



Chichester College Disability Equality Scheme

2006 - 2009

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1. Introduction

The Disability Discrimination Act 1995, amended by the Disability Discrimination Act 2005, places a statutory general duty on all public authorities to promote disability equality between disabled and other persons (the definition of disability can be found in Annex B). This duty, named the Disability Equality Duty (DED) sets out the requirements for public authorities in order to promote equality of opportunity.

Under this new legislation, public bodies are required to produce a Disability Equality Scheme (DES) by 4 December 2006, which includes a three-year implementation plan, which has involved disabled people in its development. It outlines how the College, as a public body, intends to fulfil its general duty. In carrying out all functions, the College will have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and,
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

In practice this means that the College must take disability equality into account in every area of its day to day work, which includes policies, practices, procedures and plans.

Chichester College welcomes the DES. We have already made good progress in supporting disabled learners, and the new duty provides further opportunities to promote disability equality in all that we do.

The College is already under the statutory anticipatory duty not to discriminate against disabled learners. Under the DDA 1995, Parts 2, 3, and 4, the College must not discriminate against disabled people who they employ (Part 2), who use their services (Part 3), or who learn at the College (Part 4).

Discrimination includes:

- direct discrimination;
- indirect discrimination;
- failure to make reasonable adjustments;
- victimisation; and,

- harassment.

DDA Parts 3 and 4 are anticipatory. This means that the College must anticipate the requirements of disabled people.

The DED shifts the focus from meeting individual requirements to the policies, procedures, plans and practices of the College, to help dismantle barriers before they have an impact on the individual. The new duty will further promote equality and make it a central part of the way the College works.

In addition, the College recognises the social model of disability, which was developed by disabled people in the 1970s. They used their personal experiences to show that the disadvantage and social exclusion experienced by many disabled people is not due to their impairments or medical

conditions, but stems from attitudes and environmental barriers.

The social model recognises that while some people may have impairments which affect how they function physically or mentally, they are actually disabled by the barriers in society that fail to take proper account of their needs. The basis of College policy and practice in relation to disabled people and of the development of this scheme and implementation plan is about the removal of these barriers.

2. What is a Disability Equality Scheme?

In meeting the duty, the College is required to plan, deliver and evaluate action to eliminate discrimination and promote equality. The core requirements are:

- the preparation of a Disability Equality Scheme;

- implementation of the Disability Equality Scheme via a three year plan in the scheme;
and,
- annual reporting.

Chichester College's Disability Equality Scheme meets these requirements, contributes toward our aim of promoting good equality practices across the College, and ensures that we will meet the needs of our disabled staff, learners and disabled people who visit or use our services. We recognise that the diversity of our learners and staff will be one of our greatest strengths.

2.1 The scheme framework

The scheme sets out a framework for improving and addressing disability inequalities and the implementation plans for delivering improvements.

It embodies the following principles:

- To make sure that we are taking the needs and views of disabled people into account when we design and develop our policies, processes, plans and practices.
- To continuously monitor and improve the ways we deliver services to disabled people.
- Meet the principles of the social model of disability, as adopted by the College.
- To promote a culture in which the needs of disabled learners and staff are of equal importance to those of other learners and staff. This will form an integral part of our approach to learning, teaching and employment.
- The proportion of disabled learners and staff should reflect the proportion of disabled people in the community.
- The creation of an inclusive learning environment and the provision of an accessible

curriculum will be at the centre of our delivery of disabled student services.

- To ensure that disability discrimination does not take place, whether this discrimination is direct or indirect. Staff and learners are entitled to dignity and respect in the workplace and the learning environment.
- To eliminate harassment and promote positive attitudes towards disabled people through disability awareness and by creating an inclusive culture.
- The commitment and involvement of staff and learners is essential to the implementation of our Disability Equality Scheme.
- We aspire to be a model of best practice in terms of accessibility; everyone should be able to work at or visit Chichester College and its facilities without being unfairly inconvenienced by the shortcomings of the College's built environment, as far as is practicable.

- Good practice in disability equality will be expected from external organisations with which the College has partnership arrangements or service contracts.

2.2 Aims of the scheme

The general aims of the scheme are listed here; however, detailed objectives and actions to underpin the delivery of these principles and aims are set out in the DES implementation plan (Annex A).

2.2.1 Learners

We seek to create an inclusive learning environment which:

- anticipates and reflects the diversity of the collective and individual needs of its disabled student community;
- provides a high quality integrated service to

disabled learners where planning, organisation and the allocation and use of resources are both efficient and focussed on student need;

- enables disabled learners to gain maximum educational advantage from the extensive learning opportunities;
- ensures that there is clarity and coherence in all aspects of the learning experience for disabled learners; and,
- enables disabled learners to participate as fully as possible in all aspects of College life.

2.2.2 Staff

The College is committed to the creation of a diverse workforce. The College aims to create conditions where:

- the staffing structure of the College is representative of all sections of the community;

- members of staff are encouraged to disclose any disability and seek support;
- there is clarity and coherence in all aspects of employment and the delivery of learning;
- members of staff recognise the requirements of other staff, learners and visitors, and have an understanding of individual needs; and,
- disabled applicants and staff receive equality of opportunity.

2.2.3 Disabled people who visit or use our services

The College is committed to creating an accessible environment where:

- disabled people are welcomed at the College; and,
- equality and diversity are anticipated and celebrated.

3. Development of the Disability Equality Scheme

3.1 Planning and organisation

A dedicated DES steering group has been set up, led by the Head of Human Resources, to co-ordinate the development of the Disability Equality Scheme and implementation plan. The group has involved disabled learners and members of staff in its design and development.

