



DISABILITY EQUALITY SCHEME

2006 - 2009

Towards equality for Disabled and Deaf People at Greenwich Community College

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1 Introduction

1.1 Terms of reference

Throughout this document the term “disabled” is used in accordance with the definition as given in the Disability Discrimination Act. The term “Deaf” is used in recognition of the fact that many in the Deaf community see themselves as a linguistic and cultural minority. This scheme documents our commitment to working towards equality for Deaf and disabled people at Greenwich Community College.

We are committed to working within the scope of the Disability Discrimination Act and other relevant legislation to ensure we meet our statutory duties. In particular we aim to anticipate and respond to the needs of disabled people at Greenwich Community College and promote disability equality as outlined in the Disability Discrimination Act 2005. This scheme will be published and made available publicly in printed format and via our website www.gcc.ac.uk

1.2 Contexts: where we are right now

Greenwich Community College is a vibrant learning community staffed by a committed team and welcoming to students with a range of needs. The foundation of our Disability Equality Scheme is access; access to our buildings and services, access to the curriculum and the learning opportunities it provides.

The College had a successful inspection in 2006, in which aspects of our provision, including Essential Skills, Learning Support and Student Services were given special mention for their quality. The Ofsted report published in June 2006 commented on our **“strong focus on inclusivity and the promotion of equality of opportunity”**.

The Learner Support and Development directorate, which encompasses a number of departments, has been awarded Matrix Accreditation in 2006 for the quality of information, advice and guidance given throughout College.

We have taken positive action to attract learners, governors and staff at all levels from under-represented groups. The College's self assessment report 2005-2006 highlights the following:

"Equality of opportunity is a strong feature of the College's culture."

Our ethos is to value the input of learners and staff, as well as all of those partners who contribute to helping us make inclusive access a reality. This is promoted and supported throughout our management structure, through to the highest level.

Through the work of staff within the Learner Support and Development Directorate we are beginning to see disabled learners confidently and openly discussing disability equality issues, free from the harassment and ridicule that has prevented previous generations learning from difference and genuinely celebrating diversity.

The College offers a safe environment in which disabled people can disclose their disability and there are numerous opportunities for staff and learners to do so. The College has a Disclosure and Confidentiality policy which seeks to ensure the procedures we have in place are safeguarded.

1.3 Our Mission and Guiding Principles

Our mission is to meet the educational and training needs of our communities by being an excellent provider where all learners are empowered to realise their aspirations and achieve their goals.

In delivering on our mission, we seek to adhere to the following Guiding Principles as laid out in our Development Plan 2005 – 2008:

Diversity – we will value and celebrate the diversity of our stakeholders.

Enthusiasm – we will create and deliver both energy and drive.

Equality – we will recognise and value diversity and promote opportunity for all.

Efficiency – we will endeavour to operate in the most efficient manner possible to improve our effectiveness.

Innovation – we will challenge existing ideas to develop and encourage creative solutions.

Partnership – we will value the contribution of external partners and actively seek engagement with other organisations.

Quality – we will always strive to deliver the best.

Respect – we will listen, hear and value contributions from all our stakeholders to our decision making processes.

Transparency – we intend to be open and honest in all our planning and activities.

1.4 The disabled learner profile

Out of a student population of 13,337 last year, over 1000 learners declared that they were disabled or Deaf which accounts for nearly 10% of the total student population (both full and part time). Out of this over 500 learners declared a learning disability. 117 learners declared a mental health issue. The College provides many opportunities for learners to disclose a disability at various stages: pre-enrolment, enrolment and on-course. We follow a social model of disability which seeks to identify need rather than provide a clinical diagnosis.

1.5 Staff with disabilities

The College is an equal opportunities employer, committed to a "Joint Agreement on guidance for disability equality in employment" (currently in draft 2006). The College seeks to eliminate disability discrimination and ensure a positive working environment for both disabled and non-disabled staff. We also seek to employ a workforce, which reflects the diversity of the local community and we will regularly monitor our staffing profile to help address significant imbalances in staffing in relation to our client group, in line with College policy. All existing employment policies will be impact assessed with reference to disability equality as described in section 5. An Equal Opportunities Monitoring Report is available which includes a profile of staff diversity.

