

Disability Equality Scheme (DES) for Easton College

3 Year ACTION PLAN 2006/2009

Initial Actions and Overview

The DES 3 Year Action Plan illustrates how the College will continue to take steps to meet the DED duties and sets out targets and outcomes, showing the effective links between/with disabled people, senior managers, Governors, LEAs and LSCs and other external agencies. It is most important that the Action Plan is a result of, and continuous response to, active involvement of/by disabled people in defining and delivering outcomes.

The College recognises that 'disability' is that which requires additional support and needs for individuals within their role or in order to perform their role in College, and this is all encompassing - students, staff, visitors and contracted agencies.

The DES Action Plan is established within the College, from senior management to students and staff as an opportunity for mainstreaming disability in Easton College.

Promoting Disability Equality

The College will continue each Academic Year, within its Policies, Procedures and Practices (PPP) and promotional material, to implement the duty to close the gap between the expectations, experiences, aspirations, education, qualifications and employment of disabled and non-disabled people.

The College will strive towards, and measure success and achievement of:

- Creating a positive atmosphere where there is shared commitment to value diversity and respect difference
- Appropriate promotional material, respect of the individual working and learning within the College procedures and activities and acceptance of the need and response to close the gaps experienced

- The delivery a first class service, with an inclusive ethos, with lessons taking place through teaching and learning responding to the needs of individual learners
- A more representative workforce through recruitment from a wider pool of applicants
- Meeting the requirements of the funding, audit and inspection bodies through improved DES/DED outcomes in recruitment of learners and staff
- Improved and greater knowledge and understanding of disability among learners in that it will benefit society and the College as a whole

Target Setting:

- Review of material through the Steering Group taking into account external disabled individuals and organisations concerns and comments as well as students completing course and applying for courses to establish if the under-represented groups are being reached through enrolment figures on a year-by-year improvement in recruitment of learners with disability and impairment
- Representation - ensure prospective learners are informed of what the College "can provide" and avoid negative impressions of what cannot be provided - through images, words, expectations and aspirations
- Review of advertising material for vacancies at the College through the Steering Group, with evaluations and comment from applicants, agencies and disabled organisations on the style and content. Seek to raise the number of disabled staff and staff with impairment who are employed by 2 per year.
- Review of lesson planning, schemes of work and content through the lesson observation of sessions that increased numbers of classes and courses are continuing to deliver an inclusive ethos throughout their curriculum. Target of 40% of *lessons observed* in year 1, 60% in year 2 and 80% in year 3.

Information Gathering to Improve DES/DED

The following will form an integral part of the information required to support the DES as necessary to the outcomes and Action Plan:

Disabled Learners

- Admissions
 - Applications/offers/enrolments/choice/views and opinions
- Progress/Progression
 - Attendance/Retention/Achievement/Success/Value Added/Distance Travelled
- Associated Learning/Support Activities
 - Learners receiving additional learning support and progress of such learners

- Increased staff development for Learner Mentors to aid support and recruitment of additional numbers of disabled individuals and learners with impairments
- Access to: external trips and visits and work experience/placements
- Participation in enrichment and citizenship activities
- Complaints/bullying/harassment/disciplinaries/exclusions
- Student perceptions/satisfaction/views of current learners and leavers and incorporate ALS reviews
- Progression
- Improvements: quality of service/accessibility/visual and hearing support

Disabled Staff

- Recruitment and Selection
 - Applications/selection for interview/appointments/type of contract/type of job and salaries applied/views of disabled applicants - those appointed and those not
- Progress
 - Appraisals and Performance Reviews/Promotion/Career Development - training: who it is offered to/types of/levels of satisfaction and achievement/access
 - Bullying/Harassment/Complaints/Grievances/Disciplinary/Competence
 - Views of staff/Levels of Satisfaction/Retention rates/Exit interviews
 - Cessation of employment - reasons: redundancy/resignation/dismissal/contractual
 - Improvements - quality services/adjustments/accessibility/alternatives

Target Setting:

- Annual figures for learners and staff will be produced and presented to senior management and Governors to aid planning for Strategic and Development Plans in reflecting on, and respond to, the impact of data and outcomes against the above criteria
- Where there are issues and identified aspects which impact on disabled learners and staff these will be embedded into the DES/DED for the forthcoming year as targets to reduce, and remove, such impacts
- Achievements in improving reduction of the impacts of learning and working on disabled people at the College will be measured through a reduction of 10% per year
- Increased recruitment of disabled learners and learners with impairments by 10% per year
- Identify gaps in the data and act accordingly to complete where required to support all disabled learners and learners with impairments - identify priority areas and actions

Target Setting

Individual Input (through comments and review by disabled learners and learners with impairments) in Autumn Term 2006 as the benchmark for the College to introduce to the Steering Group inaugural meeting, and then proceed to add to, revise, comment on and take forward the target setting data outlined in this Action Plan.

The Group will respond by establishing which additional data and targets are appropriate to the yearly planning of the College and this Action Plan.

Working in Partnership

Take account of the DES when working with, in partnership with, other organisations to ensure there is no disadvantage to any student, staff or visitor through disability equality issues.

Looking at involving partnership organisations in the Steering Group and assessing impacts of their, and the College, activities on individuals.

Target Setting:

- At least 3 different organisations with which the College works will be asked to contribute towards the DES/DED review and assessment, join the Steering Group (for a period of time - one year at least) on an annual basis. But this will not restrict the number of appropriate organisations or their representatives from participating in the College DES/DED

Duties to Promote DES/DED and Race Equality

In all of the above review and evaluation of the Action Planning for the College DES/DED there are details of the duties to promote the scheme as well as the DES itself.

To identify the different, and differences between, the "duty to promote" equality for disability and race within the College attached to this Action Plan are the 'similarities' and 'key differences' outlined by the LSDA DES/DED booklets in support of DES Actions.

Target Setting:

- increased numbers of disabled learners in post-16 (aged 16 to 19) full-time and part-time education (including learners with impairments) applying for places in residence to attend courses across the different levels offered. Raise the percentage of applicants to 5% in year 1, 7.5% in year 2 and 10% in year 3, with the numbers of residential places being offered - and accepted - to show an increase of 10% each year
- seek to develop new residential block for learners within the life of the 3 Year Action Plan in which rooms will be available for use by up to 15 disabled people (but not 24 hour care or high dependency on support - independent living style).

Milestones

Each area of the Action Plan has been identified with its own milestones and targets which will be constantly revised and reviewed by the Steering Group to ensure that disabled people will be able to carry out their learning and that all disabled staff will carry out their job within the College without unfair or inappropriate treatment or conditions.

Accountability

Within the College the accountability and responsibility for managing the process, ensuring that targets are met, maintained and reviewed along with the Steering Group input will be the Director of Learner Services and Skills with the support of other senior management members.

Learners within the College will be accountable to their peers for raising and pursuing issues related to impacts on achievement, retention, success and progression raised by, and on behalf of, disabled people and for bringing these to the attention of staff. Similarly, staff will be responsible for raising aspects within their, and others, roles where disability affects their individual ability to achieve or improve themselves in training, work and careers

Publishing Annual Results of Assessments and Monitoring

Through the internal procedures of the College all results and assessments will be presented to appropriate Governors' meetings for confirmation and agreement prior to making any such data a public document.

These results will encompass:

- Impact Assessment outcomes
- Steering Group outcomes on issues relating to DES/DED activities affecting all students, staff and visitors following evaluation by members
- Data provided by the College on disabled people enrolled, using or visiting the College throughout the Academic Year
- Targets set within the College "Equality and Diversity Impact Measures" monitoring