

## Appendix 1

### Who are 'disabled people'?

This section summarises the guidance on who is covered by the Disability Discrimination Act, provided by the Disability Rights Commission (DRC). Further information can be found on the DRC website ([www.drc-gb.org](http://www.drc-gb.org)).

The definition of a disabled person under the Disability Discrimination Act covers people with a wide range of impairments including:

- physical or sensory impairments
- mental health difficulties such as depression
- specific learning difficulties such as dyslexia
- medical conditions such as Alzheimer's, arthritis and cancer.

The impairment must have:

- a substantial, adverse effect on a person's ability to carry out normal day-to-day activities
- be likely to last for more than 12 months.

Normal day-to-day activities include:

- mobility
- manual dexterity
- physical coordination
- continence
- ability to lift, carry or move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- understanding of the risk of physical danger.

There are some special provisions, for example:

- If a person's impairment has substantially affected their ability to carry out normal day-to-day activities, but doesn't any more, it will still be counted as having that effect if it is likely to do so again.

- If a person has a progressive condition and it will substantially affect their ability to carry out normal day-to-day activities in the future, then they will be regarded as having an impairment which has a substantial adverse effect from the moment the condition has some effect on their ability to carry out normal day-to-day activities.
- Cancer, HIV infection and multiple sclerosis are covered from the point of diagnosis.
- People who have had a disability in the past but are no longer disabled are covered by certain parts of the DDA.

When considering impact on day-to-day activities, the Act says that any treatment or correction should not be taken into account. This includes medical treatment or the use of a prosthesis or other aid, such as a hearing aid. The only items which are taken into account are glasses or contact lenses.

Certain conditions are not considered impairments under the DDA, including:

- lifestyle choices, such as tattoos and non-medical piercings
- tendency to steal, set fire, and physical or sexual abuse of others
- exhibitionism and voyeurism
- hay fever, if it doesn't aggravate the effects of an existing condition
- addiction to or a dependency on alcohol, nicotine or any other substance, other than a substance being medically prescribed.

*(ref Rose C & Faraday S (2006), 'Core Document – The journey towards disability equality')*

## **EQUALITY & DIVERSITY GROUP**

### ***Strategic & Operational Functions/Terms of Reference***

1. To oversee the implementation of legislation relating to Equality & Diversity in all aspects of the college's activity.
2. To review the College Mission, Vision and Strategic Plan to articulate and clarify commitment to the effective management of diversity.
3. To review, clarify and promote management roles and responsibilities in terms of the management of diversity.
4. To mainstream Equality & Diversity by ensuring that the issue becomes an agenda item on all college committees and working groups.
5. To review systematically all related policies and procedures in consultation with staff (via Team Brief); audit for compliance; undertake impact assessment; identify training needs to ensure staff are comfortable with and capable of implementing policies/procedures as appropriate.
6. To develop appropriate training facilities and deliver to all staff and Corporation to demonstrate the added value derived from diversity. Promote diversity as a strength rather than a 'problem'.
7. To embed diversity/behaviour targets into the annual objectives of all managers.
8. To actively encourage all managers to undertake secondments/work shadowing in organisations, ideally which have more diverse employment/learner profiles.
9. To demystify the legal jargon by developing promotional materials and campaigns to explain the benefits of diversity to staff, learners and external partners eg in prospectus, handbooks, letterheads, displays, newsletters.
10. To set clear targets and milestones for progress in Equality and Diversity Action Plans, review termly, report annually including to the college Corporation
11. To include more specific questions relating to equality and diversity in learner surveys to provide benchmark data.
12. To work towards the establishment of a single Equalities Scheme in line with LSC requirements

13. To monitor all key data in relation to staff, learners and Governors, identify issues to be addressed and agree actions to redress.