The purpose of the steering group is to ensure that the DES is prepared by 4 December 2006 to cover a three-year period, to oversee the initial impact assessments over the life of the group, and to ensure that focus groups are effective and feed into the scheme.

The group have considered the current provision for learners and staff, undertaking wide

consultation across all areas of the College, involving learners and staff, identifying gaps in current provision requiring development, and identifying data and information required to develop and maintain and monitor the scheme.

The infrastructure already in place, which has supported the development of the College's Disability Equality Scheme, and will underpin implementation and ongoing review, includes:

- The College Equality and Diversity Committee, which meets termly, whose terms of reference include the progression and implementation of equality and diversity policies across the College.
- Human Resources staff with equality and diversity knowledge and specific responsibilities for developing policy and practice for staff.

- Equality and Diversity training, which is run by an external consultant on a regular basis.
- A range of codes of practice, guidance and resources for both staff and learners.

The College has been keen to benefit from available expertise within the field of disability and has taken advice and guidance on developing the scheme from Dr Christine Rose, a national DDA Consultant.

The College has also benefited from the experience of members of staff within the College who care for disabled people on a day-to-day basis.

The DES and implementation plan has been approved through the College's Governance Structure.

3.2 Senior staff involvement

The Head of Human Resources, as a member of the College Senior Management team, will ensure that senior management are informed of progress of the DES and the action plan. Governors will be informed and advised of progress via the Human Resources Committee.

3.3 Involvement of staff and learners

The College has ensured that it consults and engages with disabled staff, learners and stakeholders at all stages of the development of the scheme. It is committed to working in partnership with disabled people in the development, implementation and ongoing review of its Disability Equality Scheme.

Communication and involvement has focussed on identifying what is working well, what is not working well, where there are barriers to equal

opportunities and access, and where there are gaps in provision or knowledge.

It has been recognised that different methods allow people to participate to varying extents. The College has held focus groups for both staff and learners, as well as communicating by phone, face-to-face-interviews and email. The methods that we have used to involve staff and learners are detailed in Annex C. The responses from this involvement, along with the analyses of student and staff data are detailed in section 4 below. These have enabled us to identify and prioritise the actions needed to deliver the College DES and will provide valuable evidence as we determine priorities for the equality impact assessments.

Awareness of the scheme has been developed through communication by email, Intranet bulletins, and articles in the College publication,

Chichester Matters. In addition, a presentation has been made to the Student Council, awareness and dissemination of project details to senior managers has taken place.

The steering group recognises that further consultation needs to take place with those who have disclosed they have a disability and have not yet provided input. It is also important to seek the views of those who are disabled, and have not previously disclosed their disability. This contact will take place via a letter or questionnaire, and will give the option of replying by email, letter, face-to-face or attending one of the focus groups. The group acknowledges that we need input from disabled people, as they have a greater level of expertise.

3.4 Gathering information

Staffing information is currently gathered when individuals complete a job application form, which is mandatory. They are asked whether they consider themselves to have a disability, learning difficulty or long term medical condition. They are also given the option to state any requirements they may have to help them with the interview process. The data is captured on the Human Resources database, and monitoring and reporting of data is confined to application, shortlisting and selection.

The College intends to expand the nature of its data collection for staff by introducing a disclosure process for those who develop a disability during employment or who wish to disclose a disability post employment. In addition, there are plans to review the capture of data, which includes an

annual data protection audit to ensure the information we hold is correct.

In the longer term, the College will investigate the value of collecting data by the nature of disability. The DES implementation plan will include specific actions within this area. From a qualitative point of view, the College could extend its reporting to complaints by disabled people, and add disability related questions to the staff survey.

Learner information is gathered when a new learner enrolls at the College, there is a question on the enrolment form that asks whether a learner is disabled and the nature of their disability. This information is logged and passed to the Additional Support team who will complete an assessment with the learner. Information is also recorded by disability for retention, achievement and success rates. The College would like to extend the

existing systems and processes for information gathering in order to capture further information on disability equality.

3.5 Link to other documents

The College embraces six core values that reflect the provision of an inclusive and supportive approach, providing opportunities and access for all. The core values are:

- Teaching and learning is our prime focus
- Commitment to excellence in all that we do
- Respecting and valuing all individuals
- Providing opportunities for all
- Having a “can do” attitude
- Operating with honesty and integrity

These values support the College’s objective to move from ‘good’ to ‘great’. The DES implementation plan will incorporate these core

values in its implementation and embed these into the way we operate.

Concerning policies, the College has an Equality and Diversity Policy, which is supported by a Grievance policy for staff and a Harassment policy for learners. These will be reviewed as a priority as part of the implementation plan.

An integral part of the revised self-assessment process is also to review equality and diversity in the curriculum areas at the end of each year, and a three-year quality improvement plan aims to continually develop equality and diversity across the College.

In addition, the College continues to use the common inspection framework to ensure that the equality aspects of leadership and management are achieved.

4. Disability equality - where are we now?

4.1 Data and statistics

In 2005 a Labour Force Survey (carried out on behalf of the DTI) estimated that there are over 6.8 million disabled people of working age with a long-term disability covered by the DDA. This represented around 19% of the working population, of whom only 50% were in employment compared to 81% of non-disabled people of working age. Since that time, the definition of disability under the Act has been extended.

According to this survey, 71% of disabled people with a higher education qualification are in employment compared with 88% of non-disabled people; disabled people are twice as likely as non-disabled people to have no qualification at all.

4.2 Staff data

Information about staff data held at Chichester College is set out below.

	Chichester College		
	Disabled staff	Other staff	Not Known
	%	%	%
Business Support staff	1.47	87.96	10.57
Teaching staff	1.96	90.36	7.68
Total staff average	1.72	89.16	9.12

The staff data indicates that just 1.72% of staff at Chichester College have a disability, which is significantly lower than the national average. It is generally acknowledged that there is significant under reporting of disability in the workplace. In addition, indications from research conducted internally suggest that these figures are lower than the reality that exists within the College.

