



Langdon College

Disability Equality Scheme

2009-2012

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The Principal on 0161 740 5900

Section 1. Introduction

Langdon College has a long term commitment to widening participation and ensuring all students have access to a high quality learning experience.

This commitment is reflected in the Langdon College Mission Statement and associated documents.

The Disability Equality Scheme is a statement of our strong commitment and continuing approach to delivering disability equality for staff and students. It is closely aligned to our Strategic Plan, Development Plan and Annual Objectives.

Section 2 Legal Framework

Langdon College will carry out its duties under disability legislation. This includes:

- The Disability Discrimination Act (DDA) 1995 as amended by the Disability Discrimination Amendment Act 2005
- The Special Educational Needs and Disability Act 2001
- The Children Act 2004 (which includes provisions for disabled children).
- Buildings Regulations 2000 and Part M requirements – building regulation amendments 2003.

The Disability Discrimination Act 1995 amended by the Disability Discrimination Amendment Act 2005, places a statutory General Duty on all public funded bodies to promote disability equality. The 2005 Act provides an increasingly robust legislative framework which requires us to actively promote disability equality, which means that in carrying out all functions, we need to:

- Eliminate unlawful discrimination
- Eliminate unlawful harassment
- Promote equality of opportunity between disabled persons and other persons
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

Section 3 Disability Equality Duties

The scheme sets out the framework within which Langdon College can promote equality for, and prevent discrimination against existing and potential disabled students, staff and visitors.

The following set of principles are complementary to and in support of the "Disability Rights Commission's position on single equality schemes".

We will promote equality between disabled people and other people by:

- Removing barriers to accessibility in education and employment and access to services, information and buildings. Mainstreaming exemplar practice in curriculum and service areas
- Upholding the social model* by removing the disabling barriers

We will eliminate discrimination and harassment that is unlawful under the Disability Discrimination Act by:

- Promoting positive images of disabled people
- Challenging patronising or discriminating attitudes
- Making the environment as safe as possible for disabled people
- Challenging anti-social behaviour against, or harassment of, disabled people

We will continue to support disabled people to achieve their full potential by:

- Providing and maintaining necessary support, assistance and care to disabled people to enable them to work and study independently
- Further supporting the formation of internal and external groups, networks and services for disabled people as students and staff of the College
- Supporting disabled people according to their individual need to continue to ensure an inclusive learning environment and the provision of an accessible curriculum.

We will continue to work in partnership with disabled people by:

- Enabling disabled people's active participation
- Involving disabled people in the changes and improvements we make
- Consulting with disabled people on issues affecting them rather than with people acting on their behalf to enable them to make informed study and employment choices.

Section 4 Development of Langdon College's Disability Equality Scheme

Management Structure:

A dedicated Disability Equality Scheme Steering Group was set up including the:

- Principal
- Head of Education
- Head of Residential Services
- Office Manager (Personnel/Quality Assurance)
- Operations Governor

Worked on recording current provision for students and staff has resulted in the Disability Equality Scheme and Action Plans.

*Social Model of Disability – This approach views the attitudinal and environmental barriers that prevent disabled people from participating to be disabling, not the impairment or medical conditions.

Involvement of students, students and managers:

We are committed to working in partnership with disabled people in the development, implementation and ongoing review of our Disability Equality Scheme. Communication and involvement will be focussing on awareness raising, identifying what is working well, what improvements need to be made and where there are barriers to inclusion and access. We will be utilising our curriculum and student services managers meetings, student forum, pictorial questionnaires and face to face interviews with staff and students.

Data Collection and Monitoring

We are developing our MIS systems to capture and analyse information in relation to applications, retention and achievement of disabled students and employment and retention of disabled staff. We shall continue to develop and refine these mechanisms to improve collection and utilization of data.

Section 5 Current Position

Staff and Student Data:

The analysis of current staff and student data and trends has enabled us to prioritise actions needed to deliver the Disability Equality Scheme.

Student Data

Yearly Comparison

Each of our students has a learning difficulty or disability. Each student has their own individual learning plan with targets and objectives specific to their needs and aspirations. Providing a yearly comparison only has meaning when showing the progression made by the student from one year to the next not student against student or those with a disability against those without.

Comparison of Performance with/without disability

08/09	Total	Success	Achieved	Retained
Students with Disability / Learning Difficulty	20	100%	100%	100%

In order to ensure that we meet the individual needs of disabled students we provide support and information to both prospective and current students in a range of ways.

