

Derwen College

Disability Equality Scheme

2006 – 2009



Derwen College Disability Equality Scheme 2006 - 2009

1. Introduction

- current position P 4
- key areas for improvement and specific outcomes P 5
- definitions of disability P 5

2. Development of DES

- consultation/engagement P 6
- five key areas P 7
- data collection P 9

3. Disability Equality

- disability profile – local area (Oswestry) P 9
- disability profile – staff P 10
- disability profile – students P 10
- examples of good practice at Derwen College P 10

4. Impact Assessment

- assessing the impact on disability equality P 11

5. Action Plan

- actions with timescales and responsibilities Appendix 1

6. Future Development of the Scheme

- role of audit, funding and inspection bodies P 11
- enforcement P 12

7. Availability of Disability Equality Scheme

- publication of the Scheme P 12
- sources and advice P 12

Appendices

1. Action Plan
2. SPOC 2006 summary
3. Staff disability questionnaire
4. Stakeholder survey summary

1. Introduction

Derwen College's mission statement clearly demonstrates commitment to disability equality at the highest level:

Derwen College is committed to promoting, through inclusive learning, the vocational, educational, personal and social development of young people with a wide range of learning difficulties and disabilities.

This is Derwen College's first Disability Equality Scheme (hereafter referred to as DES). It sets out how we will meet our disability equality duty and includes a three year action plan, developed as a result of engagement and consultation with all groups of people who access College, which sets out the progress we will make towards equality of access within College. The DES will monitor progress towards achieving equality between disabled and non-disabled people within College. Reference to 'disabled people' includes disabled **students**, **staff**, and other disabled users of College such as **visitors** to College commercial outlets, parents at Review Meetings, Open Day, Concerts and Fashion Show.

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. The 2005 Act provides an increasingly robust legislative framework which requires Colleges to actively promote disability equality. The College, in carrying out its functions, agrees to have due regard to the need to:

- eliminate unlawful discrimination
- eliminate disability related harassment
- promote equality of opportunity between disabled people and other people
- take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life.

The main objective in promoting equality of opportunity is that disabled people should have full opportunities and choices to improve the quality of their lives, and be respected and included as equal members of society.

The College actively promotes all aspects of equality and diversity including ethnicity, gender and disability. The Disability Discrimination Act (DDA Part 4) 1995 and SENDA 2001 was framed to ensure that young people with learning difficulties and disabilities have equal access to further education and are not discriminated against due to their disability. The College maintains a rigorous assessment process which enables all students to access the full curriculum range of the College by providing appropriate support within the purpose built college campus.

All **students** have learning difficulties and/or physical disabilities. College policy is to ensure that they learn strategies to manage their disabilities and develop their maximum potential for independent living, integration into the community and employment.

A stated strategic aim of Derwen College is: *"to monitor equality and diversity in the College's operation and take appropriate action following analysis"*.

"The College's approach to social and educational inclusion is outstanding. The promotion of equality of opportunity and diversity underpins all College activities."
(OfSTED 2006)

The college recognises that the Disability Equality Duty (DED) (as introduced by the 2005 Act) requires a proactive approach to mainstreaming disability equality into all decisions and activities.

The College celebrates and values the diversity brought to it by individuals. 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. 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 work towards the elimination of prejudice and discrimination, whether overt or covert and will seek to ensure that all staff have equal access to the range of College facilities.

In line with the specific duties required under the DDA 2005, the College agrees to:

- prepare and publish a DES (DES)
- review the Scheme every three years and amend where necessary
- monitor and review the action plan contained within the Scheme on an annual basis

Current position

An Equality and Diversity Working group, consisting of members of the management team, teaching staff and students, established in July 2002, meets termly and is responsible for the promotion, development, monitoring and review of equal opportunities policies generally within College. Minutes of the meetings are available to all College staff via the college database system.

The Equality and Diversity Working Group will ensure the effectiveness of these Policies by:

- monitoring the recruitment process
- taking into serious consideration any complaints regarding Equal Opportunity issues.