October 2009

### Appendix 3

#### Yeovil College Disability Scheme Action Plan 2006 – 2009

	ACTIONS	Priority	Start Date	Who	Progress
<b>1. STAFF TRAINING</b>					
1.1 Make Disability awareness/equality training mandatory for all staff, with initial priority being given to those involved in recruiting and interviewing.	1.) Develop a mandatory staff training programme to raise awareness of prejudices through case studies, self-awareness questionnaire and audit of behaviours etc	H	March 2007 Ongoing -	H of TL HR Director	Achieved
	2.) Raise staff awareness through regular 'Disability' items in 'News in 90' and 'Team Brief' documents	H	Dec 2007	Disability sub-group	Achieved
1.2 Ensure Disability Equality training is an integral part of the annual CPD programme.	Include Disability Awareness training within CPD Booklet 2006/07 (and subsequent years)	H	October 2006	HR Director	Achieved
1.3 Arrange training for college managers to raise awareness about disability issues affecting students/staff within their remit	1.) Arrange for external trainer to offer 'Disability Discrimination for Managers' (4.1 2006/07 CPD Programme) to all Managers for cascading within own departments	H	April 2007	HR Director	Achieved

	2.) Arrange Impact Assessment training	M	July 2007		Achieved
	3.) Produce fact sheets for managers on key disability and equality issues/legislation	H	April 2007 – On-going		Achieved
1.4 Embed equality and diversity issues (particularly disability awareness) within curriculum delivery	1) Develop a timely programme of training & implementation for Department Managers and Lecturers	M	July 2007	H of TL DMs	Embedding Equality & Diversity in the curriculum Highlighted in inspection as an area of improvement. Learning plan/scheme of work revised. Cross college training delivered.
1.5 Include a clear disability and equality focus within the delivery of a tutorial programme.	Discuss and implement changes to tutorial programme (training implications as above)	M	July 2007	Hof SF Hof TL  HLJS   Hof SF	More comprehensive programme needed – discussion required as part of new college structure. This was discussed at E and D Group meeting on 8/10/09 and will be taken forward by VP L & Q.

1.6 Raise awareness of Child/Learner Protection issues in relation to disabled students as they are more at risk of being abused	To be added to Child/Learner Protection mandatory programme for all staff	H	Sept 2007  Ongoing	H of TL/ LPO  Learner Child Protection Officer	Achieved
<b>2. RESOURCES/DATA</b>					
2.1 Improve data collection on disability including opportunities, achievement and progression of students.	Review current data collection systems to ensure information is collated in a timely and appropriate manner	H	March 2007	H of R&A H of QAI	Achieved
2.2 Ensure all important information relating to disability is accessible to staff on the 'S' drive e.g; Accessibility statement, DED, DES etc	1.) Review and improve information about Equality, Diversity, DDA 4 and Student Support on 'S' Drive	H	January 2007	Disability Sub Group	Achieved
	2.) Ensure that information is regularly updated and current	H			
2.3 Use college MIS, Support Tracking System and Personnel System to identify all disabled students, staff and governors.	1.) Review current MIS & Personnel systems to ensure accuracy of information	H	April 2007	H of R&A HR Director	Achieved
	2.) Continue with review and implementation of improved 'Traffic Light System' for identification and tracking support for students with disabilities.	H	Ongoing implement July 2007	DMLL	Achieved

2.4 Set up systems to collect information on the effect of policies and practices on the recruitment, development and retention of disabled employees.		H	Dec 2007	H of QAI HR Director	Achieved
<b>3. PHYSICAL RESOURCES</b>					
3.1 Improve main College reception area – Introduce clear positive statements about disability, equality etc, visual references, information re equipment/aids available for students/ staff/visitors. Visitors' seating, desks, payment window, display cabinet to be improved.	1.) Review current provision in Reception area and produce a business plan to update and improve the facilities 2.) Implement plan for changes, to include Improvement for wheelchair access and disclosure within Central Admissions	H	February 2007	VP Res	Achieved
3.2.Audit all college properties to ensure access for disabled people is appropriate	1.) Set up a small working group (including student/staff /user reps) to review whole college physical environment to ensure that the needs of individuals and the requirements of current legislation are fully considered and met. <ul style="list-style-type: none"> <li>• Consider access arrangements to top floor of Hollands House (Personnel, Finance, Staff Development not accessible to <i>all</i> staff)</li> </ul>	M	May 2007          Ongoing	VP Res H of F       Disability Sub Group	Achieved

