the DES.

A copy of the Equality and Diversity policy, Race Equality policy, Anti-Bullying policy and Harassment and Bullying policy will be available on request.



Part 11: The Disability Equality Scheme Working Party

Membership of the Working Party is as follows:

Principal	Jacqui Mace
Vice Principal	David Knowles
Assistant Principal	Archie Foulds
Assistant Principal	Sue Stebbings
Director of Student Services	Pam Langdon-Pratt
Director of Quality Improvement	Vicki Taylor
Premises Manager	Tris Shanahan
Human Resources Manager	Debbie Campana
Two Members of staff	Kirsty Okonkwo, Jacqueline Fitzgerald
Two Students	Mohammad Shekdon, Neera Maroo
Two Representatives from the Community	Tara Miles, Mrs Gilbert

The Working Party will have met twice prior to the publication of the Disability Scheme on 4 December 2006. Thereafter the Working Party will meet once a term to monitor the progress of the scheme. The Working Party will also report to the Equality and Diversity Committee annually at the end of the academic year. The notes from the meetings will be available on the Corporation's intranet and can be made available to members of the public on request.

The Working Party includes staff, students and representatives from the community who have a disability.



Part 12: Publication of the Disability Equality Scheme

The Disability Equality Scheme for Stanmore College Further Education Corporation (SCFEC) will be published on the College website on 4 December 2006.

Copies of the scheme have also been sent to HAD, Aspire and MIND in Harrow and any recommendations/amendments have been incorporated into the scheme.

Copies of the scheme can be made available in alternative formats such as large print, on tape or in Braille on request from Pam Langdon-Pratt, Director of Student Services.

The Corporation is totally committed to disability equality in all aspects of its duties, responsibilities and the services it provides to the community. SCFEC believes that its Disability Equality Scheme is a living series of documents which will be updated and extended termly as the need arises.

The Corporation welcomes any suggestions or comments from students, the local community and members of the public. Contact details are listed below:

Pam Langdon-Pratt
Director of Student Services
Direct line: 0208 420 7727
Email: plpratt@stanmore.ac.uk

