

Morley College Disability Action Plan

Objectives	Action	Progress	Lead	Success Criteria
1. Disclosure: encourage disclosure by students and staff				
1.1 Students: Pre-enrolment: ensure that information encourages students to declare disabilities, and that they are aware of support they can receive and adjustments that can be made (see also marketing)	Review and revise pre-course information sent to students, particularly Access & Skills for Life leaflets	Reviews and changes by July 2007, then annually	HoS	Course information is encouraging and inclusive
Encourage students to declare disabilities at enrolment	Review & modify enrolment form	April 2007, then annually	MIS M	Revised enrolment form
The enrolment process:	Enrolment staff (including temporary staff) to receive additional training in encouraging students to declare disabilities, and in disability awareness	September 2007	EM	Positive response to survey for students with disabilities October 2007
Encourage students to	Student induction process to	September 2007	DP	Quality survey (2008) shows

declare disabilities at induction	be reviewed to ensure that all staff and students are aware of support which can be offered			improved numbers of students aware of support available
1.2 Staff:	Increase awareness of the importance and benefits of disclosure (see Human Resources section for specific actions)	February 2007	DPersonnel	An increased number of staff have declared a disability or discussed a possible declaration with HR
2 Service provision:				
2.1 Policies: College policies to respond appropriately to the needs of students and staff with disabilities	Policies to be created, reviewed and impact assessed (see below for policy mapping and dates of impact assessment)		DP	See below for target dates
Policies relating to students & staff	Data Protection Policy Status: agreed	Review and Impact assessment April 2008	DP	Policy updated as necessary
	Equal Opportunities Policy Status: agreed	Review and impact assessment April 2007	DP	Policy updated and reissued
Policies relating to students	Complaints Policy Status: agreed	Review and impact assessment October 2008		

	Disciplinary Policy Status: Under Review	New policy required Possible title change July 2007	DP	New policy completed by September 2007
	Admissions Policy Status: to be written	July 2007	DP	New policy completed by September 2007
	Harassment policy Status: to be written or provisions included in revised student charter	October 2007	Dp	Completed by October 2007
Policies relating to staff				
Company Capability Procedure	March 2005	This policy will be replaced by a Poor Performance Policy which will need to be impact assessed April 2007	DP	Impact assessed policy in place by May 2007
Company Discipline Procedure (for employees other than holders of senior posts)	March 2005	This policy will be replaced by a Disciplinary and Dismissal Policy and Procedure April 2007	DP	Impact assessed policy in place by May 2007
Company Grievance Procedure	June 2004	(This is repeated below)		
Company Sick Pay Scheme (for hourly paid lecturers)	September 1998; revised August 2004	Review and impact assessment October 2008	DPersonnel	Policy with any necessary revisions in place by January 2009
Company Sick Pay Scheme (for non-	September 1998; revised August 2004	Review and impact assessment October	DPersonnel	Policy with any necessary revisions in place by January

academic staff)		2008		2009
Company Sick Pay Scheme for Academic Staff (except hourly paid lecturers)	August 1999; revised July 2004	Review and impact assessment October 2008	DPersonnel	Policy with revisions in place by January 2009
Company Whistle Blowing Policy	July 2000; updated July 2004	Review and impact assessment April 2009	DPersonnel	Policy with revisions in place by July 2009
Equality Policy	July 2004	Review and impact assessment April 2007	DP	Policy updated and reissued by July 2007
Grievance Procedure (for employees other than senior post holders)	Approved by the Governing Body 4 April 2006	This policy will be updated in April 2007	DPersonnel	Impact-assessed policy in place by May 2007
Guide to Staff Development	April 2006	Review and impact assessment October 2008	DPersonnel	Policy with revisions in place by January 2009
Health, Safety and Environmental Policy	March 2004			
Induction Scheme for Morley College Staff	undated	Review and impact assessment October 2008	DPersonnel	Policy with revisions in place by January 2009
Managing Sickness Absence Policy	August 2005	Review and impact assessment October 2008	DPersonnel	Policy with revisions in place by January 2009
Maternity Leave Policy and Procedure	Approved by the Governing Body: 4 April 2006	This policy will be replaced by a reviewed	DPersonnel	Impact assessed policy in place by May 2007

		Maternity Policy which will need to be impact assessed April 2007		
Race Equality Policy	July 2004	Review and impact assessment April 2007	DP	Policy updated and reissued
Redundancy Policy	Discussed at the Governing Body but not formally approved	A new policy will be approved by Governors in December 2006 and will need to be impact assessed by April 2007	D Personnel	Policy updated and reissued June 2007
Staff Development Sponsorship Agreement	January 2006	Review and impact assessment October 2008	D Personnel	Agreement re-issued
2.3 Service Provision: In class adjustments and learning support				
Strengthen liaison between learning support/disabilities, academic departments and support staff sections	To be invited regularly to each other's team meetings, and records kept of progress made	Annual review from July 2008	HoS	Evidence of progress made as a result of this inclusion
	Learning Support/disabilities to be invited to the initial departmental interviews with students identified as likely to	Annual Review from July 2008	HoS	Evidence of support being planned in advance to meet students' needs