The Equality and Diversity Working Group will also:

- analyse information gathered with regard to equal opportunities issues and specific areas of under-representation
- relate this evidence to marketing, recruitment and selection procedures
- review College procedures and publications for bias.

The group will continue to develop and implement the DES together with ensuring compliance with other equality and diversity legislation. Ofsted stated that "*The College commitment to equality and diversity is outstanding. Positive images of race, gender and disability are imaginatively promoted. The College is fully compliant with equalities legislation*". (Inspection Report May 2006).

Derwen College, due to our *raison d'être*, is well prepared for the requirements of the new legislation and the production and implementation of this DES, whilst formalising our policy, will also build upon existing good practice and will enable a greater focus on identifying and achieving improved outcomes for and more favourable treatment of disabled people within Derwen College.

Key areas for improvement and specific outcomes

The following points outline key areas of improvement which have been identified and specific outcomes that will be achieved within the three year life-span of the DES.

Data collection.

Currently, the collection of data relating to the disclosure of staff is limited and it is recognised that this will need improvement. By developing an ethos within College which allows for the greater disclosure of disability by staff, effective monitoring of data will be possible.

The effective monitoring of data will produce quantifiable evidence to measure progress towards disability equality. College will continue to work towards promoting equality of opportunity whilst the information gathering mechanisms improve.

Once the results of monitoring are available, College will introduce targets to reduce any disadvantage suffered by disabled employees and the targets will be published annually in the Action Plan.

Information on the recruitment and employment positions of disabled people and the success rates on training courses, their promotion and career development will be collected to help identify where current policies and practices are having an adverse effect on disabled people's recruitment, development and retention.

Impact Assessment.

Impact assessment of current policies, procedures and practices is an area which is underdeveloped and will require the consideration of both new and existing policies and practices.

There is a substantial backlog of existing policies and practices to assess and a timetable for completing the impact assessments will be drawn up through the three year period of the first Scheme.

Results of the impact assessments will be published and this will raise staff awareness of their significance and how crucial they are in bringing about real and tangible change.

Publicising the results will demonstrate that the process leads to actual change and that the College is committed to promoting equality of opportunity for disabled people.

Disability Discrimination Act – definition of disability:

Disability is defined by the DDA 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.”

This is known as the **medical model** of disability.

It may be helpful first to outline why the College prefers the **social** to the **medical model** and what is meant by these terms. Disability equality means different things to different people. Disability occurs because barriers hinder disabled people from taking a full part in the community.

The **social model** of disability is defined as;

“the recognition that primarily it is the loss or limitation of opportunities, due to environmental and social barriers, that prevents people who have impairments from participating in society on an equal level with others.”

The **social model** begins with the understanding that disabled people face exclusion and discrimination because barriers are placed in the way of their full participation in society.

“The social model identifies the barriers, behaviours and attitudes that cause problems for disabled people. Disabled people are empowered by the social model because it helps them to recognise and overcome the barriers of society.”
Disability Rights Commission

The **social model** of disability makes the important distinction between 'impairment' and 'disability'.

The **social model** has been worked out by disabled people who feel that the **medical model** does not provide an adequate explanation for their exclusion from mainstream society - because their experiences have shown them that in reality most of their problems are not caused by their impairments, but by the way society is organised.

It follows that if disabled people are to be able to join in mainstream society, the way society is organised must be changed. Removing the barriers which exclude (disable) people who have impairments can bring about this change.

“...disabled people do not face disadvantage because of their impairments but experience discrimination in the way we organise society. This includes failing to make education, work, leisure and public services accessible, failing to remove barriers of assumption, stereotype and prejudice and failing to outlaw unfair treatment in our daily lives.”

Disability Rights Commission

College has embraced the changes required by the Disability Discrimination Act and is committed to the **Social Disability Model**.

2. Development of DES

Consultation/engagement

It is recognised that the involvement of disabled people is critical to the success of this DES and this, therefore, will be an ongoing activity. In producing the initial DES, the College has consulted widely at every level of the organisation.

Involving disabled people has proved particularly beneficial as disabled people's knowledge of College, and the potential barriers that they face and what can be done to eliminate those barriers, offers free expert advice that is specific to Derwen College.