We encourage disclosure of a disability to enable us to support staff more effectively in fulfilling their duties. Care is taken with the issue of disability disclosure to ensure that the College does not unnecessarily infringe on personal privacy, where for example, medical status would be revealed as a consequence. Ensuring that staff are comfortable about disclosure must go hand in hand with the benefits accrued from disclosure.

1.6 Influence on key documents

Our Disability Equality Scheme will directly influence future self-assessment reviews and departmental Development Plans. It will be an integral part of the College's Development Plan from December 2006. The Disability Equality Scheme is formed from the same ethos which directed the development of our Diversity and Equality policy and our Learning Support policy. The Scheme will be one of the tools used for assessing the impact of existing, as well as future policy. All current College policies are listed in Appendix II.

College policies, procedures and practices will be impact assessed as described in section 5.

2 Our vision for disability equality

2.1 How the DES aligns to our Goals and Strategic Priorities

The College's goals as laid out in our Development Plan 2005 – 2008 are:

- **Financial** - *Maintain a grade 'A' financial status and diversify our sources of income.*
- **Innovation** - *Sustain and develop our reputation for excellence through successful innovation.*
- **Links to the community** - *Enhance the climate of effective partnership that has been developed with stakeholders.*
- **Organisational climate** - *Seek continually to improve the organisational climate so that staff and learners feel confident and empowered to achieve.*
- **Quality** - *Maintain a culture of quality improvement in all areas of the College and its operations.*
- **Relevance** - *Provide education and training that ensures learners progress to work, succeed within work, progress to further or higher education, achieve their personal aspirations.*

Please refer to the Development Plan 2005-2008 for more detail on our goals and strategic priorities. In terms of disability equality, the College's Disability Equality Scheme aligns to our goals in the following ways:

Financial - Structural work that has taken place has been enabled by careful planning and resource management. Our sound financial status has enabled us to carry out practical accessibility projects such as adding new lifts, without this becoming a financial burden. The fact that we are planning for our annual

income to break even and contribute 1% to reserves by 2008 will mean that we remain in a good position to support learners needs.

Innovation - We will continue to develop specific well received projects such as our Deaf Awareness training. We will include disabled and Deaf learners in the planning of their support and involve them in relevant decision making about their progress. We also seek to find innovative ways to promote good Mental Health and wellbeing in the future (see Action Plan: 7).

Links to the community – We will continue to ensure that we have representation from disabled community groups and organisations, who are able to contribute to the College’s work both on a day to day basis where appropriate and with our strategic planning. We will seek more involvement from learners and community groups in the planning of opportunities for students with learning disabilities (see Action Plan: 5). We also intend to build on the positive relationship we have with Greenwich Education, in particular their Deaf Service who provide our Communication Support Workers.

Organisational climate – We aim to continue the positive work we are doing with learners to ensure we maintain the safety and security with which disabled learners are able to disclose a disability, discuss needs in confidence and gain the support they are entitled to. We will further seek to engage with disabled employees in a sensitive and respectful way, where we develop methods to ensure we include disabled staff without the need for them to identify their disability should they choose not to do so.

Quality - We aim to ensure all buildings under our full control comply with the requirements of Disability Discrimination Act and are fit for purpose (see Action Plan: 3). Our Learner Support and Development Directorate has the nationally recognised Matrix Accreditation for the quality of the information, advice and guidance given to learners. In the College’s Ofsted report published in June 2006, one of our key strengths included “a strong focus on inclusivity and the promotion of equality of opportunity”. We feel that

ensuring that disability equality is a priority will be another factor which helps to raise achievement to at least the national average for our level 2 courses. Overall we currently exceed the average on level 1 and above level 2 (see Development Plan 2005-2008).