	require support			
	Ensure that academic and support departments are kept fully informed as to the work of the learning/support disabilities section through termly reports	Annual review from July 2008	SSM	Departments to be well-informed and therefore able to make full use of disability scheme developments
2.4 Community Provision	Strengthen the relationship between learning support/disabilities and classes taught in the community (20% of these students have a disability) Disability Co-ordinator to attend team meetings	Annual review from July 2007	SSM	Tutors aware of the support on offer Students supported as appropriate
2.5 Service Provision: Equipment				
Purchase additional equipment	Consider purchasing hearing loop systems for large teaching areas	Progress noted in annual review First review July 2007	ITM	Sufficient equipment to normally meet the needs of all students, and facilitate classes where several students are hearing impaired
	Consider purchase of additional Aladdin magnifying readers	Progress noted in annual review First review July 2007	ITM	Sufficient equipment to normally meet the needs of all students with visual impairment

Improve support for tutors using equipment	Technical services, learning support/disabilities and the learning resources centre staff to play a pro-active role in supporting tutors in using equipment and technology	Annual review from July 2007	DP	Additional procedure notes and personal support as appropriate
	Training in the use of equipment to be organised and monitored	Annual review from July 2007	SDA	Tutors and support staff become confident in using equipment and technology
	Increase use of IT as an enabling tool for people with disabilities eg by making materials available	Annual review from July 2007	HoS	An increase in tutors making materials available electronically
3 Estates				
Improve information to students with disabilities	Raised signage for visually impaired students	Annual reviews from: July 2007	AP	Signage accessible by students with visual impairment
	Improve auditory information from lifts	December 2007	AP	Improved information to students with visual impairment
Improved physical access	Sliding replacements to doors from disabled car park (QE2 entrance)	July 2008	AP	Students with mobility issues find it easier to enter the building
	Strengthen process for attracting receptionist/security attention from disabled car-park	Initial review July 2007, then annually	AP	Students with mobility issues find it easier to enter the building

Further facilitate building directions for students	Review existing plan to clarify directions to access points, lifts and toilet for mobility impaired students Include in enrolment pack	Initial review July 07, then annually	SSM	Students and staff, particularly those with visual impairment and mobility issues, become better informed as to provision made within the building
Ensure that the needs of students and staff with disabilities are included in all decisions concerning developments or changes	Carry out an impact assessment for each change, to include the involvement of staff or students with disabilities who may be affected	Initial review July 2007, then annually	AP	All significant changes are either neutral, or positive, in terms of the needs of students with disabilities
4 Marketing				
Strengthen publicity to, and access of information for, students	Course guide to be also produced in black & white format	July 2007	MM	Students with disabilities review course guide before publication each year
	Student Handbook and Course Guide to be made available on tape or CD	July 2007	MM	Copies available in Library by June 2007
	Courses for students with learning disabilities to be grouped in Course Guide	June 2007	MM	Information more easily obtained
Greater use of positive images of people with disabilities	To be included in Course Guide and in the College building itself	July 2007	MM	Promote a positive model of students and staff with disabilities
Impact assess appropriate forms and	Clarity and content improved when necessary	50% of materials by July 2008	HoS	Forms have a positive impact for students with disabilities

written information given to students	Supplementary material produced (eg for students with learning difficulties) as appropriate	Remainder by July 2009		
	All academic and support departments to be responsible for carrying this out, (with advice from disability co-ordinators) for any information and forms that they produce. To include: Course information forms, (prioritising courses which have a significant number of students with disabilities) Hardship Fund and Student bursary forms Information for access and skills for life courses		HoS	Priority course information forms and general student support material by September 2007 remainder of materials by September 2008
College internet & intranet to meet WIA.com and be disability compliant	To be included as part of the specification for the review of these areas	New internet site in place by July 2007	MM	Internet and intranet compliant with the needs of students and staff with disabilities
5 Stakeholder involvement				
5.1 Involve students and staff in deciding on actions for the scheme and regular reviews	Students and staff with experience of disabilities to meet as an advisory group reporting to the Quality	First meeting by April 2007	SSM	advisory group development evidenced