Indeed, the meaningful engagement of disabled people throughout College, rather than purely consultation, has been hugely successful – the main areas of which are detailed in the section Democratic Participation.

Five key areas have been identified as central to the successful implementation of a DES:

i) Democratic participation – encouraging and supporting all stakeholders to take part and have a meaningful impact on College’s disability planning.

This has been achieved by involvement of the following groups:

- **Students**
 - Annual SPOC (Student Perception Of College) – completed by 95% of students during Summer Term 2006 tutorial. See Appendix 2
 - Student Focus Group – Chair of Equality and Diversity Working Group facilitated an audit of College campus in October 2006 with a group of ten students – producing a summary of accessibility issues within College.
 - As part of the taught curriculum, Personal Development groups have also been involved in disability awareness sessions and have produced a variety of opinions and issues relating to equality in College, specifically and society generally.
 - A College-wide poster competition was introduced with the entries forming part of display, open to all, in the Orangery Restaurant on DES launch day – Nov 28th 2006. This competition was embraced by many departments across College and produced over fifty entries with prizes awarded to winning entries. The winning poster is being used as the front page of the current College DES and the students have requested that the competition be run annually – to maintain awareness of disability issues.
 - Student Council – in June 2006 Student Council members were involved in a Care Standards request to produce a document which would establish what students want from College. Following a great deal of discussion at the June meeting, a list of statements were produced and these were refined at the November meeting. The statements will form a questionnaire which the whole student body will complete.
- **Staff**
 - Regular staff training events – including Disability Awareness seminar delivered to 280 staff during Summer holiday 2006.
 - Questionnaire following Disability Awareness seminar – Summer 2006. 10% response from staff. See Appendix 3
 - Equality & Diversity Working Group - staff & student focus group – regular meetings held during each term of year.
 - members of the Equality & Diversity Working group have attended various conferences and events related to DES.
- **Visitors**
 - Annual stakeholder survey – October 2006. 150 surveys sent to a cross-section of parents, careers/Connexions advisers, social services, local partnership bodies, college contacts and visitors. 65% response from stakeholders. See Appendix 4

ii) Employment - College obtained in March 2002 (and regained the Award in each subsequent year) the Positive About Disability Award (Two Ticks Symbol) which includes five commitments the College has implemented regarding employing people with disabilities:

- to interview all applicants with a disability who meet the minimum criteria for a job vacancy and consider them on their abilities.
- to ensure there is a mechanism in place to discuss at any time, but at least once a year, with disabled employees what can be done to make sure they develop and use their abilities.
- to make every effort when employees become disabled to make sure that they stay in employment.
- to take action to ensure that all employees develop the appropriate level of disability awareness needed to make the commitments work.
- each year to review the five commitments and what has been achieved, to plan ways to improve on them and let employees and the Jobcentre Plus know about progress and future plans.

If a candidate is considered suitable for appointment the College will follow the advice given in the Employment Code of Practice under the DDA to enable a new appointee to carry out the job, providing some reasonable adjustments are made. The College will pay due regard to the reasonable adjustments set out in the DDA, by considering, for example:

- adjusting the premises
- re-allocating some of the duties to another person
- altering working hours
- allowing time off for treatment
- making College materials available in the preferred format
- acquiring or modifying equipment.
- rehabilitation leave
- training
- providing a reader or interpreter
- providing supervision.

The College will discuss with the new appointee what relevant reasonable adjustments are needed. If suitable expertise is not available within College to deal with a particular reasonable adjustment, the College will seek the advice of the Disability Employment Adviser under the Access to Work scheme. The Government's Access to Work programme covers the costs of providing reasonable adjustments to disabled people in employment.

iii) Training – to ensure that all staff understand their responsibilities under Disability Discrimination Act and the Disability Equality Scheme and have due regard for the needs of all who access Derwen College. This is achieved through regular staff training events and the new-staff induction programme and is an integral part of the College's teaching observation programme. Disability awareness is also an integral component of specialist professional development courses such as City & Guilds 7401 and Learning Support Assistant training.