	<ul style="list-style-type: none"> <li>Investigate and improve acoustic facilities in the Boardroom and Lecture Theatre – review hearing loop system for whole College.</li> </ul>			H of F&HS	
3.3 Review 'Student Support Services Area' to ensure it is 'user friendly' and visually pleasing with artwork and relevant displays.		M	June 2007	Hof SFL	Achieved
3.4 Carry out further improvements in the 'Megabite' to improve the student experience.	<p>1.) Offer menus and environment that are more inclusive, reflecting diverse needs of the College population.</p> <p>2.) Investigate a small refreshment area for students who find the main Megabite area too intimidating.</p>	M	Sept 2007	MM Hof F	<p>Achieved</p> <p>Small refreshment area practical at present but accommodation discussions on-going.</p>
3.5 Improve signage across the college.	<p>1.) Review current signage across the College.</p> <p>2.) Design and install appropriate new 'disability friendly' signs to offer strong image and commitment to equality diversity</p>	M	June 2007	VP Res H of F	Achieved

4.MARKETING					
4.1 Review the prospectus, website and other materials to ensure that they are available in different formats and are well publicised to all users.	1.) Review Website facilities to ensure that it is disability compliant with access for all (auditory etc).	H	March 2007	HofM	Achieved
	2.) Ensure all relevant Disability policies and documents (including DED, Action Plan, Disability statement, terms of reference E&D Group) are placed on Web Site with clear access arrangements in place.				Achieved
	3.) Investigate possibility of Equality and Diversity news letter on the Website.		On going	Full E&D Group	E and D newsletter being produced 6 monthly
	4.) Promote diverse College community via success stories.			Marketing	Achieved
4.2 Display positive images and attitudes towards disability equality throughout the College.	1.) Review College Marketing Strategy to include a statement re positive images/attitudes towards disability	H	March 2007	M&EM	Achieved
	2.) Identify appropriate areas and create action plan for displaying various positive disability images/statements across College.	H		M&EM	Achieved

	3.) Fully investigate availability of resources through Disability Equality Commission and other agencies to support 'positive image' for College	M	April 2007	M&EM DC	Achieved
	4.) Implement positive statements and images towards disability within all marketing materials	M	June 2007	M&EM	Achieved
4.3 Ensure there are on going promotional events to highlight disability awareness etc.	Ensure events such as World Mental Health Day, World Aids Day etc are celebrated.	H	Jan 2007 and on-going	M&EM SSS	Achieved
4.4 Invite students with disabilities to be part of the working group to review annually the prospectus/ enrolment, paperwork etc.	Set up working group	M	Feb 2007	H of SF H of R&A M&EM	All students are invited to be part of the focus groups. Head of M and C to encourage students with disabilities to attend.
4.5 Sign-post staff and students to DED via the college web-site	Promote DED using tutorial bulletin, News in 90 seconds, computer screen savers etc.	M	March 2007	M&EM	Achieved
4.6 Up-date the current local and national contact list for disability, health information and advice to ensure it easily accessible.		L	April 2007	M&EM	Achieved

5. PERSONNEL					
5.1 Include responsibility for Disability Equality within the job descriptions of all college managers.		H	Jan 2007 On-going	HR Director	Achieved
5.2 Include in the staff induction process, the opportunity for disabled staff to meet with the Head of Occupational Health		M	March 2007 Ongoing	HR Director	Achieved
5.3 Increase emphasis at staff induction on E&D (disability) awareness, including individual/institutional responsibilities.	1.) Implement in staff induction programme	H	Jan 2007	HR Director H of TL	Achieved
	2.) Investigate development of a CD Rom as additional induction resource	L	Jan 2008	H of TL	On-line materials now available for all staff on Moodle.
5.4 Ensure back-to-work interview documentation covers support for existing/new disabilities	Amend current paperwork	M	March 2007	HR Director H of HR	Achieved
5.5 Review appraisal systems to include opportunity for disclosure of disability and provision of subsequent support	1.) Amend current paperwork	H	Jan 2007	HR Director	Achieved
	2.) Include E&D in appraiser training	M	Mar 2007	Hof TL	
	3.) Appraisal targets to include E&D training	M	May 2007		