Even allowing for a level of underreporting, it is

clear that disabled people are underrepresented in the workforce at Chichester College. As part of our implementation plan, we will be looking at ways of encouraging disabled people to apply to the College and to disclose a disability which may develop during the course of employment.

A range of policies, practices and resources are in place with regard to the promotion of disability equality and the employment of disabled staff. Further information with regard to recruitment and selection, policies, training and development, resources, and support available is set out in Annex D.

4.3 Learner data

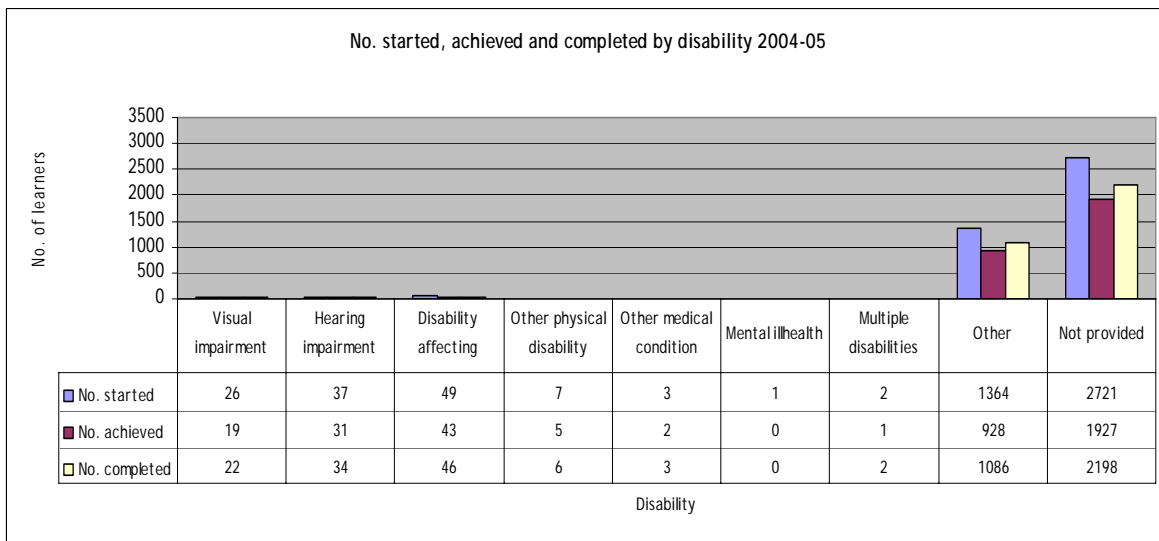
Learner data is recorded by disability. The following three graphs show the number of starters, and the achievement and completion

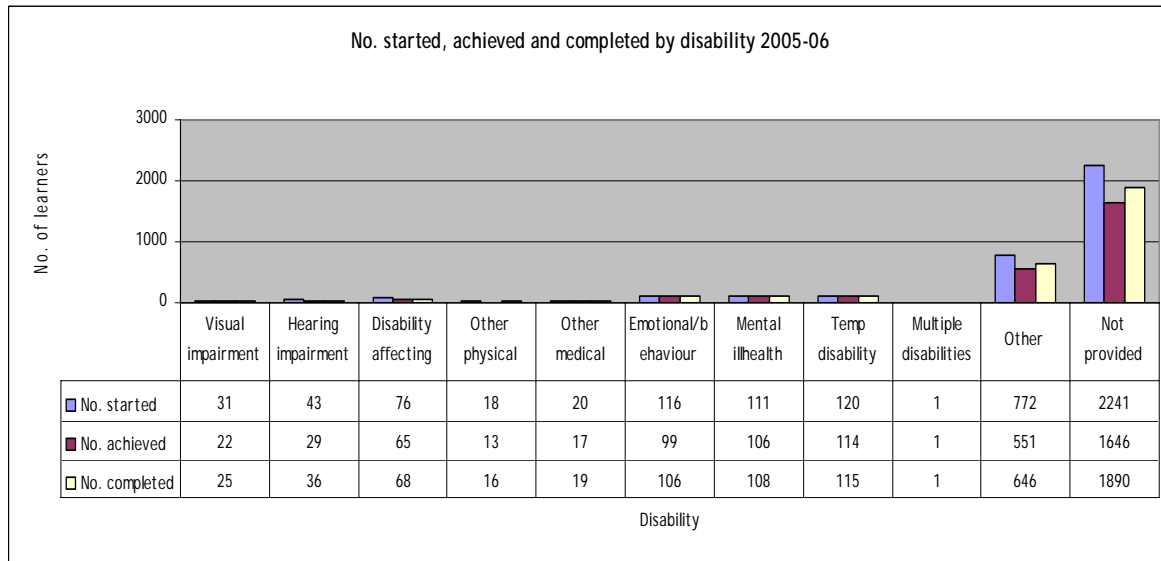
rates by disability (where provided) over the last three academic years.

To summarise, the graphs indicate that the number of learners declaring that they have a disability has fallen, although more learners are disclosing the nature of their disability. This was 1% in 2003-04, 3% in 2004-05, and 15% in 2005-06. The increase may be partially due to the introduction of new categories by the Learning and Skills Council.