	Committee.			
	Disability Forum to be held twice a year. All students who have declared a disability to receive written invitations for the November forum.	Records of forum meetings Evidence of inclusion in action plan	SSM	Evidence that forums contribute to positive changes
	Involvement of existing student bodies	Work with Student Executive Committee and Class Representative Association annual meetings	SSM	Evidence of involvement and agreement on changes needed
	Information on progress provided for all staff and students through College Newsletters	First reports by December 2008	SSM	Articles in staff and student newsletters
5.2 Develop work with external bodies	Work with training and volunteers from South London and Maudsley (mental health services)	Review July 2007, then annually	SSM	Case study of successful use of volunteers Training record
	Strengthen relationships with RNIB, RNID and other organisations concerned with disability issues Records of work to be kept and inform review	Review July 2007, then annually	SSM	Disability organisations inform the progress of the scheme and the inclusion of new actions
	Partnership with the Mary Ward Centre (who has a similar student group) in	Annual meetings of cross college student and staff group from	SSM	Evidence of actions taken as a result

	preparing and reviewing the scheme	July 2007		
	Partnership with the Mary Ward Centre in a proposal to Arts Council for a project to explore the creative partnership of students with disabilities and their support workers, in areas such as sculpture, print making and pottery	Bid to Arts Council by Easter 2008	SSM	If this bid is successful, project related actions will be added to this scheme by November 2008
6 Human Resources				
6.1 Ensure that the needs of disabled candidates are fully addressed	Review and impact assess all recruitment processes	Annual review from July 2007	HHR	Increase in candidates declaring disabilities
	Where possible, students or staff with disabilities to be included in the recruitment process	Annual Review	HHR	Target 20% of recruitment interviews an appropriate member of staff or a student
Make College commitment to equality explicit in advertising vacancies	All advertisements will include a statement about the College's commitment to equalities in general and disabilities in particular	Annual review	HHR	Increase in applications from candidates with disabilities
Ensure that all staff are encouraged to declare	Information on DDA requirements and College	Appraisal process in place by Jan 2007	HHR	Adjustments made to meet the needs of staff with

disabilities and discuss their needs	adjustments to be included in the staff induction and appraisal processes	First review July 2007, then annually		disabilities
Support managers in making appropriate adjustments for the needs of disabled staff	Training for all managers in encouraging declarations and making adjustments	First review December 2007	SDA	Adjustments made and success monitored
Ensure that staff with disabilities are included in the College decision making processes	Staff to be encouraged, and given time, to attend the disability advisory group	Annual review	DP	Advisory group held three times a year to include staff members
	In depth interviews to be conducted with disabled members of staff to gain additional information as to appropriate adjustments	At least 25% of staff declaring disabilities to be interviewed annually	DP	Annual review showing changes made as a result of these interviews
	All staff who have declared disabilities to be surveyed as to their view on progress to date and their ideas for further developments	July 2009	DP	Replies from over 60% of staff
6.2 Ensure that staff are appropriately informed and trained as to student needs				
	Disability discrimination issues will be included in equality	Review in December 2007 and decide	DP	Ensure that tutors and support staff are fully aware of DDA

	training, in the annual lecturers' conference in 2007 and in Governor Management Development days in 2007	scheme actions for 2008		requirements of the progress of the scheme, and included in its development
	In depth training on specific aspects of disability to be carried out to lecturing and support staff by external trainers	Training and results evaluated in annual review 2008	SDA	At least two training events to have taken place and been evaluated
	Written information on specific disabilities to be circulated to all teaching staff	"Dyslexia issues" and "mental health issues" January 2007 "Visual impairment and auditory impairment" January 2008	SSM	Staff survey indicates that staff feel better informed as to reasonable adjustments required, and where they can get support
7 Monitor the progress of the scheme				
	Relevant data to be produced and reported on annually: to include the retention rates of students with disabilities and the proportion of students with each disability	First review July 2007, then annually	MMIS	This data to be used to inform the reviews of the Scheme, then reported to the Quality Committee
	Records of expenditure related to each disability, as well as the whole area, to be included in reports	First review July 2007, then annually	AP	Check that expenditure is appropriately targeted
	Data to be benchmarked	First review July 2007,	SSM	Check our progress with the

	against the Mary Ward Centre, and other educational organisations as appropriate	then annually		Scheme against progress made elsewhere
	Reviews to show actions accomplished, which will then be listed separately	July 2008, then annually	SSM	Actions successfully completed as appropriate
	Additional actions to be added after review	July 2008, then annually	SSM	Replaced with new actions
8 Quality				
Include monitoring progress in supporting students with disabilities in the College Quality systems	Include equality section in all self assessments and observation of teaching and learning; this will include disability issues	Review July 2008	HoS	Progress and issues to be noted in College SAR and reviews
9 Organisational structure				
Quality Committee of the Governing Body to have responsibility for the equal opportunities agenda, including disabilities	Annual reports on the scheme to be presented to the Quality Committee, together with reports from the disability forum and disability advisory group	1 st report July 2007 Then annually	DP	Governing body awareness of, and involvement in, disability issues
10 Additional budget to meet the aims & objectives of this scheme	Financial review to consider additional funding, in line with LSC funding linked to the equalities agenda, particularly	Agreed for 07/08 budget, then annually	AP	Funding is made available to enable scheme to be successfully implemented

	in the areas of estates, equipment and support			
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Initials:

AP Assistant Principal
DP Deputy Principal
DPersonnel Director of Personnel
EM Enrolment Manager
HoS Heads of School
ITM IT & Technical Resources Manager
MISM Management Information Systems Manager
MM Marketing Manager
SSM Student Support Manager
SDA Staff Development Advisor