Pre entry

- Referral from Connexions, notification of care required where applicable
- Liaison with external agencies
- Visit to school by Heads of Education and Residential Services
- Interviews with parents/ carers / school / individual to discuss the provision required

Entry

- Advice and support at Enrolment / Induction and Additional Learning Support interview **and / or** medical needs interview **and / or** sensory impairment interview
- Appropriate equipment provided and appropriate support provided e.g. ESW or tutor
- Liaison with external agencies

On Programme

- Regular tutorials and key worker 1:1 or small group support
- Regular reviews depending on needs
- Support Worker in class providing support
- Help with personal care
- Adaptation of materials / assessments
- Specialist equipment and support provided
- Special exam arrangements
- Special assessments and support
- Advocacy
- Liaison with external agencies

Staff data

1st December 2008

Members of Staff with a Disability

	Numbers	%	Stated Disability
Managers	4	10%	0%
Tutors (FT and PT)	6	16%	0%
Classroom & Support (FT and PT)	22	58%	0%
Business Support (Other)	6	16%	0%
Total	38	100%	0%

The College identifies annually numbers of:

- Staff in post who declare a disability
- Applicants for employment and promotion
- Staff who receive training, both internal and external
- Staff who are involved in grievance and disciplinary procedures
- Staff who leave employment

What the College does now:

The College has a clear Equality Statement that makes explicit its commitment to ensuring equality of opportunity, this is sent out to all prospective employees.

The College holds the Two Ticks Disability Scheme accreditation which underlines its commitment to recruitment and retention of disabled employees. The College maintains employment and training records of all employees which can be used to monitor the effectiveness of these policies

A range of policies, practices and resources are also in place to support the promotion of disability equality and the employment of disabled staff. Detailed information on recruitment and selection, policies, training, resources and support services is available for prospective and current staff.

Disability Equality is also included as part of induction training for new staff.

Section 6 Impact Assessment

We will continue to develop and assess the impact that our current practices, policies and procedures have on the experiences of students and staff with disabilities. The College will provide training and development to equip managers to fulfill this duty. Findings will be shared with disabled students and following their involvement. Areas of concern will feed into the Disability Equality Scheme Action Plan. (See page 8 for additional information.)

Section 7 The Action Plan

Langdon College is committed to a programme of actions to deliver the principles and duties set out in this scheme. Priorities for action have also been identified from the outcomes of staff and student involvement.

The Action Plan focuses around two key areas:

1. Policy Planning and Development
2. Publicising the Scheme and Progress Towards Targets

Disability targets and actions are to be included within Curriculum and Support Area Self Assessment Reports (once the training has taken place) and Quality Improvement Plan with an overall commitment within Strategic Annual Objectives.

Some key areas identified from consultation included;

- Training and Development
- Accessible Buildings / Working Environment
- Publicity / Marketing Materials
- Supportive technologies
- Accessible Curriculum and Enrichment Activities
- Teaching, Learning and Assessment
- Student Services including Admissions
- IA Reviews and Communication

Section 8: Implementation, Monitoring, reviewing and publishing arrangements

- This Draft Disability Equality Scheme will be used to promote involvement of students and staff.
- The full Disability Equality Scheme and Plan will be published by 4th December, in line with DRC guidance.
- A timetabled programme of Equality Impact Assessment will be produced in consultation with the Equality & Diversity Steering Group.
- The Scheme will be reviewed in its entirety every three years and an annual progress report will be presented to the Student Forum, at a Full Staff Meeting, Senior Management Team meeting, Equality and Diversity Steering Group and the Governing Body.
- The Langdon College Annual Report will contain results of monitoring, progress against actions and summary data and trends.
- The Scheme and Action Plan will be circulated to all Managers and staff and be available on the Langdon College Staff Intranet and Langdon College website (once it has been upgraded). It will also be available to prospective staff and students.
- The Scheme will also be available in alternative formats to meet individual requirements.

Methodology to assess the impact of policy and procedure

The College has made one of its key strategic objectives the need to further develop the quality framework. As part of this development, all existing policies and procedures will be reviewed to determine if and how they impact on disabled people.

The College has approximately 70 policies and procedures. These key documents are already reviewed annually as part of our embedded quality assurance process. The key change to this process will be ensuring the general duties listed in the latest DDA legislation are considered carefully and changes are made where necessary.

Action Plan

The outcome of the work done by the College, to critically assess where action is required to improve our educational provision and support services is summarised below. This action plan sets out the College's objectives underpinning the general duties of the Disability Equality Duty.

Promoting equal opportunities

Address LSC national and regional priorities by developing and contributing to partnerships to progress the inclusion agenda, including the needs of students with high dependency, and low incidence impairments.

- Review vision and mission statements
- Ensure that College staff at all levels of the organisation actively engage in and where appropriate, lead the development of strategic and operational partnerships with other providers and agencies at regional and local levels, both within and across the sectors, to progress the inclusion agenda.

Develop an inclusive learning environment that is effective in meeting the planned goals of students, employers and other stakeholders and in maximising learning opportunities across the provision.