Relevance – In delivering relevant educational opportunities to allow progress and enable success, we have increased our capacity to deliver additional learning support by recruiting new staff and developing the cross College liaison between Learning Support and other College departments.

2.2 Our attitude towards Disability Equality

A society that can truly meet the wellbeing and educational needs of all of its citizens, without discrimination or prejudice, where these needs are addressed sensitively and practically, is a society without disability.

Although terms such as “disabled person” are used, it is recognised that in many ways people are not disabled by anything other than society and its inability to adjust. Greenwich Community College also recognises the fact that society is in state of continual flux and we are in a transition where it is now becoming possible both with resource and intent, to begin addressing the needs of all of our learners.

The College has ensured we actively promote the fact that we are positive about equality. This is done through staff attitudes and management support, training and information dissemination. As mentioned in section 1.6, we operate an Equality and Diversity policy, which is one of our main tools in the quest to oppose and eliminate discrimination, to ensure that no student is treated less favourably.

We also have specific disability-related policies to tackle the discrimination experienced by AIDS survivors and people who are HIV positive, as well as those disabilities affecting people's Mental Health.

2.3 Benefits to the College, its staff and learners

In the transition towards a more inclusive College we want the input of disabled staff and learners as a means of establishing disability equality through the shared experiences of others. This will enable us to move forward together towards the mutual creation of a society where we can eventually remove the need for labels.

We believe that the creation of a Disability Equality Scheme will document our intention to improve our service to disabled and Deaf learners. The associated Action Plan will provide our commitment to our disabled and Deaf learners. In a move away from reactive adjustments according to a model of disability which seeks to find a solution to a problem, we embrace the proactive approach to disability equality enshrined in the Disability Discrimination Act.

A learning environment which meets the needs of all citizens, where disability equality is integral to all future planning, means we will no longer be reacting to disability discrimination; we will be anticipating learners need. By anticipating potential learners needs we will be developing an environment attractive to all learners, comfortable and safe to learn in and, where by association, retention and thus achievement improve. This may seem like a simple equation on paper, but it is an ambitious objective in reality, depending upon the hard work and input from all departments and directorates within the College.

3 Engaging disabled people

3.1 Community, local and national organisations

The College is involved with a wide variety of community groups, local and national disability organisations, such as:

- Action For Blind People
- MIND
- Oxleas NHS Trust
- National Library for the Blind
- Mencap

Oxleas NHS Trust's Equality Officer has also contributed to the development of this Scheme. We will strive to find new ways of engaging students with learning disabilities and will be inviting Greenwich Mencap along with other relevant local service providers to the College's Learning Disability working group. The College works in partnership with the following the key services within the London Borough of Greenwich:

- Disability Outreach Team
- Education Service (Deaf Team, Visual Impairment Service)
- Learning Disability Team
- Community Sensory Services Team

For example, Deaf learners have input in the planning, development and evaluation of services through our work with the Greenwich Education's Deaf Team, who work extensively to ensure the needs of the Deaf learner are anticipated. They provide signers who work as part of the College's Learning

Support team for a significant number of planned hours every week. The service also runs Deaf Awareness training for the College.

3.2 Engaging directly with the disabled learner

The Student Survey is designed to gain feedback from all learners and is held twice annually. Learning Support also has several modes of feedback including progress reviews and welcomes ongoing feedback from learners.

We engage students directly through their participation on various committees, working groups and student forums. Notably our newly formed Wellbeing Committee has representation from students with disabilities. The Disabled Students Forum is comprised entirely of students with disabilities who help to make decisions on practical issues, feed in to policy-making (e.g. Learning Support Policy) and are involved in consulting over premises accessibility and emergency egress issues. The College is always open to suggestions by learners on how we can best support their needs whilst at College.