All employees shall have equal rights to training, promotion and other aspects of career development. The College undertakes that all training and staff development that it provides will be fully accessible to all, including venues, materials and provision of support if required.

iv) Communication – to ensure that information is accessible in a variety of formats – large print, audio & Braille. College is a Centre of Excellence for Makaton - a language programme using signs and symbols, for the teaching of communication, language and literacy skills for people with communication and learning difficulties. College’s website is designed to meet the guidelines set out by the World Wide Web Consortium (W3C).

The College will ensure that its publications and publicity material promote positive images of disabled people in both language and illustration.

v) Physical Access and the built environment – which includes access to College premises, as well as facilities and services. College will ensure appropriate access is maintained through annual Risk Assessments, Self Assessment Reports and a comprehensive campus maintenance programme. *“College buildings are all accessible to wheelchair users, and the College make reasonable adjustments to ensure accessibility.”* Ofsted Inspection Report May 2006.

Data Collection

Staff have a number of opportunities to disclose information regarding disability:

- equal opportunities monitoring form at recruitment stage
- staff disability questionnaire at training seminar and also available on College intranet
- annual staff review/appraisal with line manager
- equal opportunities monitoring form completed for CPD programme

Information regarding disability of students is obtained at pre-entry as a pre-requisite for admission to College. The current data for staff and students is detailed in section 3.

3. Disability Equality

Disability profile - Oswestry

“There is no single measure of the number of disabled people in either the Borough of Oswestry, Shropshire or even the UK The most reliable count occurs every ten years in the census, which records the number of people with ‘a long term limiting illness’ rather than disability”. Source: Oswestry Borough Council 2006.

Below are indicative statistics from the 2001 Census:

	England		Shropshire		Oswestry Borough	
	Total	%	Total	%	Total	%
All people with a limiting long term illness	8,809,194	17.93	50,793	17.90	6,978	18.70
People of working age with a limiting long term illness	4,014,005	13.29	21,290	12.54	3,041	13.76

n.b. A limiting **long term illness** covers any long term illness, health problem or disability that limits daily activities or work.

The **working age** population is 16-64 inclusive for men and 16-59 inclusive for women.

Disability profile – staff

Staff total (as at 1/7/06)	313
Gender	
Male	71 (23%)
Female	242 (77%)
Disability	
Physical disability	6 (1.9%)
Learning difficulty	12 (3.8%)
Sensory impairment	4 (1.2%)

Disability Profile – students (as at 1/5/06)	Male	Female
<p>Moderate learning difficulties A minority of students have moderate learning difficulties. This student group have a range of additional difficulties and disabilities these include: sensory impairments, medical conditions, physical disabilities, epilepsy, diabetes, communication disorders, challenging behaviours, emotional/ behavioural disorder and mental health issues.</p>	11	14
<p>Severe learning difficulties The majority of students have severe learning difficulties. This student group have a range of additional difficulties and disabilities these include: sensory impairments, physical disabilities, medical conditions, epilepsy, diabetes, communication disorders, challenging behaviours and mental health issues. The students have a range of syndromes and disorders, these include: Aspergers syndrome, Prader Willi syndrome, Downs syndrome, Angelmans syndrome, Williams syndrome, Fragile X, Autistic spectrum disorder, Smith-Magenis syndrome, OHDO Blepharophimosis Syndrome, Floating Harbour syndrome, Dyspraxia, Cohen's syndrome, Jouberts syndrome.</p>	121	100

Examples of good practice within College



- Achieved in March 2002 and regained in each subsequent year. Includes five commitments College has implemented regarding employing people with disabilities
- Equal Opportunities Policy – in Staff Handbook & Quality Policy
- Equality & Diversity Working Group – established Summer 2002. Staff and student representation. Meets a minimum of termly. Production of DES (DES) 2006
- Disability Statement – Student Charter
- Strategic Plan – targets and references to Equal Opportunities
- Annual Self Assessment Report – references to Equal Opportunities
- Cultural Issues in sexuality work and people with learning disabilities – CPD
- Makaton – diversity of signs/symbols
- Continuing Professional Development – full programme for all staff
- automatic doors/ ramps/single storey buildings
- wheelchair accessible sports facilities including swimming pool and gym equipment
- wheelchair accessible minibuses (x3)
- hearing induction loops
- adjustable worktops/workstations/cooking appliances
- lifting hoists
- large key keyboards/zoom text/rollerball mouse
- specialist diets catered for
- accessible showers/talking microwaves

