

What	How	By when	Monitoring milestones	By whom
<p>We will increase the involvement of disabled people</p>	<ul style="list-style-type: none"> Identify and create accessible options to enable wider consultation of disabled people and opportunities to contribute 	June 07	DES review	Disability Steering Group/Student Forum + Senate
	<ul style="list-style-type: none"> Continue our extensive disability training for staff and students, encouraging participation of disabled people 	July 07	Staff development/ Assembly/tutorial records	A P Human Resources
	<ul style="list-style-type: none"> Ensure all staff can make adjustments to teaching as a result of training 	July 07	Positive Staff feedback	A P Human Resources
	<ul style="list-style-type: none"> Encourage application for job vacancies from disabled people, to reflect the demography of our wider community 	July 07	Measurable increase in the number of applications from disabled people	AP Human Resources/Human Resources Officer
	<ul style="list-style-type: none"> Consult former students about their experiences of support for their disability 	July 07	Feedback at Presentation Eve Exams qu'aire	VP Student Services, Exams Officer, Co-ordinator of Learning Support
	<ul style="list-style-type: none"> Involve partner organisations to discuss how we can further disability equality together 	July 07	Reports on school liaison	Co-ordinator of Learning Support, school SENCOs

<p>We will embed disability equality within quality improvement and planning processes</p>	<ul style="list-style-type: none"> • Ensure development planning at strategic and departmental level • Include disability equality improvement as an area to be reported on within the Self Assessment Report (SAR) • Create a mechanism to enable staff to review department plans for “The Move to Change” and ensure outcomes • Review Student Perception of Course questionnaire to incorporate specific questions on disability 	<p>July 07</p> <p>March 07</p> <p>Jan 07</p> <p>March 07</p>	<p>Department and college SAR</p> <p>Department returns + re-set goals</p> <p>Use and analysis of returns</p>	<p>Principal, Governors, A P Curriculum and Quality, HoDs</p> <p>Co-ordinator of Learning Support, HoDs</p> <p>AP Curriculum and Quality</p>
<p>We will work with disabled people to prioritise impact assessments</p>	<ul style="list-style-type: none"> • Map existing policies and procedures and prioritise them for review • Review and rewrite existing policies if there is a negative impact on disabled people using the prioritised policy review schedule • Devise a mechanism for conducting impact assessments on new policies and procedures 	<p>Jan 07</p> <p>Jan 07- Nov 09</p> <p>Jan 07</p>	<p>Existing policies have positive impact on disabled people</p> <p>Assessment returns</p>	<p>Principal, SMT, disabled people</p> <p>Named person responsible for policy/procedure</p> <p>Principal, Co-ordinator of Learning Support, AP Curriculum and Quality</p>

	<ul style="list-style-type: none"> • Impact assess new policies/procedures for their effect on disabled people over the three-year life span of our Scheme • Identify a mechanism to review our progress in carrying out impact assessments regularly 	<p>Jan 07- Nov 09</p> <p>Jan 07</p>	<p>New policies and procedures have positive impact on disabled people</p> <p>Annual report on progress</p>	<p>Named person responsible for policy/procedure, SMT</p> <p>AP Human Resources, AP Curriculum and Quality, named person responsible for review</p>
<p>We will meet the requirements of the Disability Equality Duty by reviewing methods for gathering information about disabled people to ensure that they are appropriate, effective, and used meaningfully</p>	<ul style="list-style-type: none"> • Review information gathering procedures to include a range of qualitative and quantitative approaches at organisational and department level • Ensure information is used effectively to inform planning and improve practice • Review procedures for encouraging students and staff to disclose disability 	<p>July 07</p> <p>July 07</p> <p>March 07</p>	<p>Focus in SAR and Forward Planning Meetings</p> <p>Results of consultation</p>	<p>VP Curriculum, MIS, AP Curriculum and Quality, Co-ordinator of Learning Support, HoDs</p> <p>AP Human Resources, Human Resources Officer, Co-ordinator of Learning Support</p>
<p>We will emphasise the significance of the Disability Equality Duty</p>	<ul style="list-style-type: none"> • Re-articulate Strategic Aims to emphasise the significance of the Duty 	<p>June 07</p>	<p>Publication of revised Strategic Aims and</p>	<p>Principal, Governors, SMT</p>

at a strategic level	<ul style="list-style-type: none"> Amend draft of the Development Plan so it refers explicitly to the impact on College planning and activities of the Disability Equality Duty. 		Development Plan	
We will review materials used to support students	<ul style="list-style-type: none"> Consult with students with disability and/or learning difficulty on appropriateness of learning materials Develop robust review procedures for materials used with students with identified needs 	June 07	Positive student questionnaires	Learning Support dept and Student Forum
We will ensure that publicity meets the needs of prospective and current learners	<ul style="list-style-type: none"> Review marketing programme Ensure website is accessible Present positive images of disability in materials used by the college, externally and internally Recognise and celebrate improved performance in disability equality 	Ongoing	New publications	Marketing team