<b>6.POLICIES AND PROCEDURES</b>					
6.1 Publish a Disability Equality Scheme followed by an Annual Report	Implement initial Disability Equality Scheme and agree review date.	H	Dec 2006	Disability Sub Group - Full E&D Group	Achieved
6.2 Develop a College Mental Health Policy		H	Jan 2007	MHC	Achieved
6.3 Undertake a preliminary evaluation of the extent of impact assessment on policies and practices.	<p>Consider the initial impact (or likely impact) of both new and existing policies and practices on equality for disabled people, to ensure:-</p> <p>1.) College activities do not inadvertently disadvantage disabled students, staff or service users.</p> <p>2.) Opportunities to better promote equality of opportunity are identified.</p> <p>3.) Action leads to improved performance in relation to disabled people and disability equality</p>	H	Jan 2007	H of QIA	Achieved
6.4 Prioritise the order in which existing and new policies will be	1.) Draw up a timetable to impact assess all existing policies,	H	Jan 2007	H of QIA	Achieved

reviewed for disability equality impact assessment, dependent on the relevance to disabled people.	<p>procedures and practices,</p> <p>2.) Review all College policies such as appraisal, recruitment, complaints, harassment, equal opportunities etc, to ensure that current legislation is adhered to and disability and equality (as above) are naturally embedded throughout.</p> <p>3.) Include disabled staff and students in the above process</p>	H			
6.5 Review the admissions criteria for courses, at validation, to ensure there are no unnecessary barriers to disabled people		M	June 2007	H of LJS VP (JL)	Achieved
6.6 Review the admissions process to ensure it gives disabled people every opportunity to disclose their disability in a confidential environment.	<p>1.) Review college application and support forms to ensure that learners can easily disclose their disability and that effective data can be collected.</p> <p>2.) Review the interview, advice and guidance and enrolment procedures to ensure confidential environment for disclosure is included</p>	M	March 2007	H of R&A H of SF DC	Achieved

6.7 All course handbooks and other corresponding literature to include positive statements regarding reasonable adjustment to be offered to disabled people	Review all course handbooks and other literature to ensure equality of opportunity for disabled learners (including reasonable adjustment e.g extra time for assignments etc) is clearly defined	M	July 2007	DMs Disability sub group	Achieved
6.8 Review College risk assessment paperwork to ensure that it is includes awareness of all disability issues	Review risk assessment paperwork and implement change to procedure where necessary	M	July 2007 Ongoing	H of OH	Achieved
6.9 Review all College literature to ensure reference to Equality and Diversity is included where appropriate	1.) Action plan a review process of all literature 2.) Offer all literature in 'user friendly' language and format 3.) Ensure other formats available where appropriate (including documents in other languages).	M	March 2007  on-going - July 2009?	H of M	Achieved
6.10 Ensure disability equality is included within the assessment procedure for WBL placement providers	WBL provider assessment materials to be reviewed to ensure that disability equality is included where appropriate	M	April 2007 On-going	DBT WBLC	Achieved
6.11 Review Disability Equality Scheme every three years	Produce revised 2 <sup>nd</sup> addition Disability Equality Scheme	L	Dec 2009	Full E&D Group Disability sub group	Achieved

7. LEADERSHIP/MANAGEMENT					
7.1 Appoint a Link Governor for Equality and Diversity	Produce a clear statement of responsibilities for Link Governor , to include liaison with relevant staff and participation in DES review process	H	Jan 2007	P C to Gov	Achieved
7.2 Appoint a cross-college Equality and Diversity Co-ordinator /Manager, with disability equality as part of their remit.	1.) Consider the structural and financial issues for recruitment of a post of Equality Diversity Co-ordinator /Manager 2.) Create a recruitment proposal and job description	H	May 2007	P, DP, VP Res, H of P	E & D responsibility now within the role of Head of Learner Support Services.
7.3 Ensure 'disability equality' is embedded within the College SAR, QIP and Quality Reviews.	Review the paperwork and procedures for College SAR, QIP & Quality Reviews to ensure that disability equality is embedded within documents	H	March 2007	P, Hof QAI	Achieved
7.4 Senior managers and governors to actively promote disability equality within their areas of leadership and management.	Introduce and reinforce a message to all managers and Governors to actively create a strong corporate image within all communications, using positive and anti-discriminatory language and practices.	H	January 2007  Ongoing	All Mgrs, Govs	Achieved

