

Ruskin Mill Educational Trust (the 'Trust')

Disability Equality Action Plan 2007-10

The aim of this document is to set relevant targets that contribute to the ongoing implementation of the Trust's Disability Equality Scheme. This action plan outlines the areas that require action and progress achieved.



This action plan will be overseen, reviewed and updated annually through the Trust Equality and Diversity Working Forum and College Working Groups.



Symbols have been added to show completed items in **Green**, alert items in **Amber** and not completed/no action taken in **Red**. Shading has been added for items which are completed and closed off



Key

SLT	= Senior Leadership Team
HR	= Human Resources
TEDWF	= Trust Equality and Diversity Working Forum
CEDWG	= College Equality and Diversity Working Group




Section 1 - Student Activities





Area for Action	Action	Timescale	Achieved	Status indicator Green/ Red/ Amber	Who is responsible for Action	Progress achieved September 2009
1. Marketing	1.1 <ul style="list-style-type: none"> Review marketing policy to ensure social and community inclusivity for all potential students. Trust prospectus and web site, 	December 2007- March 2010			Head of Admissions & Head of Marketing and Communications	Marketing policy now takes into account inclusivity and is sensitive to usage of images. New web site now in place which is fully W3C compliant.
	2.1 Update admissions policy for the Trust to ensure equality of access and to meet the Equality Duties	September 2007	September 2007		Head of Admissions	Admissions policy updated and all


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	2.2 Identified Disability information to be forwarded to placement College so that discussions can take place regarding any adjustments that would need to be considered	September 2007	September 2007		Head of Admissions	Now routinely discussed at College Admissions Panels. We are now far more inclusive than previously e.g. more severe S&L difficulties catered for; also students with epilepsy; Downs Syndrome etc - we now regard a range of adjustments as being reasonable rather than unreasonable
3. Teaching & Learning	3.1 Complete curriculum audit programme of all programme documentation	By March 2010			Head of Education and Therapy in-conjunction with the Assistant College Principal within each College	Methods of modifying documentation are being investigated.

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	3.2 Formalise provision of teaching materials in alternative formats	By March 2010			Head of Education and Therapy in-conjunction with the Assistant College Principal within each College	All teaching materials will be looked at and ways of creating them in alternative formats considered.
	3.3 Investigate work placement issues for disabled students and prepare a good practice set of guidelines	By March 2010			Student Journey Managers (with responsibility for transition) in-conjunction with the Head of Education and Therapy in each college	Student Journey Managers to identify good practice within this area.



Section 2 - Staffing Issues



Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved September 2009
	1.1 Complete Disability Audit of existing staff across the Trust	By March 2007	January 2007		Director of HR	Disability Audit questionnaire was sent to all staff.
	1.2 Increase number of staff returning completed disability audit form	February 2007 Oct 2008	February 2007 Oct 2008 Sept 2009		Director of HR	76% return rate in disability audit. equality and diversity Questionnaire incorporates disability questions and distributed Oct 2008. 77.69% completion rate to date. Over 99% of employed staff have completed to date
	1.3 All staff with declared disability offered 1:1 confidential interview to explore whether reasonable adjustments are taking place.	September 2009 - March 2010			Director of HR	Whilst reasonable adjustments have been made where appropriate a pro active approach will be taken as HR-Net now holds up to date information on staff disabilities. Staff identified who need to be offered a meeting




Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved September 2009
	1.4 Monitoring progress of all disabled staff to ensure that their career progression and access to training opportunities is equal to that of non-disabled staff	March 2010			Director of HR	HR has been working in conjunction with the Hiram Academy to ensure the systems are sufficiently robust to produce annual information. 1:1 mentoring for dyslexic staff offered to staff undertaking teacher training qualifications
	1.5 Monitor complaints and grievance procedures to ensure disabled staff are not needing to use the process to redress discrimination on the grounds of their disability	Quarterly reports	Quarterly reports produced to Dec 2008		Director of HR	Report to Trustees on a quarterly basis.
2. Recruitment	2.1 Establish a robust disability monitoring process from application to appointment	January 2008	January 2008		Director of HR	Robust disability monitoring process established and in place. Results recorded on HR-Net
	2.2 Work towards the two tick Employment standard	December 2007	June 2007 September 2009		Director of HR	Achieved for the whole Trust. Displayed on Trust documentation and in recruitment adverts. Re-awarded in Sept 2008 Re-awarded in Sept 2009


Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved September 2009
3. Staff Development	3.1 Continue with programme of staff development on disability issues to provide staff with necessary skills to ensure disability access across the College.	March 2010			Principals	The Director of Training and Development and Head of Equality and Diversity to further develop the programme. E and DWG have been trained on disability discrimination legislation.

Section 3 - General issues across the Colleges

Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved September 2009
	1.1 Create a centralised register at Trust level of all existing policies, procedures and practices which clearly identifies when by date, author, etc and when it has to be reviewed by SLT	December 2009			SLT	Training awareness for the CEDWG has taken place. A meeting has been planned with the Equality and Diversity Consultant. A matrix of the staff handbook policies has been drawn up and can be incorporated into a centralised register. All staff related policies are now displayed on our website, as it a matrix of impact assessments
	1.2 Deliver Impact Assessment Training to relevant staff	March 2008	July 2008		SLT	Training has taken place for CEDWG and Council of Management members.

Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved September 2009
	1.3 Produce an HR schedule for Impact assessment work needed on policies , practices and procedures	December 2008	December 2008		SLT	Staff handbook schedule produced and EIAs completed
2. Collaboration & Involvement of disabled staff, students, FE colleges and stakeholder	2.1 Increase link with local or national disability groups to encourage dialogue on disability issues	March 2008	March 2008		Principal College HR Managers	Involvement of disabled staff and students. Partnership working has taken place with other FE colleges local to the Trust established colleges.

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agencies e.g. Connexions, LSC	<p>2.2 Increase collaboration with organisations who have expertise in tackling disabilities already identified</p> <ul style="list-style-type: none"> • Dyslexia • Deafness/Hard of Hearing • Race and Community Awareness 	March 2010			SLT TEDWF CEDWG	Enquiries have been made with disability action groups networking and partnership working is continuing to be developed.
3. Finance	3.1 Ensure continuity of budgetary resources each year to meet the additional costs of disabled students and to include funding for staff development.	Reviewed on annual basis as with all College budgets	September 2007		SLT Director of Finance	Budgets adjusted to meet needs.
4. Accessibility of Information	4.1 Improved accessibility of staff and student information relating to Trust and College policies, procedures, practices in inclusivity.	December 2009			SLT	New web site in place which is W3C compliant Work planned on reviewing student handbook and staff handbook for accessibility. Equality and Diversity Communications Guidelines created and under consultation

Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved September 2009
5. Estates	5.1 To investigate ways in which funding can be sought to improve accessibility of all College facilities including residential provision	December 2009			SLT	Investment planned to extensively re-vamp Glasshouse college and new building will be fully accessible