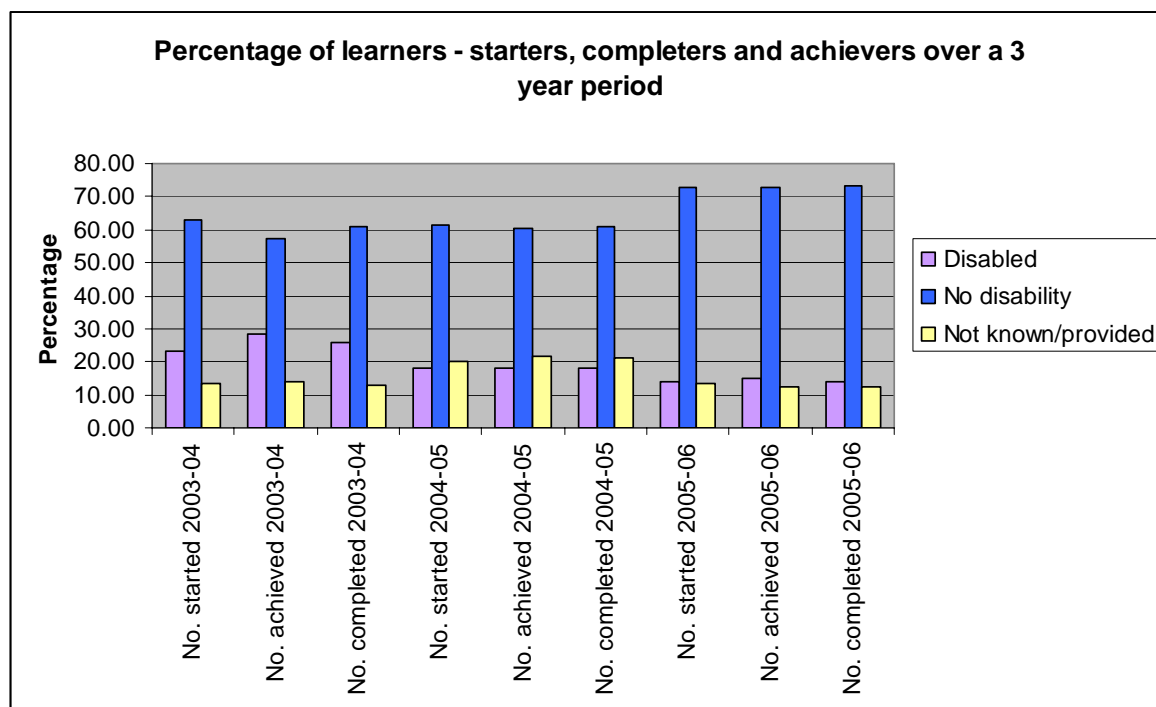
The information recorded is provided by the learner upon their course application. It has already been recognised that at this stage the learner is only required to state whether he or she has a disability. The reason for the disability is not recorded until the initial assessment has taken place. Prior to the academic year 2006-07, this information has not been updated on the Education

Business System (EBS), which is reflected in the data in the graphs.





As a percentage, disabled people are equally as likely to complete a course (85% in 2005-06) and achieve a qualification (75% in 2005-06), as is a person without a disability.



Data has also highlighted that large numbers of learners are not disclosing whether they have a disability (which is captured by the not provided/not known category). Among new starters, this was 14% in 2003-04, 20% in 2004-05 and 13% in 2005-06. This area will be reviewed as part of the implementation plan to reduce this figure to less than 5%.

4.4 Feedback from disabled staff and learners

Consultation with disabled staff and learners has indicated that the College is providing good support to learners who declare they have a disability; however, more support is required to encourage learners to disclose disabilities.

It has also been recognised that there is limited parking at the College, for both non-disabled staff and learners as well as those with a disability.

Although parking is on a first come, first served basis, both learners and members of staff raised this as an issue.

Indications are that disabled job applicants feel reluctant to disclose disabilities when applying for a position at the College. In addition, there is no mechanism for encouraging disclosure by those who develop a disability whilst working at the College. Where individuals have disclosed their disability, full support has been given to improve their working environment and to make adjustments.

Physical accessibility remains an issue in some areas (which was raised by staff and learners), especially where buildings cannot or have not been refurbished, at both campuses and in the outreach centres. However, there is also concern regarding the new Student Centre where individuals in

wheelchairs cannot gain access via the doors opposite Coasters.

Accessibility to information is improving, with many learner documents available in alternative formats, and the College recognises Trebuchet, point 12 as the College font. However, the focus groups indicated that this is not widely known. In addition, more needs to be done to improve the accessibility to information for staff.

There is an ongoing programme of equality and diversity training; however, many members of staff believe that training regarding specific disabilities would help them to develop a greater awareness of disabilities and the adjustments that can be made to support individuals. In addition, more comprehensive induction training would benefit new members of staff, as well as offering a rolling

training programme in bite-sized chunks, which would be accessible to more people.

4.5 Accessible buildings

A buildings audit was completed in November 2003, which identified priorities across the Campuses. In the main, improvements have been made, which has included tactile signage, colour contrast, Braille patches on doors in some areas and increased disabled car parking facilities. A new reception and student centre has been refurbished and physical accessibility is considered in the planning and design of new buildings. Although both car parking and access into the student centre was raised during the focus groups.

It is recognised, however, that this report is no longer current and will be reviewed as part of the impact assessments.

The overarching aim is that all property owned, leased, rented or otherwise used by the College is accessible to disabled staff, learners and visitors as far as is practicable.

4.6 Partnerships

The College has a large Additional Support team who have good relationships with many bodies and local organisations. This includes Connexions, social services, prisons, and the Youth Offending team.

In addition, charities such the Mental Health Trust, RNIB, and the Deaf Association are consulted for training and advice. The deaf association is particularly useful in the event of cover required for signing responsibilities. They also work with the autistic society, and CAHMS (Child and Adolescent Mental Health Services), however, believe that these links could be developed further

to provide in-house training and awareness for staff.

