



TELFORD COLLEGE of ARTS

and

TECHNOLOGY



Annual Report related to  
Disability Equality Duty  
December 2009

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## **1. Introduction:**

The ethos of Telford College remains one that strives to respond and meet the individual needs of a wide range of students and staff with disabilities and/or learning difficulties.

In this, the third year of the Disability Equality Duty the main thrust has been to raise awareness in respect of disability issues across the College. It is very easy to dwell on what we can do better but part of the reflection should also celebrate the success and the distances some students and staff travel when meeting the challenges of college and life. The Disability Equality Duty has provided a focus to enable us to do this.

## **2. Disability Awareness:**

It is felt that raising staff and student awareness is a key issue. If staff and students are, "Disability aware" it will enable them to have confidence in the way they respond to people. Without the confidence, the awareness does not have that same significance.

In response to this, all staff as part of their induction, continue to receive awareness training related to Diversity issues across college. This year to compliment the staff induction programme we have added a suite of 30-minute workshops for front of house staff. These workshops aim to identify the main traits of a range of Disabilities and Learning Difficulties. The purpose of the workshops is to give staff information and the opportunity to talk about their own experiences, and to identify good practice. The workshops not only raise awareness and give hints, tips and ideas as to how staff might respond in an appropriate manner, they are intended to enable staff to feel confident in responding to people with a learning difficulty or disability

The "Something to Shout About" group has this year initiated two awareness-raising events in the form of two three-day displays in the main foyer area of college. These events were to help raise staff and student awareness. There were four strands to the event:

- Displays identifying a range of Learning Difficulties and Disabilities associated with famous and well-known people. This was to promote positive and successful role models.
- Technology: this gave staff and students the opportunity to access software, hardware and a range of support mechanisms that students can access whilst in college. Part of the display involved students demonstrating the equipment they use to support themselves in college and outside of college on a day-to-day basis.

Outside agencies were able to have stand space i.e. Sensory Inclusion Service, Enable, West Midlands Autism group and Wolverhampton University to promote the services they have for people with learning difficulties and disabilities.

- One member of staff who has a disability had a stand of his own and he showed the DVD of himself at the top of the mast on one of the tall ships. It is hoped that there will be others next year who will want to display their own personal success stories to show positive role models.

The awareness days proved to be successful and have given a good base to build on in the future.

### **3. Learner /Staff Involvement**

#### **3.1 Disability Activities:**

“Sportability” is an activity-based forum that has been introduced during this year for students with a learning difficulty or disability enabling them to take a more active part in sporting activities. It has taken the form of two lunchtime sessions where students have had the opportunity to take part in Football, Cricket and Boccia. The cricket section of Sportability has been inducted into the College Sports Academy. The Sportability Academy is in its early days and an area for future development and competition. The terms of reference for Sportability have taken on board the need to involve the local and wider community. This however is a longer-term aim and objective of this most recent group.

Teaching staff and support staff are involved in the running and delivery of Sportability and the first year has proved a real success. In total, some 75 Students with learning difficulties and disabilities have benefited from this initiative.

Sportability has also provided a forum for students without a learning difficulty or disability to volunteer their help and support in this environment.

#### **3.2 Awards:**

This year has seen the college achieve the Investors in Diversity award, which highlights not only the commitment the college has to disability but to diversity across the College spectrum. It was felt that this was a significant achievement as we are one of the few colleges in the country to attain this award.

### **3.3 Disability Forum:**

Disability Forum has focused on what changes needed to be identified in planning the new build. Discussion about Egress and Access, Care facilities, consideration for staff and students with sensory impairments, Health and Safety issues related to picking up and dropping off points were explored.

Plans were shown to the "Something to Shout About" group which gave students the opportunity to comment.

### **3.4 Website:**

The development of the web site was high on the agenda and the accessibility for students with a learning difficulty or disability, this was linked with Access Apps software that is freely available and does not have copyright. This software enables ICT to be more accessible. A number of memory sticks were purchased and the software loaded on to them, these were then distributed to staff and some students. First reports were positive as they were so portable and were not reliant on the college IT system. A number of community tutors found them helpful when they were working at external venues.

### **3.5 Bullying and Harassment:**

Bullying and harassment figures related to disability/learning difficulty. There have been three recorded instances this year of complaints related to students with a learning difficulty or disability. These were all resolved. There has been a greater emphasis on mentoring, counselling and general strategies for students with learning difficulties or disabilities.

### **3.6 Student Focus Groups:**

These were held termly and the results displayed throughout public areas in college. The results provide essential feedback and enabled us to respond to individual needs quickly and effectively.

#### 4. Management Information Systems:

The College management information system (MIS) continues to provide us with information in respect of retention, achievement and success rates of students.

##### 4.1 Student Data:

The tables shown in the appendix identify specific data related to students with a learning difficulty and/or disability and in receipt of additional learning support.