Disabled learners have had a direct involvement in the development of this scheme through our Disabled Students Forum. We also involve Deaf and disabled students with additional learning needs in tailoring our services to their needs, which has the positive effect of enabling the College to provide better support services to its learners. The Learning Support questionnaire specifically addressing disability equality has been another mechanism to encourage the participation of disabled learners in the Scheme. There will be further opportunities for learner involvement as detailed in section 3.3 below.

3.3 Involvement of disabled staff and learners in planning, implementation, monitoring and reviewing the Scheme

3.3.1 Planning

Disabled and Deaf learners have been given the opportunity to contribute to the Disability Equality Scheme. This scheme has been led by the Disability Equality Scheme Working Group which will report to the Diversity and Equality Committee. Staff and learners on our Wellbeing Committee have also been able to contribute to the Scheme. All College managers have been given the opportunity to provide input on their areas of responsibility.

3.3.2 Implementation

The Disability Equality Scheme working group and the Equality and Diversity Committee will make recommendations for the Scheme's promotion and development. The approved scheme will be promoted College-wide. Our Marketing Department will ensure that it is a document which is widely available and publicly accessible.

3.3.3 Monitoring and Review

The Disability Equality Scheme group will continue to meet to monitor the Scheme during the first year, leading to a review at the end of the first year. The Scheme will also be monitored by the Equality and Diversity Committee.

Once implemented, the Disabled Student's Forum will play an active part in monitoring the Scheme and will contribute to the annual review. We will seek to explore further ways to involve disabled people in the future development of the Scheme.

4 Leadership

4.1 Involvement of senior staff in the development of the Scheme

Disability Equality is a College wide priority that will receive the support and commitment of senior staff through the Scheme. Senior staff have contributed to the Scheme in a number of ways for example:

- ensuring the College property is accessible
- investing in appropriate staffing to support learners
- investing in assistive technologies to support learners
- investing in staff development
- supporting appropriate partnerships
- sharing good practice through regional networks
- promoting disability equality both within the Corporation and as part of the Academic Board and throughout the College
- publicising the College's support and commitment to Disability Equality
- leading on disability development work and training within the College
- participation in relevant committees such as the Equality and Diversity Committee
- policy writing and decision making, and ensuring all College processes support disability equality
- ensuring the College website is accessible

4.2 Responsibilities of Corporation members and key members of staff in supporting and promoting disability equality

4.2.1 Corporation Members

Corporation members are responsible for ensuring that the membership of the Corporation and its committees reflects the diversity of the communities served by the College. They also have a responsibility to ensure that:

- the College's strategic plan includes a commitment to disability equality
- they are aware of the Corporation's statutory duties in relation to disability legislation
- they receive and respond to the monitoring information on learners and staff

4.2.2 Senior Managers

Senior Managers are responsible for ensuring they take the lead in creating a positive, inclusive ethos that challenges prejudice or inappropriate behaviour on the part of managers, staff or learners. They also have a responsibility for making sure that targets are set on the following:

- the recruitment, retention and achievement of learners based upon the analysis of the disability monitoring information
- the recruitment and promotion of staff based upon the analysis of the disability monitoring information and in comparison with local demographic data

4.2.3 Managers

Managers are responsible for ensuring that they are aware of College's statutory duties in relation to disability legislation and that all aspects of College policy and activity are sensitive to disability issues. Managers are also responsible for ensuring that:

- disability monitoring information is analysed
- they work towards compliance with targets for recruitment, retention and achievement of learners based upon this analysis
- teaching observation reports include criteria on disability issues
- internal verification procedures include scrutiny of disability issues

- curriculum areas are required to assess performance and success in relation to disability issues and take action as appropriate
- the procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities
- compliance with targets are set on the recruitment and promotion of staff based upon the analysis of the disability monitoring information and in comparison with local demographic data
- the College's publicity materials present appropriate and positive messages about people who are Deaf or have a disability
- learner induction programmes and tutorial programmes reflect the College's commitment to promote equality of opportunity
- appropriate training and development is provided to support the appreciation and understanding of diversity

4.2.4 Staff

All staff are responsible for ensuring that they are aware of the College's statutory duties in relation to disability legislation. The College recognises that we all have a collective responsibility to challenge inappropriate behaviour by either learners, their sponsors, work placement providers, partner organisations, franchise partners, business suppliers, visitors or other members of staff.