The team also has links with local feeder schools, but would also like to improve relationships with some of these, especially in relation to year 11 students.

5. Current support processes

5.1 Support for learners

Disabled learners are encouraged to disclose whether they have a disability when they apply for a course at the College. Following this disclosure, a member of the Additional Support team is invited to their initial interview. This allows them to find out about their disability and then will carry out a confidential one to one interview with the individual. The learner is then provided with a support package, and if they consent, a copy is

provided to their tutor. They also receive six-week reviews, and the support package is updated as required. In the academic year 2005-06, 1500 students were supported by the Additional Support team, which comprises 180 staff.

A range of materials is provided to support learners with a disability, which includes the full and part time prospectus, which are available in Braille and audio formats. In addition, the 'Support 4 U' booklet sets out the scene of how the College supports learners with disabilities. It is also available in Braille and audio formats. In addition, the student diary is available on cream paper and in large print, and a 'lift assist text transcoder' helps people to read large text on the College website.

5.2 Support for staff

It is essential that support is provided for members of staff to ensure an inclusive approach across the College. This includes training and raising awareness of disability issues. Information has been provided by the Additional Support team, which is held on the Staff Intranet. This aims to support members of staff who have disabled learners in their classes. It has been identified, however, that not all members of staff are aware of its existence.

In addition, it is essential that there is a way in which disabled staff can disclose a disability. Following this disclosure, reasonable adjustments should be agreed. Presently, staff are encouraged to disclose a disability during the recruitment process, but are not actively encouraged to seek support if they develop a disability whilst employed

at the College (although it is provided if requested).

6. Key areas of improvement

Consultation that has been carried out in the development of the scheme have identified many key areas where the College needs to improve over the next three years. These are listed in the implementation plan in Annex A. To summarise, these are some of the priorities.

- Review policies, processes, practices and procedures across the College to ensure inclusiveness and no potential discrimination.
- Develop a comprehensive training plan to improve awareness of disability issues. In addition, training will consider how to manage individuals with specific impairments.

- Review and improve statistics for staff and learners, and review the support provided to disabled staff and learners. This will include a disclosure process for staff who wish to disclose a disability.
- Provide the DES in a range of formats, publicise its existence and request feedback.
- Review the communications strategy to ensure it meets the needs of staff and learners.
- Develop a guide for all new staff and learners identifying support available for disabled people.
- Ensure that all staff understand the meaning of an inclusive curriculum and provide this for their students.
- Review the accessibility audit and ensure action is taken.

It is essential that the College embed consideration of disabilities in everything we do, and ensure that

members of staff receive training to support the achievement of inclusiveness.

7. Equality impact assessments

The College is developing an Equality Impact Assessment framework and has delivered training to approximately 20 individuals on the purpose and process of completing impact assessments, with the view to carrying out ongoing training with other members of staff.

Equality impact assessments will take place to cover all areas of Equality and Diversity to ensure compliance with other relevant legislation, including race and gender equality, sex and age.

In addition, systems are being developed to ensure that policies signed off through formal governance structures have been screened for relevance by

policy owners/developers. Templates and guidance notes will be developed by March 2007. Those who have been trained to complete impact assessments will provide guidance and support.

8. Implementation plan

The College is committed to a programme of action to deliver the principles, aims and objectives set out in this Disability Equality Scheme.

The priorities for the DES implementation plan (Annex A) have been identified from the outcomes of our consultation and information gathering processes.

Action is focused around 10 areas:

1. Support and engagement;
2. Information and communication;

3. Teaching, learning and assessment;
4. Student services;
5. Staff employment;
6. Staff development;
7. Accessibility;
8. Partnerships and engaging with the wider community;
9. Data collection and usage; and
10. Monitoring and evaluation.

Each action has been assigned an accountable job role, target date, desired outcome and timescale for completion.

9. Monitoring, publishing and review arrangements

9.1 Publishing arrangements

The DES and implementation plan will be circulated to all Directorates and will be available to staff on

the Staff Intranet site and to learners on the Student Intranet and through the Student Centre. It will also be available to job applicants, the public and prospective learners on the College's Internet site. References to the scheme and implementation plan will be included in the staff handbook, staff induction materials, and policies and statements for learners. The Scheme will be available in standard and alternative formats.

9.2 Monitoring and review

The steering group reports into the College Equality and Diversity Committee, and this Committee will monitor the ongoing implementation of the scheme, post July 2007. This scheme will be reviewed in its entirety every three years. Progress against targets and objectives in the implementation plan will be reviewed annually and a report published, which will include the results of information gathering and the use made of this

information. Reports will be made available to staff, learners and the public in standard and alternative formats.

The Equality and Diversity Committee will consider regular monitoring reports of quantitative and qualitative staff and learner data. Where monitoring shows that people are not accessing our services or policies and practices, we will make changes to mitigate this and where effective monitoring systems are not in place, we will obtain baseline data with which to work.

There will be ongoing involvement with disabled staff and learners to identify the effectiveness of our DES and implementation plan, what is working well, where improvements can be made, and further priorities for action.

9.3 Feedback

We welcome feedback on this Disability Equality Scheme and implementation plan and the way it operates. We are interested to know of any possible or actual adverse impact that this scheme may have on any groups in respect of gender or marital status, race, disability, sexual orientation, religion or belief, age, or other characteristics. We would also like to know how effective this scheme and implementation plan is in promoting and delivering disability equality.

Feedback can be sent by email to Julie.sleeman@chichester.ac.uk, or by writing to: Julie Sleeman, Head of Human Resources, Chichester College, Chichester Campus, Westgate Fields, Chichester, West Sussex, PO19 1SB.