4. Impact Assessment

The OfSTED Inspection of 2006 reported that *“the quality assurance procedures and associated policies of the College are well-documented, robust and rigorous”*. Derwen College is a reflective and responsive College which systematically reviews, quality assures, listens to its staff and students and reflects on its performance. The quality systems of review and assurance already in place will be used to impact assess for equality in relation to disability. The assessments will be carried out to ensure that policies and procedures do not include words or potential outcomes that could adversely affect disability equality.

The College agrees to set out a timetable for assessing the impact of its policies, procedures, plans and practises over the period covered by the DES – see Action Plan.

5. Action Plan

See Appendix 1

6. Future Development of the Scheme

The Equality and Diversity Working Group have overall responsibility for and will monitor the DES and the accompanying Action Plan throughout the three year life-span of the first Scheme. An annual review report will be produced by the Equality & Diversity Working Group which will form part of the Equality and Diversity Report presented by the Chair of the E&D WG, to the July Governor’s meeting.

The current DES runs through to 2009 when a full review of the Scheme will take place before a further Scheme will be developed for the period 2010 – 2012. The revised Scheme in 2010 will take into account the information gathered in the first three years and with the continued assistance of disabled people, focus will be maintained on priority areas identified.

Future schemes will include the following points:

- overall responsibility for overseeing and moving the Scheme forward
- continuing impact assessment
- continuing consultation and involvement of disabled people
- communication and training
- reporting and feedback

Role of audit, funding and inspection bodies

The following are all listed bodies and are covered by the Disability Equality Duty (DED) to promote disability equality:

- Ofsted
- Estyn
- The Adult Learning Inspectorate (until April 2007)

Funding bodies are also covered by the Duty to promote disability equality, including:

- The Learning and Skills Council

All of these bodies will produce their own Schemes and will need to ensure that they meet the Duty in all aspects of their work. They will also need to ensure that the institutions they inspect or fund are meeting their duty to promote disability equality.

Enforcement

The Disability Rights Commission (DRC) and its successor the Commission for Equality and Human Rights (CEHR) have the power to take legal action against colleges where they have failed to carry out their responsibilities under the DED.

7. Availability of Disability Equality Scheme

Publication

The Derwen College DES 2006 - 2009 will be launched on Tuesday 28th November 2006 at a launch event in the Orangery Restaurant. The launch event will feature a display containing posters produced by College students as part of a DES awareness raising programme throughout College. A further event will take place in the Bradbury Centre on Wednesday 29th November 2006 where the posters will, again, be displayed and prizes will be awarded for the winning entries.

Paper copies of the Scheme will be available for staff, students and visitors at the launch event.

The DES is available in the following alternative formats:

- large print
- audio
- Braille
- Makaton signs/symbols

Requests for such formats should be made to Derwen College. The Scheme will also be available on the College intranet system, College website www.derwen.org.uk, as well as further copies available in College reception and Bradbury Centre.

Sources and advice

- The Duty to Promote Disability Equality: Draft Statutory Code of Practice for England & Wales, Disability Rights Commission
- Disability Discrimination Act Briefing for Senior Managers in HE: The new duties to promote disability equality, Disability Rights Commission
- www.dotheduty.org DRC
- The Disability Equality Duty: Overview Guidance for the Public Sector, Feb 2006 Manchester
- Shaping your Disability Equality Scheme – Equality Challenge Unit
- DDA Workshop – Developing an effective Disability Equality Scheme, AoC Manchester October 2006
- Shropshire County Council
- Oswestry Borough Council

Thanks to Laura Kennedy for producing the winning poster entry from over fifty entries in the Disability Equality poster competition. Her poster forms the front sheet of Derwen College's DES.