7.5 Ensure an E& D agenda item is placed on all cross College meetings.	Introduce and implement E&D agenda item through Team Brief /CMT meeting	H	January 2007	All Mgrs	Achieved in most areas.
7.6 Continue with 'Commitment to a Better College' campaign highlighting disability issues within the Respect section.	Introduce within E&D group continuing agenda item for 'Commitment to a Better College Campaign'	M	April 2007	P	Achieved.
7.7 Actively recruit disabled people to elected officer posts, e.g. governing body and elected committees	Review recruitment procedures for elected posts, to ensure disabled people are actively sought for positions	M	June 2007	P, C to Gov	Limited progress so far, although actions have been put in place to address the situation.
7.8 Identify barriers and gaps in provision for disabled people, though Dept Health Checks and Curriculum Mapping.	New provision investigated as a result of review	M	June 2007	H of Cs	Health checks review all provision.
7.9 College managers to carry out disability equality impact assessments on policies and practices within their area of remit.	1.) Plan and carry out disability equality impact assessments, recognising that the outcomes of impact assessments and positive change are more important than the process	M	July 2007 Ongoing	All Mgrs	Achieved

	2.) Results of impact assessments to be fed into DES and other appropriate Department documents.		Ongoing	H of QAI	
7.10 SMT and other E&D Group members to visit 'good practice' colleges to feed back and consider implementation of known working strategies	Arrange visits to 3 'good practice' colleges and feed back findings to E& D Group	M	July 2007	SMT, E and D Group	Some visits made but more needed. College now part of SW E and D Peer Group Confederation.
7.11 Include relevant disability considerations in all new procurement contracts.	Review current procedures for creating procurement contracts, make relevant amendments to ensure disability considerations are included	L	Jan 2008	VP Res	Review carried out but the nature of procurement means this is difficult to achieve.
7.12 Maximize links with local disability information and support groups to support the DES and subsequent action plan.	Review links with current local liaison groups to create stronger networking	L	On-going July 2007 On-going	DM SSS	Achieved
<b>8. STUDENT/STAFF/USER PARTICIPATION</b>					
8.1 Appoint a representative of the student body to the Equality and Diversity Group	Student Union to elect a representative onto the College Equality & Diversity Group	H	December 2006	SU	Achieved

8.2 Develop a wider membership for Disability Sub Group of main E&D Group, to include disabled staff/student/user reps to be part of the DES Review process	Invite members of staff, students and users to become part of a wider membership of E&D Disability sub group	H	February 2007	E and D Group	Achieved.
8.3 Set up a cross-college forum for disabled users which can inform the DES.	1.) Investigate the most appropriate forum to create effective communication systems for disabled people across the College. 2.) Set up forum to elicit views of disabled people - staff/student/visitors and feed back results regularly to E&D Group	H	April 2007	Disability sub-group	E&D questions to be included in cross college surveys results to inform SAR and QIP.
8.4 Set up an on-line communication system for disabled staff/students/users.?	As above action	M		ILT C	Moodle available access for all students. UCY Student Voice forum site developed.
8.5 Raise student awareness of E&D (disability) issues	1.) Create learner recruitment, enrolment, induction packs to include reference to and awareness of disability issues, plus opportunities for disclosure.	M	July 2007	H of SF	Achieved

	2.) Include an agreement for learner signature within induction pack, acknowledging 'respect for all' (linked to the 'College Behaviours,') to be re-visited within tutorials during the year				
8.6 Improve promotion of equality of opportunity for disabled students at schools liaison events.	Review and make appropriate improvements to procedure for school liaison events	M	June 2007	H of SF,	Achieved
8.7 Review the student and stakeholder feed-back forms to include questions on disability.		M	September 2008	H of QAI	Achieved

## Appendix 4

### **The medical and social models of disability**

The medical model of disability reinforces the idea that the problems people face are a direct result of their own health or impairment. It focuses on what is wrong with a person and what they cannot do. This model takes a narrow, labelling approach, which can perpetuate stereotypes and create a cycle of dependency and exclusion that is often difficult to break.