Annex A - DES Implementation Plan

1. Support and engagement

Action	Outcome	Responsibility	Timescale
Senior manager to lead the further development of the DES and the implementation, monitoring, evaluation of the implementation plan	Identified senior manager in place	Head of Human Resources	End February 2007
Regular diversity updates for senior staff through	All senior managers aware of legislative	Head of Human	To commence

<p>SMT briefs</p>	<p>responsibilities, best practice and activities taking place internally to support equality and diversity</p>	<p>Resources</p>	<p>Spring term 2007, then termly</p>
<p>Continue to operate the DES steering group until July 2007 and implement a transition arrangement to report into the Equality and Diversity Committee from May 07</p>	<p>Ongoing monitoring of the DES and implementation plan</p>	<p>Steering group/ Equality and Diversity Committee</p>	<p>May 2007</p>

2. Information and communication

Action	Outcome	Responsibility	Timescale
Prepare a briefing paper for all staff to coincide with the launch of the scheme. Cascade the information through the SMT feedback loop process	All staff are aware of the DES and can ask questions/offer feedback	Head of Human Resources/steering group	February 2007
Produce the DES in a range of formats,	Staff, learners, trade unions and	Head of Human Resources	March 2007

<p>publicise its existence and request feedback</p>	<p>stakeholders are aware of the DES, have the opportunity to read it and offer feedback</p>		
<p>Ensure representation of disabled staff and learners on the steering and focus groups</p>	<p>Disabled staff and learner representation exist</p>	<p>Head of Human Resources/steering group</p>	<p>March 2007</p>
<p>Review literature provided by the</p>	<p>Information for staff, learners and visitors</p>	<p>Head of Human Resources/</p>	<p>May 2007</p>

<p>college and ensure it is available in alternative formats</p>	<p>is available in alternative formats; staff are aware of the availability and location</p>	<p>Executive Director of Marketing</p>	
<p>Review communications strategy to ensure it meets the needs of all staff and learners</p>	<p>Ensure information is cascaded effectively to all staff and learners in the appropriate format or mix of formats</p>	<p>Head of Human Resources</p>	<p>June 2007</p>

<p>Review College open days and provision of information to visitors, e.g. include signer as part of presentation</p>	<p>Promote inclusiveness for all visitors</p>	<p>Additional Support Programme Manager</p>	<p>June 2007</p>
<p>Develop a guide for all new staff and learners identifying support available within both Chichester College and</p>	<p>Guide available in a range of formats for staff and students</p>	<p>Head of Human Resources</p>	<p>In place for start of academic year</p>

<p>the surrounding areas. Link into work undertaken by AS.</p>			<p>2007/2008</p>
<p>Develop a framework for ongoing consultation with staff and learners</p>	<p>Clear channels for communication and consultation in place</p>	<p>Head of Human Resources/Director (14-19 provision)</p>	<p>In place for start of academic year 2007/2008</p>

3. Teaching, learning and assessment

Action	Outcome	Responsibility	Timescale
Review inclusive 'checklist for accessible documents' and publicise to all curriculum staff	Documents produced for learners are in accessible formats	AS Programme Manager	Summer 2007
Ensure that all staff understand the meaning of an inclusive curriculum and that teaching staff provide an inclusive curriculum for their	All curriculum design can demonstrate its inclusive nature	Director of Quality and Strategy	Academic year 2007/08

students			
Through teaching observations, ensure that teachers are inclusive in the delivery of classes, including making adjustments regarding excursions, visits	Delivery of teaching is inclusive	Director of Quality and Strategy	Academic year 2007/08
Review of assessment requirements and support	Assessment requirements and support is provided to learners	Director of Quality and Strategy	Academic year 2007/08

4. Student Services

Action	Outcome	Responsibility	Timescale
Regular diversity training for Personal/Student Tutors and Mentors	All tutors aware of and updated on legislation and inclusive practice	Student Support Manager/Personal Tutor Manager	Commence February 2007
All types of residential accommodation are reviewed for accessibility	Each type of provision has availability for disabled people including provision for making	Director of International	April 2007

	reasonable adjustments		
Promote DED through Student Voice	All students made aware of disability and inclusive policy through Student Exec who will lead campaign through Student Council and other promotional activities	Student Support Manager/Student Union President	May 2007
Review literature,	All forms of IAG and	Directors Quality	August

<p>software packages and communication strategies in delivering all forms of Information, Advice and Guidance</p>	<p>support materials are accessible to all</p>	<p>and Strategy/14-19/Student Support Manager/" IAG" team leaders</p>	<p>2007</p>
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5. Staff employment

Action	Outcome	Responsibility	Timescale
Review Equality and Diversity policy, Harassment policy, Disciplinary policy, Grievance policy, Recruitment and Selection policy to ensure inclusiveness and no potential discrimination	Have fair, inclusive policies that promote equality of opportunity	Head of Human Resources	March 2007

Review induction process to ensure it meets the needs of all staff and allows disclosure of disabilities	Have a fair and inclusive induction process from first day throughout probation period	Head of Human Resources	March 2007
Review job application process to ensure it allows equality of opportunity, including reviewing adjustments that could be made	Develop process and practices which allows fair recruitment and selection process	Head of Human Resources	March 2007
Review feasibility of	Have a room which is	Head of	April 2007

<p>designated interview room</p>	<p>accessible for disabled people including availability of making reasonable adjustments</p>	<p>Human Resources</p>	
<p>Develop a disclosure process for people who wish to disclose a disability</p>	<p>Have an accessible and confidential process for disclosing disabilities and assessment of reasonable adjustments that can be made</p>	<p>Head of Human Resources</p>	<p>April 2007</p>
<p>Review Human Resources policies not previously</p>	<p>Review all policies and forms to ensure they</p>	<p>Head of Human</p>	<p>August 2007</p>

reviewed	are non-discriminatory and accessible for disabled users	Resources	
Obtain the 'two ticks' disability symbol	Ensure equality of opportunity during the recruitment process	Head of Human Resources	August 2007
Circulate information to the management team to ensure they understand the principles of the 'two ticks' commitment and appreciate the principles	Managers understand and comply with the responsibilities of the 'two ticks' commitment and understand access to work	HR Manager	September 2007