Where staff are involved in teaching they have the added responsibility of ensuring that their schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of disability and the needs of disabled and Deaf learners.

5 Impact Assessment methodology and timetable

College policies, procedures and practices will be impact assessed to ensure that disabled staff and learners are not treated less favourably, in line with the Disability Discrimination Act 2005.

Appendix II identifies all current policies and procedures. The following steps will be taken in developing an impact assessment framework for the College:

- policies and procedures will be prioritised according to the impact they will have on disabled learners and staff
- all policies and procedures will be impact assessed by December 2009 (see Action Plan: 8)
- existing policies deemed to be 'high priority' will be impact assessed within the first year of the Scheme
- new policies will be impact assessed as an integral part of their development and before implementation

The impact assessment framework will be reviewed by November 2007 and future impact assessments will follow the review recommendations.

6 Gathering and Using Information

The College has detailed information on all learners who disclose a disability (see 1.4) which we use to ensure that those learners with additional needs receive appropriate support to enable them to progress and achieve. The information we have is also used to help us plan future service delivery. We are currently investigating ways in which we are able to compare the diversity of the College community with local demographics to enable us to ensure we are also meeting the needs of local people with disabilities. We will investigate ways in which it would be appropriate to encourage more staff to disclose a disability (see 1.5).

Information gathered will be used to measure the effectiveness of the Scheme and associated Action Plan, An example is where outcomes indicate a measured increase in take-up of particular services or facilities by people with disabilities (see Appendix I).

7 Monitoring and review

Monitoring responsibilities for the Scheme are shown on the Action Plan. Generally however, it will be the ultimate responsibility of the most senior managers in each area to ensure that the monitoring process and its deliverable outcomes adhere to the timescales specified in the Action Plan. Details on learner involvement with monitoring and review are described in section 3.3.3.

It is anticipated that monitoring will take a variety of forms, both through one to one support and supervision structures as well as within a group context depending on the action and areas of responsibility. Key staff may wish to review their responsibilities earlier as appropriate.

Any changes identified in any of the three years will not be formally adopted until the Scheme's annual review unless such changes are integral to the College's Development Plan, require immediate action or arise from a statutory requirement. We reserve the right to make appropriate changes to our Action Plan at suitable times throughout its lifecycle. Changes will be subject to approval by the Corporation and published accordingly. The Scheme will continue to be reviewed annually.


Appendices

Appendix I - Action Plan

Appendix II – Current Policies and Procedures

Appendix I - Action Plan

The following 7 pages illustrate the College's Disability Equality Scheme Action Plan 2006-2009. This will be reviewed annually as part of the Scheme as described in section 7.

		Disability Equality Scheme - 3 Year Action Plan - December 2006					
Ref.	Disability Equality Goal (disabled learner / staff priorities)	Actions required to achieve goals	Measurable outcomes	Responsibility for action / Department	Timescale for completion	Monitored by	Costing / Resource Implications
1	Increase awareness of the Disability Equality Scheme	1.1 Ensure the scheme is effectively marketed to staff and learners.	Staff can reliably attest to the College having a Disability Equality Scheme. Links and references to the Scheme are visible in all relevant publications (electronically, web-based, etc). Staff are made aware of the Scheme during inductions and through professional development.	Marketing, Learner Support and Development, Training and Development Learning Unit.	May 2007	Vice Principle, Director of Quality	Within existing budget
		1.2 Requirements of the Disability Equality Scheme are integrated into departmental Development Plans	Departmental Annual Reviews demonstrate the effects of the Scheme	All College departments	December 2007	Executive	Within existing budget
2	Work towards information accessibility	2.1 Review resource availability and use existing partnerships to maintain good current stock of accessible resources. Liaise with Deaf and disabled staff and students.	Easily and readily available stock of relevant accessible resources. Positive feedback from staff and students.	Learning Resources Centre	June 2007 and continuous monitoring	Director of Learning Resources and e-Learning, Learning Resources Services Manager	Within existing budget