The social model of disability, in contrast, refutes the medical perspective above, and shifts the focus from what is 'wrong' with the disabled person to what is wrong with attitudes, systems and practices, as it is these that often create disabling barriers and prevent participation by disabled people. The social model of disability promotes the right of a disabled person to belong, to be valued, to determine choice and to make decisions. The emphasis is taken away from the disabled person and is placed firmly on the shoulders of the provider.

The social model of disability represents the key to understanding and implementing the duty to promote disability equality. The new duty extends the requirements of the DDA 1995 – to anticipate and respond to the individual needs of disabled people – to a duty under which organisations must understand and dismantle barriers before they have an impact on individuals.

*(ref Rose C & Faraday S (2006), 'Core Document – The journey towards disability equality')*

Appendix 5

YEOVIL COLLEGE DISABILITY EQUALITY ACTION PLAN

December 2009 - 10

IMPROVEMENT ISSUE AND OBJECTIVE	TARGET/ SUCCESS CRITERIA	ACTIONS	MILESTONES and TIMESCALE	PROGRESS	RESPONSIBILITY	PROGRESS AND RISK <b>High level of concern</b> = requires close monitoring and / or action <b>Concern</b> = increased level of monitoring <b>Achieved / good progress</b> = achieved / maintain routine monitoring until end of plan	ANY ACTIONS ARISING (to be c/f to next plan or undertaken immediatel y inc timescales)	RESPONSIBILITY

<b>Annual Report</b>	To publish a Disability Equality Scheme Annual Report	To prepare a Disability Equality Scheme Annual Report, in December 2010 which reviews the progress made in 2010. To disseminate to relevant parties and publish on the college web-site.	Dec 2010		Head of Learner Support Services			
<b>Staff Awareness</b>	To ensure that staff are aware of the College's policy and procedures and of their responsibilities	Develop Disability Equality training on-line via Moodle, or paper-based. Set up a procedure for recording and certificating staff achievement. Ensure that policies and procedures relating to disability equality are up to date and are accessible to all staff through the intranet and in department policy manuals.	Current and continuing  Current and continuing		Head of Human Resources E and D Staff Development Group  Head of Quality & Improvement			

<b>Governor Awareness</b>	To ensure that Governors are aware of the College's policy and procedures and of their responsibilities	Ensure new Governors, including Student Governors, receive appropriate training in order to understand their responsibilities in respect of the college carrying out its legal duties Actively recruit disabled people to elected officer posts, e.g. governing body and elected committees	Current and continuing		Clerk to the Corporation			
<b>Learner Awareness</b>	To raise awareness of disability equality amongst learners	Include disability equality in the cross-college calendar of Diversity events produced in liaison with the Student Union.  Ensure that opportunities are taken to consider	By Mar 2010  By July 2010		H of LSS Student Liaison Officer  VP Land Q FDs			

		<p>and promote disability equality issues through the normal curriculum. e.g. assignments, discussion, learning materials. Include a clear disability and equality focus within the delivery of a tutorial programme</p> <p>Review results from new observation systems which place greater emphasis on equality and diversity in teaching and learning.</p>						
<b>Staff and Learner Experience</b>	Improve the monitoring of learner and staff experience relating to disability	Obtain feedback from learners from disability groups on their experience at College through student surveys. Encourage	Current and continuing  Current and	.	Head of Q and I  Head of M & C			

	<p>equality and to take action as appropriate</p>	<p>students with disabilities to be part of the working group to review annually the prospectus/ enrolment, paperwork etc.</p> <p>Monitor staff recruitment, development and promotion by disability. Identify any trends and report to SPRG and E and D Group.</p>	<p>continuing</p> <p>Current and continuing</p>		<p>Manager Human Resources</p>			
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