<p>of, and support available through, Access to Work</p>			
<p>Develop a checklist of potentially criteria to be used by Managers and the HR team to provide feedback on job descriptions and person specifications</p>	<p>Checklist developed, feedback provided</p>	<p>HR Manager</p>	<p>December 2007</p>
<p>Identify an in-house expert to assist disabled applicants where</p>	<p>Clear source of expertise identified and their existence</p>	<p>Head of Human Resources</p>	<p>December 2007</p>

necessary, including providing information on Access to Work and 'two ticks'	publicised		
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6. Staff Development

Action	Outcome	Responsibility	Timescale
Impact assessment training	Ensure adequate numbers of staff have been trained to complete equality impact assessments	Director of Quality and Strategy / Head of Human Resources	December 2006
Design a co-ordinated programme of training and guidance. Ensure issues raised during	Programmes are in place and individuals are aware of their	Director of Quality and Strategy / Head of Human Resources	Programme developed for January 2007,

<p>the consultation period, e.g. fire evacuation procedures (evac chairs), online and free training, are covered within the training plan and guidance documents.</p>	<p>rights and responsibilities and transfer their learning into practice</p>		<p>ongoing, review July 2007</p>
<p>Develop individual initiatives to include: Annual diversity training and/or</p>	<p>Interventions developed and integrated into programme</p>	<p>Director of Quality and Strategy / Head of Human Resources</p>	<p>2 phases Phase 1 in place for</p>

<p>updates for senior managers;</p> <ul style="list-style-type: none">• Awareness raising for line managers on the nature and range of disability including guidance on supporting disabled staff;• Awareness raising for HR staff as to issues and support	<p>Learning is transferred into practice</p>		<p>start of academic year 2007/08</p> <p>Phase 2 in place for start of academic year 2008/09</p>
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<p>available including guidance on supporting disabled staff</p>			
<p>Review staff development booking procedure including associated forms</p>	<p>Ensure disabled people can ask for adjustments regarding training, e.g. accessible room, handouts in Braille. Ensure the booking process is</p>	<p>Director of Quality and Strategy</p>	<p>March 2007</p>

	accessible to all		
Develop inclusive proactive guidelines for managers and support staff	Guidance written and circulated	Director of Quality and Strategy / Head of Human Resources/Additional Support	August 2007
Equal opportunities training identified as a requirement during induction/PDRs to encourage attendance at training	Induction and PDRs specifically consider equal opportunities training	Quality Director/ Head of Human Resources	April 2007

7. Accessibility

Action	Outcome	Responsibility	Timescale
Review staff Intranet site to ensure accessibility for all members of staff	Intranet site is a useful source of information and accessible to all staff	Director of Quality and Strategy	August 2007
Review College Internet site to ensure accessibility and ease of use for visitors and potential learners and job applicants	Internet site is a useful source of information and accessible to all	Director of Quality and Strategy	August 2007

<p>Buildings on both campuses are reviewed for accessibility</p>	<p>Accessibility for all staff, learners and visitors with regards to wheelchair access and accessibility for other disabilities</p>	<p>Head of Estates and Facilities</p>	<p>December 2007</p>
<p>Review of parking arrangements on both campuses</p>	<p>Car parking is adequate for people with a disabled badge</p>	<p>Head of Estates and Facilities</p>	<p>December 2007</p>
<p>Review accommodation and property strategy</p>	<p>To ensure that our strategy embeds DDA/requirements</p>	<p>Head of Estates and Facilities</p>	<p>December 2007</p>

	takes account of anticipatory needs		
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8. Partnerships and engaging with the wider community

Action	Outcome	Responsibility	Timescale
Audit and review contract agreement procedures with contractors to ensure that they identify the College's expectations with regard to equality and diversity	Contract requirements meet College requirements with regard to E&D	Head of Additional Support	Summer term 2007

9. Data collection and usage

Action	Outcome	Responsibility	Timescale
Develop statistical recording of staff data through use of a staff questionnaire	Accurate recording of staff data	Head of Human Resources	August 2007
Review staff and monitoring categories to ensure, as far as possible, that comparisons between the two data sources are	Review conducted with effective monitoring requirements clearly identified	Head of Human Resources	August 2007

<p>possible and provide the quality and depth of information required</p>			
<p>Develop statistical recording of data regarding potential applicants</p>	<p>Ensure the College is reaching a wide pool of applicants and take action to address any anomalies</p>	<p>Head of Human Resources</p>	<p>December 2007</p>

10. Monitoring and evaluation

Action	Outcome	Responsibility	Timescale
Systematically review and analyse impact assessments to identify any disparities or disadvantage created by existing policies and practices and take action to remove them	Progress and outcomes of impact assessments are clearly demonstrated at each stage, and identified actions are included within the implementation plan	DES Steering group	Ongoing
Complete initial report and present to HR	Review progress	Head of Human	October - November

Committee, Governing Body and Trade Unions		Resources	2007
Complete first annual review and report outlining progress to date	Review implementation plan and communicate to public	Head of Human Resources	December 2007, then yearly

Annex B - The Disability Discrimination Act

Definition of Disability

Disability is defined as:

“A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.”