		2.2 All course materials are accessible and available in a variety of formats if required.	Learners able to access materials fully in class.	Learning Resources Centre, Learning Support, Curriculum	September 2007	Head of Learning Support, Diversity and Equality Committee, Director of Quality, Director of Learning Resources and e-Learning	Within existing budget
		2.3 Ensure GCC promotional material is accessible.	Prospectus accessible in relevant alternative formats, upon request, from information points around the College (Learning Resources Centre, reception, Advice & Guidance, Learning Support).	Marketing, Learning Support, Learning Resources Centre, Media Resources	May 2007	Head of Learning Support, Diversity and Equality Committee, Director of Quality, Director of Learning Resources and e-Learning, Head of Marketing.	Funded subject to agreed reallocation of resources
		2.4 BSL signer / interpreter availability on specified enrolment day(s).	Deaf learners better informed and able to make decisions about their own learning options at an earlier stage.	Learning Support	September 2007	Director of Learner Support and Development	Funded by reallocation of resources

3		2.5 Relevant staff to attend JISC Disability Group meetings and access JISC disability resources	College better informed about new information systems developments.	Learning Resources Centre, Learning Support	June 2007	Director of Learning Resources and e-Learning, Head of Learning Resources Centre, Head of Learning Support, Director of Learner Support and Development	Within existing budget
			Learners and staff able to access any new assistive technologies that are purchased for their use.	ITAG, Learning Resources Centre, Learning Support	December 2007		Implementation subject to successful capital bid to ITAG
	Work towards improved physical access	3.1 Existing buildings undergo 'access audit'. Changes made where applicable.	All existing buildings within our full control are fit for purpose and accessible to staff and learners.	Property Services	December 2009	Executive	Within existing budget
		3.2 Review signage to ensure it has appropriate levels of accessibility.	Signage is relevant to all learners as far as practicable. Change signage that is not clear and easily understood.	Property Services	December 2009	Executive, Head of Premises, Health and Safety Committee, Equality and Diversity Committee	Within existing budget

		3.3 Ensure individual rooming meets learner requirements	Classrooms in buildings within our complete control are physically accessible to all learners. Monitor issues of size, positioning, layout and acoustics etc for Deaf and disabled learners where relevant.	Curriculum Support, Property Services	December 2009	Heads of all relevant departments, Head of Premises	Within existing budget
4	Work towards ensuring Deaf and disabled learners participates in decision making	4.1 Encourage disabled learners and staff representation on committees. Signers made available for BSL users. (See also 6 below.)	Appropriate decisions are made which are relevant to disabled people and take into account the needs of disabled staff and learners as expressed in the Disability Equality Scheme	All College departments and relevant committees	December 2009	Heads of all relevant departments, Disabled Students Forum, Equality and Diversity Committee	Within existing budget
			Deaf and disabled staff and learners have needs which are better anticipated.	All College departments and relevant committees	December 2009	Head of Learning Support	Within existing budget
5	Create new learning opportunities for students with Learning Disabilities	5.1 Learning Disabled students needs become refocused in the Skills For Life strategy.	New courses delivered and achievement increases for students with Learning Disabilities.	Essential Skills	June 2008	Director of Skills For Life	Funded by reallocation of resources
			Increase in support resource available to learners with Learning Disabilities increases.	Learning Support	June 2007	Head of Learning Support	Funded by reallocation of resources