- Appendix 1 Gives a comparison of success rates for students who have been in receipt of Additional Support
- Appendix 2 Disclosure figures
- Appendix 3 Complaints related to learning difficulty /disability
- Appendix 4 Success Retention and Achievement statistics for students with learning difficulty/disability against students without a learning difficulty/ disability

#### APPENDIX

##### Appendix 1:

Success rates relating to Gender and age.

Success rates are for students in receipt of Additional Learning Support. Figures are expressed as a Percentage and are against enrolments. (Rules Applied)

	05 - 06		06 - 07		07 - 08		08 - 09	
All Students	89		87		85		88	
	Without Diff/Dis	With Diff/Dis	Without Diff/Dis	With Diff/Dis	Without Diff/Dis	With Diff/Dis	Without Diff/Dis	With Diff/Dis
All Students	91	91	89	92	85	89	82	80
Female All	88	89	87	93	84	89	80	81
19+	89	94	89	92	84	93	88	97
16 - 18	83	97	86	94	83	87	81	84
Male All	90	93	86	92	84	90	84	80
19+	89	94	89	93	85	93	84	94
16 - 18	86	93	78	91	82	90	84	83

### Appendix 2:

The table below gives the percentage of students that have disclosed a learning difficulty or disability at some point during the admissions process. Disclosure continues to be a sensitive area and this year has seen albeit a small number of students disclose either at interview or after acceptance. The figures for 08 -09 show an increase in students who have a difficulty or disability have disclosed. There is a slight drop in the number of students who have not provided any information at all. The slight increase in the rate of disclosure could relate to the increased number of opportunities that students now have to disclose.

<u>% Disclosure figures</u>	05 - 06	06 - 07	07 - 08	08 - 09
Student has Difficulty	15.1	13.9	15.71	19.5
Student No Difficulty	69.9	73.2	71.7	70.2
Student No Information	15	12.9	12.6	10.1
Staff Disclosure	Na	Na	2.76	

### Appendix 3:

Complaints Related to Disability: this year there has been a reduction in complaints related to disability issues. One reason for this might include an increase in mentoring in areas of greater risk, introduction of lunchtime activities particularly if a student is who find it difficult to manage there free time. All issues that were recorded were resolved with appropriate outcomes.

	06-07	07-08	08-09
Disabled Parking Availability	1	3	0
Staff Awareness	1	2	1
Disabled toilet facilities in one part of the building were poor	1	0	0
Question of damage to equipment	1	0	0
Student behavior	1	2	1
Re students with disabilities being on the same course and the pace being slow because of this	1	0	0
EMA Payment	0	1	0
Health Issue	0	0	1

**Appendix 4:**

The table shows success retention and achievement the students who are in receipt of additional learning support against those who do not receive additional support. The figures in black identify students who do not receive additional support and the figures in blue identify the students that are in receipt of support. Figures based on Rules applied

	Success %	Retention %	Achievement %
04/05	83	87	95
04/05	87	90	96
05/06	88	92	96
05/06	88	94	94
06/07	88	92	95
06/07	92	96	96
07/08	85	89	88
07/08	85	91	93
08/09	81	82	99
08/09	82	83	98

Policy	Identified Need	Action	Responsibility	Target Date	Action to date
Admissions Procedure	<ul style="list-style-type: none"> <li>• Visually Impaired - problems filling in forms</li> <li>• Dyslexic students' problems with amount of information on forms and size of print.</li> <li>• Few opportunities for disclosure.</li> </ul>	Forms available on pens/disc/system. Staff/scribe available to help student fill in forms. Change wording on form & staff training for admissions staff to facilitate disclosure. Improve signposting to support services. Some A3 forms to be printed	Admissions Coordinator	Action For September 07	Copies of forms in large print are provided to support prospective students with VI difficulties. Awareness raising of available technology to support students with a Learning Difficulty/Disability The number of opportunities to promote disclosure has been increased at the application stages of the admissions process.
Careers, Education & Guidance	<ul style="list-style-type: none"> <li>• Part time students not informed about careers service.</li> </ul>	Include information in Induction for Part timers and make aware that Client Guidance Manager has links with Job Centre who have Disability Officer	Client Guidance Manager		Information is now disseminated through the Support 4 U newsletter and careers handouts

Policy	Identified Need	Action	Responsibility	Target Date	Action to date
Environment Policy	<ul style="list-style-type: none"> <li>• Visually Impaired - need for trained guiders to help students find way around.</li> <li>• Problems for disabled students moving around college at busy times</li> </ul>	<p>Training for front desk staff, site services staff, security staff etc. in guiding.</p> <p>Raise awareness of disability and problems disabled students/staff face moving around college amongst general student and staff population.</p>	Student Services	Staff awareness training from Sensory Inclusion Service	<p>Trained staff have been used to support students with visual impairment to familiarise new and potential students with the college environment.</p> <p>Local Authority Sensory inclusion services have delivered staff development and awareness raising sessions in relation to Hearing Impairment and Visual Impairment. This will be updated on an annual basis and is available to all staff.</p>
Health & Safety Policy	<ul style="list-style-type: none"> <li>• Raise awareness of the needs of students with a disability when assessing Health and Safety.</li> </ul>	Ensure staff/students with disabilities are involved when assessing health and safety in college environment.	Student Services	March 07	Individual risk assessments are completed when a risk is identified that relates to maintaining Health and Safety .The need for a risk Assessment has been included on the Additional support transitional plan for early identification.