Impairment

The definition covers physical and mental impairments. These include:

- physical impairments affecting the senses, such as sight and hearing;
- mental impairments including learning disabilities and mental illness (if it is recognised by a respected body of medical opinion).

Substantial

For an effect to be substantial, it must be more than minor. The following are examples that are likely to be considered substantial:

- inability to see moving traffic clearly enough to cross a road safely;
- inability to turn taps or knobs;
- inability to remember and relay a simple message correctly.

Long-term

These are effects that

- have lasted at least 12 months or
- are likely to last at least 12 months or
- are likely to last for the rest of the life of the person affected.

Long-term effects include those which are likely to recur. For example, an effect will be considered to be long-term if it is likely both to recur, and to do so at least once beyond the 12-month period following the first occurrence.

Day-to-day activities

Day-to-day activities are normal activities carried out by most people on a regular basis, and must involve one of the following broad categories:

- mobility - moving from place to place
- manual dexterity - for example, use of the hands
- physical co-ordination
- continence

- the ability to lift, carry or move ordinary objects
- speech, hearing or eyesight
- memory, or ability to concentrate, learn or understand
- being able to recognise physical danger

The Government has issued guidance, under the Act, about whether an impairment has a substantial or long-term effect. This guidance does not in itself impose legal obligations on an employer or service provider, but a tribunal or court must when considering a complaint about discrimination take into account any of the guidance which appears to be relevant.

Particular cases or conditions:

Severe disfigurements

The Act's definition treats severe disfigurements as disabilities, although they have no effect on a person's ability to carry out normal day-to-day activities.

If, however, the disfigurement consists of a tattoo which has not been removed, non-medical body piercing, or an object attached through such a piercing, regulations have the effect of ensuring that this would not be treated as a disability.

Impairments helped by treatment or artificial aids

Medication or equipment (such as an artificial limb) which helps an impairment, is not taken into account when considering whether an impairment has a substantial effect.

For example, a person who wears a hearing aid to improve their hearing is considered to have the hearing loss that would exist without the use of the aid. An exception is where people wear glasses or contact lenses - it is the effect on the person's vision, while wearing their glasses or contact lenses, that is considered.

If, however, the treatment is likely to cure the impairment, this should be taken into account in assessing whether the impairment is long-term.

Progressive conditions

The Act covers progressive conditions where impairments are likely to become substantial.

Examples of progressive conditions include

- cancer
- HIV infection
- multiple sclerosis
- muscular dystrophy

The Act covers people with these conditions from the moment that there is a noticeable effect on normal day-to-day activities, however slight.

For example, a person with multiple sclerosis would be covered from the time they first developed symptoms that affect their ability to carry out normal day-to-day activities. They

would not be covered just because the illness had been diagnosed.

Genetic predispositions

The Act does not cover people with a gene that causes a disability unless they develop the disability. For example, people with the gene that causes Huntington's chorea are not covered if they do not have the condition. People are covered as soon as the first effects on normal day-to-day activities appear.

Past disabilities

The definition covers people who have had a disability in the past. If a person once had a disability which is covered by the Act, they are still protected if they have recovered. This

applies even if they recovered before the Act came into force.

Registered disabled people

Any person registered as a disabled person under the Disabled Persons (Employment) Act 1944, or the Disabled Persons (Employment) Act (Northern Ireland) 1945, on both

- 12 January 1995 when the legislation was first introduced into Parliament
- and the date when the employment rights start is covered by the Act for three years

is to be treated as having a disability, for the purposes of the Act, for three years from the latter date. They do not have to prove they meet the new definition of disability for this three-year period.

Babies and children under the age of six

It may be difficult to see the effects of an impairment on a baby or young child and thus determine if he or she is disabled. However, a young child with an impairment will be treated as disabled under the Act if someone over the age of six with such an impairment would normally be covered by the Act.

Impairments which are excluded

The following conditions are not to be treated as impairments for the purposes of the Act:

- Addiction to or dependency on alcohol, nicotine or any other substance (unless the addiction resulted from the substance being medically prescribed).

- Seasonal allergic rhinitis (e.g. hay fever)
except where it aggravates the effect of another condition.
- A tendency to set fires.
- A tendency to steal.
- A tendency to physical or sexual abuse of others.
- Exhibitionism.
- Voyeurism.

Annex C - Involvement of staff and learners

Staff have been involved in the scheme through a programme of focus groups, meeting fortnightly at each of the College campuses.

Staff were made aware of the focus groups through articles in Chichester Matters, email and general awareness. The focus groups were made up of disabled staff and non-disabled staff who were interested in impact of disabilities on employment and study.

Each focus group was structured to concentrate on a particular area of the staff journey during each meeting and the barriers faced by disabled people. The following areas have been covered to date:

- Recruitment and selection of staff;
- Staff development and training;

- Accessibility.

Following the meetings, key points were recorded and the areas of concern have been fed into the DES.

In addition, where individuals have been unable to make the focus group meetings, one to one discussions have taken place, and staff have been encouraged to email their concerns.

Focus groups have also taken place for learners. The initial communication with learners took place in the Student Council meeting in September, followed by one to one communication with learners in Additional Support and the Student Council. Learners have been encouraged to share their experiences with people who support their needs.

Annex D - Information available for staff regarding disabilities

Policies

Equality and Diversity policy

Recruitment and Selection policy

Grievance policy

Data protection policy

Disclosure policy and procedures for learners

Inclusion risk assessment policy and procedures

Student referral procedures

Training and Development

Equality and Diversity training, Recruitment and Selection training run for staff by Daniel Wood.

Processes

Interviewing Students document

Briefing Notes for Personal Tutors

Factsheets

ADHD and ADD

Hearing Impairment

Parkinson's Disease

Autism/Asperger's

Epilepsy

Speech Impediment

Visual Impairment