Any perceived deficiencies in the implementation of the DES can be referred to the Equality & Diversity Working Group. Breaches of the Scheme will be dealt with in accordance with the College's discipline and grievance procedures.

Scheme produced November 2006.

Appendix 1	Action Year 1 2007	Action Year 2 2008	Action Year 3 2009	Responsibility	Evaluation
Maintain focus of DES to ensure it remains current and reflects internal and external feedback	Continued consultation with disabled people. Review of DES and Action Plan to measure performance against targets	Review of process and method of consultation. Review of DES and Action Plan to measure performance against targets	Further consultation and full review of DES and Action Plan in preparation for publication of 2 nd DES 2010 – 2012	E&D WG	E & D Annual Report to Governors
Improved method of staff disclosure to give greater accuracy of staff data	Staff questionnaire to be amended to include “long-term illness”	HR system to be implemented to enable effective collection and monitoring of staff data	Establishment of data collection system to enable accurate targets to be set in the future	Human Resources	E&D WG SAR Dev plan
Maintain “Two Ticks” – Positive about Disability accreditation	Review of 5 commitments prior to annual application. Regular contact with Disability Employment Adviser	Review of 5 commitments prior to annual application. Regular contact with Disability Employment Adviser	Review of 5 commitments prior to annual application. Regular contact with Disability Employment Adviser	Human Resources	E&D WG
All staff to be aware of their responsibilities under the Disability Equality Duty and understand the effect on their work.	Continuing Professional Development (CPD) to include Disability Equality training	Further develop briefing sessions on DED/DES	Review briefing sessions/training on DED/DES	Asst Director – Curriculum E&D WG	Staff appraisal/ review SAR Annual E&D Report
Target	Action Year 1 2007	Action Year 2 2008	Action Year 3 2009	Responsibility	Evaluation
Maintain awareness of disability issues amongst new employees	Review induction programme of new employees	Monitor feedback on Disability Equality from staff		Human Resources	Staff appraisal/ review E&D WG
Carry out Impact Assessment of all College policies and procedures	Policies and procedures to be divided and prioritised by E&D	2 nd third of policies and procedures to be Impact Assessed in 2008.	Final third of policies and procedures to be Impact Assessed	E&D WG	Annual E&D Report – 2007,08 &09

Appendix 2

Summary of annual outcomes Students' Perception Of College (SPOC)

2002 - 2006 results

<i>Statements rated according to scale of agreement – outcomes expressed in % terms</i>	AGREE					DISAGREE				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Student Support										
I know who my personal tutor is	---	---	98	98	98	---	---	2	2	2
I know who my counsellor is	---	---	96	93	92	---	---	4	7	8
I know about the Student Charter	39	57	79	73	79	58	40	21	27	21
I know about the Student Council	65	74	83	74	80	29	26	17	26	20
I am treated fairly and with respect by staff	---	---	98	99	97	---	---	2	1	3
I am treated fairly and with respect by other students	---	---	92	93	91	---	---	8	7	9
Teaching and Learning										
The teachers help me to learn	99	98	99	99	100	1	1	1	1	0
I do different things that help me to learn and are interesting	94	98	99.5	97	98	4	2	0.5	3	2
Staff talk to me about how I am getting on	96	97	99	98	99	3	3	1	2	1
I am happy with my timetable/programme	95	92	97	94	96	3	7	3	6	4
I understand why Basic Skills are important in my programme	---	---	94	90	86	---	---	6	10	14
I can take part in all sessions in my programme	---	---	---	---	99	---	---	---	---	1
Resources										
I have a mobile phone – it makes me feel safer and more secure	---	---	---	93	95	---	---	---	7	5
I can use IT to help me to learn	89	95	96	97	98	6	3	4	3	2
There is a wide choice of activities and departments	91	93	99.5	97	96	5	5	0.5	3	4
There is the right sort of equipment to help me learn	91	93	98	98	95	2	4	2	2	5
I can easily get into all the buildings in College	---	---	---	---	98	---	---	---	---	2
Extended Curriculum										
There is a wide range of leisure, social and club activities	95	97	99.5	99	99	3	3	0.5	1	1
There are opportunities to gain independence	93	95	99.5	99	98	2	2	0.5	1	2