		5.2 Mencap, other relevant local service providers and disabled learners invited to new Learning Disabilities working group.	Positive feedback from students with learning disabilities.	Essential Skills, Learning Support	September 2007	Director of Skills For Life	Within existing budget
6	Enable teaching staff to be prepared for Deaf and disabled learners	6.1 Incorporate disability training into staff inductions and professional development for existing staff.	Staff able to identify and anticipate needs arising from disability.	Quality, Personnel, Learning Support, TDLU	September 2007	Director of Quality, Director of Learner Support and Development, Vice Principle.	Within existing budget
		6.2 Provide input on request for specialist training or advice on relevant additional support needs (e.g. Mental Health).	Staff able to identify and anticipate needs arising from disability.	Quality, Personnel, Learning Support, TDLU	September 2007		
		6.3 Reprint disability, Deaf and additional support tutor guides.	Staff are able to provide good 'on the ground' inclusive support. Take up of tutor guides increases.	Learning Support	February 2007	Head of Learning Support	Funded by reallocation of resources
		6.4 Provide regular disability training and Deaf awareness training (see also 7)	Staff feedback. Numbers of staff attaining level 1 Deaf Awareness Cert. Numbers of staff attending disability awareness and Mental Health training.	Learning Support	December 2008	Head of Learning Support	Within existing budget

7		6.5 Investigate the feasibility and appropriate use of a course disability profile	Teaching staff are aware of any disabled learners who may have additional support needs where it is useful and permissible for them to know.	Management Information Systems, Learning Support	September 2008	Director of Learner Support and Development	Within existing budget
		6.6 Specialist support services more involved in curriculum meetings (e.g. Mental Health support)	Learners are more holistically supported by the College	Heads of Department	September 2007	Director of Learner Support and Development	Within existing budget
	Improved support for people experiencing mental health concerns	7.1 Provide a high profile, reliable support service for people with Mental Health concerns	Casework statistics on service usage. Evaluation and feedback elicited from learners and staff.	Learning Support (Mental Health)	September 2007	Head of Learning Support	Within existing budget
		7.2 Provide a training package for staff	Staff feel more able to recognise issues and make appropriate referrals	Learning Support (Mental Health)	July 2007	Head of Learning Support	Within existing budget
		7.3 Develop tutorials and workshops for learners	Students more aware of stigmas and the 'human side' of mental health.	Learning Support (Mental Health)	September 2007	Head of Learning Support	Within existing budget
		7.4 Liaise with relevant agencies to promote wellbeing	Proven increase in partnership working and successful joint projects	Learning Support (Mental Health)	March 2007	Head of Learning Support	Within existing budget

8		7.5 Develop casework subgroup	Learners are better supported throughout College	Learning Support (Mental Health)	March 2007	Head of Learning Support	Within existing budget
		7.6 Launch a Mental Health Peer Support group at College	Feedback from nominated student liaison.	Learning Support (Mental Health)	January 2007	Head of Learning Support	Within existing budget
	Ensure policy and procedure addresses disability equality	8.1 Develop Disability Equality Scheme impact assessment methodology	Review Disability Equality Impact assessment	Diversity and Equality Committee	November 2007	Diversity and Equality Committee	Within existing budget
		8.2 Review all policies in line with the new scheme and resubmit any changes	Policy review feedback. Changes made to policy.	All relevant committees. The College Corporation. All Heads of Department responsible for implementation.	December 2009	All relevant committees. The College Corporation. All Heads of Department responsible for implementation.	Within existing budget

Appendix II – Current Policies and Procedures

Admissions

Alcohol

Appeals

Appeals (National Vocational Qualifications Awards)

Child Protection

Communications and Consultation

Complaints and Complaints Monitoring

Confidentiality and Disclosure

Disability statement and Disability Equality Scheme

Drug

Equality and Diversity

Fair Assessment

Guidance

Health and Safety

HIV/AIDs

Key Skills

Lateness (Punctuality and Attendance)

Learning Support

Mental Health (Draft)

Quality Assurance Manual

Race Equality (Draft – revised 20 April 2006)

Religious Diversity (Guidelines)

Sampling

Staff Development Manual

Stress/Work related stress

E-Learning Strategy

Gplus Marking Policy for Staff and Students

Capability

Disciplinary

Grievance