- Involve key stakeholders, including Langdon Community, in developing College provision.
- Develop strategies to increase the involvement of employers in the work of the College.
- Develop an informed College position on work-experience placements and a cross-curricular action plan to meet student entitlement.
- Analyse students' destinations to inform future College developments.
- Ensure an effective individual learning plan is in place for all students and that this is regularly reviewed.
- Ensure students have clear targets that are recorded and reviewed through their ILP.
- Embed RARPA (Recognising and Recording Progress and Achievement) principles across the provision.
- Develop systems to reduce fragmentation in service delivery and to enhance the coherence of the offer to students.
- Develop a robust and enriched care and enabling environment based on a person-centred approach.

Promote and celebrate equal opportunities in all aspects of the College's work.

- Embed and celebrate equality and diversity principles across all aspects of the provision, including all areas of the curriculum.
- Monitor and evaluate all provision to ensure continuing attention to equality and diversity principles.
- Meet all statutory requirements with regard to equality and use new requirements to inform and improve the provision.
- Ensure equality arrangements and initiatives are co-ordinated effectively.
- Induct all new staff with reference to disability equality and the impact of disability on learning.

Eliminating unlawful discrimination

Improve the throughput and effectiveness of the admissions process by, developing great transparency in the admissions criteria and adopting a more holistic student-centred approach.

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- Adopting a more holistic student-centred approach.
- Improve the pre-entry assessment processes and ensure information collected is available to inform the student plan.

Develop and maintain the College sites so that it is an inspiring place for students and meets their changing needs.

- Continue to monitor space utilisation to ensure efficient and effective usage.
- Progress the plans for additional residential accommodation when funding and consent are achieved.

Continue to develop staff capacity to be responsive to changing needs and requirement by embedding a culture of learning throughout the College.

- Identify the key staff skills required across the College to achieve excellent provision.
- Identify any gaps in capacity by carrying out an audit of staff skills (give particular consideration to known areas of need e.g. the needs of students with autistic spectrum disorders, emotional, social and behavioral difficulties, sensory impairments and learning difficulties).
- Produce an Annual Staff Development Plan based on college strategic objectives and review and evaluate this annually.
- Raise awareness across the College of the role of all staff in supporting the delivery of the extended curriculum and the need for inter-disciplinary collaboration.
- Ensure that all staff who work with students have an understanding of the principles of person-centred planning.
- Ensure that all staff complete Continuing Professional Development logs as evidence of progress and achievements and reflecting development through formal and informal learning.
- Further develop the staff appraisal process, introducing quantitative targets where appropriate.

Ensure best practice in relation to health and safety across all aspects of College and student provision.

- Embed risk assessment and risk management across the residential provision focusing on the concept of the safe student.
- Develop a closer relationship between the concepts of safety, health, welfare and risk management.
- Develop internal provision of distance learning courses, such as, NCFE Health and Safety (Level 2).
- Support the implementation of the re-drafted moving and handling policy and guidelines health and safety.

Eliminating harassment

Further develop the quality framework so that consistency and excellence are achieved across the provision.

- Continue to build a quality framework that encompasses all College provision and is robust enough to ensure excellence in Ofsted and CQC inspections.

- Achieve consistency across the college in the production of lesson plans and individual learning plans.
- Further develop observations of teaching and learning to include the extended curriculum.
- Develop peer review opportunities and ensure systems are in place to share best practice.
- Develop partnerships with other regional and local providers to assist in benchmarking provision, guarding against insularity and parochialism.
- Ensure compliments and complaints are used effectively to sustain and improve the quality of provision.

Promoting positive attitudes

Develop a self-critical culture reflected in an effective and successful Self Assessment Report (SAR) and Quality Improvement Plan.

- Further develop the self-assessment process to demonstrate how quality will be sustained and improvement assured.
- Embed the New Measures of Success in the SAR process (i.e. Qualification Success Rates, value added/distance travelled, Recognising and Recording Progress and Achievement (RARPA), teacher qualifications, student satisfaction, provider responsiveness to employers, student destinations, value for money.
- Demonstrate responsiveness to students, parents, employers and the wider community through the SAR process.
- Show-case College activity, and seek to engage other providers and agencies in dialogue, particularly on areas where the College experiences difficulty in achieving improvements.

Further embed the work and support the development and delivery of cross-college provision which contributes to the national agenda on disability issues.

Participation in public life

Ensure a range of high-quality provision is in place that is relevant to the needs of students, employers and the wider community. (SO5)

- Ensure students have access to a range of national qualifications with clear vocational pathways at all levels, attuned to the needs of employers.
- Seek an early opportunity to participate in the implementation of the Foundation Learning.
- Develop innovative ways to enable students at entry and level 1 to participate in supported employment-training.
- Seek to increase the percentage of students on Skills for Life qualifications.
- Implement the extended curriculum framework to ensure a coherent and transparent approach to the development of students' personal, social, and independence skills.

More favourable treatment

Continue to develop the use of AT/ICT to overcome barriers to learning and enhance students' skills for transition.

Signed:

Date:

Next Review: August 2010