2002 73% of students completed survey
2006 95% of students completed survey

2003 73% of students completed survey

2004 83% of students completed survey

2005 82% of students completed survey

Appendix 3

DERWEN COLLEGE STAFF DISABILITY QUESTIONNAIRE – SUMMER 2006

243 questionnaires issued at staff seminars – 24 respondents (9.87% of staff)

Results shown as % of respondents

Disclosure

1. Do you have a disability as defined by the terms of the Disability Discrimination Act?

Yes **0%** No **92%** Don't Know **8%**

2. Do you consider yourself to have a disability?

Yes **8%** No **92%** Don't Know **0%**

3. If you have a disability, have you disclosed details of this disability to College?

Yes **4%** No **4%** N/A **92%**

4. If you have a disability and have not disclosed this to College, why have you chosen not to disclose this information?

- Fear of discrimination _____
- may affect chances of getting job _____
- embarrassment _____
- prefer not to disclose _____
- other: **4%** _____

5. If you have a disability and have not disclosed this to College, what positive steps could College take to encourage you to disclose this information?

- **make a disability policy available to staff outlining disability awareness**

Physical Access

6. Are there any areas of College which need improving in terms of disabled access such as paths, teaching rooms, admin buildings etc?

- **Orangery salad bar – not easily accessible**
- **automatic doors should be installed – Awards Centre, Basic Skills & Betty's**
- **pathway from Derwen Estates to College**
- **more disabled access toilets**
- **improved community interaction**
- **wider door required – Main Office**
- **tiled entrance floor of Craft/Upholstery – slippery when wet**
- **poor wheelchair access to College House & College Bungalow**
- **greater signage to illustrate Orangery as a "training" restaurant**

Support

7. How do you rate the support given to people with disabilities, to enable them to carry out their duties, by College?

- **very good or better 95%**
- **poor 5%**

Appendix 3 (cont)

8. Are there any other services you feel College should provide to effectively support staff with disabilities?

- increased availability of loop hearing systems
- more use of large print in documentation
- availability of documents using non-white paper (Irlens)
- personnel officer

Inclusion

9. Do you consider that people with disabilities feel included in all aspects of College?

Yes **75%**

No **12.5%**

Don't know **12.5%**

Policy

10. Do you believe that any of College's policies or procedures disadvantages disabled people?

Yes **0%**

No/don't know **100%**

11. Can you suggest any specific ideas for areas of improvement across College to contribute to the 3 Year Action Plan which College is drawing up as part of our Disability Equality Scheme?

- improved accommodation
- improved staff welfare
- improved staff facilities
- more community interaction
- larger social centre and coffee bar
- wider range of sports to include more students at sports day

Appendix 4

Outcomes of Stakeholders & Partners Questionnaire Results expressed in % of replies	Strongly Agree %	Agree %	Disagree %	Strongly Disagree	Total responses made to question
1. When I contact or visit the college the staff are Welcoming and helpful	64	34		2	65
2. The staff have expertise in working with students with learning difficulties	60	40			65
3. I feel that the current service and support received from the College meets my requirements	50	47		2	58
4. The College has the facilities and resources to meet the needs of the students and visitors	53	47			60
5. The College facilities are fully accessible	58	42			52
6. There is a wide range of activities available which help students to learn	61	39			59
7. The teaching is of good quality across the curriculum	50	50			48
8. The students are challenged in developing their independence	48	52			58
9. The students' progression is closely monitored	48	52			52
10. Issues relating to equal opportunities are well promoted	44	56			48
11. The range and quality of leisure and social activities are a strength	65	34			51
12. The transition process is well supported by the College	48	50		2	46
116 questionnaires sent out. 66 responses received from: Parents – 19 Professionals – 26 Customer & Collaborative Partners – 21 Response rate – 57%					