Policy	Identified Need	Action	Responsibility	Target Date	Action to date
Learner Entitlement	<ul style="list-style-type: none"> <li>Students don't know about it.</li> </ul>	Make part of Induction Pack, available in variety of formats.	Director Student Services and Learner Support	September 07	All full-time students have induction talks in respect of Learner entitlement, information is available on the college Intranet and Intranet websites. The format for self-assessment for part time students has been revised to make it more user friendly and to enable college to respond more efficiently to need.
Students Citizenship Code	<ul style="list-style-type: none"> <li>Does not make allowances for students with behavioural problems who may be disadvantaged by this policy.</li> </ul>	Policy needs to be interpreted in a reasonable way and staff provided with training in behaviour management.	Director Student Services and Learner Support	Completed June 07	The citizenship code in respect of behaviour has been amended and takes account of the disciplinary code and the need for an empathetic approach related to students with identified Learning Difficulties and Disabilities

Policy	Identified Need	Action	Responsibility	Target Date	Action to date
Staff Awareness	<ul style="list-style-type: none"> <li>To increase staff workshops</li> </ul>	Provide staff training and awareness in specific areas of Disability and/or Learning Difficulty	Learning Support Manager / Programme Development Manger	Ongoing	Staff training and awareness sessions are available in relation to behaviour management, Autistic spectrum, Dyslexia, Disability, AD/HD, Sensory Inclusion, ASD. Asperger's, Mental Health, Available technology.
	<ul style="list-style-type: none"> <li>Raise awareness of staff in relation to disability.</li> </ul>	Identify suitable training qualifications for all staff re C&G Disability	Programme Development Manager	Ongoing All staff	Staff training and awareness raising has started with the delivery of a Level 1 City and Guilds Disability qualification this will be compulsory for all staff to complete and will be part of a rolling program.
	<ul style="list-style-type: none"> <li>Raise awareness of staff at induction stage to set stance</li> </ul>	Include Disability awareness training in staff induction program	Learning Support Manager / Programme Development Manger	Action September 06	The staff induction programme includes a session on Race Equality, Equality and Diversity and Disability awareness relating to the college environment.

Policy	Identified Need	Action	Responsibility	Target Date	Action to date
Complaints	We are unable to easily identify complaints from data related to disability issues. Develop a System and review the complaints procedure to enable complaints related to disability to be easily identifiable	Identify complaints which have a direct impact on staff and students with Learning Difficulties or Disabilities. Include tick box on complaints form to identify if the complaint is disability related	DSS & LS	June 08	The complaints procedure has been amended to identify if the complainant has a learning difficulty or disability. This is subject to further amendment in 2008/09. Appendix 3
College Statistics	Analysis of the statistics produced by the college MIS system  To investigate the number of withdrawals from Directorates and the reasons for the withdrawals	Identify and report trends related to Students with a Disability and/or Learning Difficulty. Report to individual Directorates. These should relate to recruitment, retention, achievement. Success, withdrawals and should be measured against students who have not disclosed a Learning difficulty or Disability	LSM	July 08	see additional table appendix 1 for statistical analysis Related to Gender Disability Level

Policy	Identified Need	Action	Responsibility	Target Date	Action to date
Disclosure	Monitor Disclosure figures over the time of the action plan and identify trends. Analyse against national statistics.		LSM	July 09	Appendix 2
Impact Assessments	Continue to review policies and procedures and the impact they have in relation to Disability	All policies review of calendar to promote separate time plan for this activity	DSS & LS	Annually	Impact assessments have been reviewed by the Director of Student Services and Learning Support in line with the Disability Equality Duty
Bullying & Harassment	Focussed data	Review the recording of data	DSS & LS	Termly	Review of Date has lead to increased staffing to support students in specific curriculum areas

**Conclusions:**

<p>During the third year of the disability equality duty we have maintained the raising awareness agenda and increased the number of opportunities that will enable the college community to become confident in respect of disability.</p>
<p>Evidence indicates that current policies and procedures we have in place continue to be effective. This is based on the number complaints received, the success rates of students who have identified that they have a Learning Difficulty, Disability or Health problem</p>
<p>Achieving the Investors in Diversity award has made a positive contribution towards Disability Equality and raising awareness in relation to Diversity Issues in general</p>
<p>The statistics and figures demonstrate that there has been a small increase in the number of students who disclose that they have a Learning difficulty /disability, This could be attributed to the increased opportunity to disclose Appendix 1</p>
<p>Awareness raising events have been seen as making a positive contribution. They have given a focus for staff. The short workshops have provided a positive suite of activities to raise awareness and give Front of House and front line staff the knowledge and information to be confident when meeting and greeting and offering that all important Initial Advice and Guidance</p>