

# College Group Policy

## Disability Statement

**Manager Responsible:** Director Student Experience & Progression

**Version Number:** 3.2

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<b>Intended Audience:</b> <i>(Check appropriate box)</i>			
Staff:	<input checked="" type="checkbox"/>	Governors:	<input checked="" type="checkbox"/>
Learners:	<input checked="" type="checkbox"/>	External:	<input checked="" type="checkbox"/>

## **AMENDMENT SUMMARY**

<b><u>Version</u></b>	<b><u>Date</u></b>	<b><u>Remarks</u></b>
3.0	21 Jun 2021	Substantial Update and revision of processes and nomenclature
3.1	11 Aug 2022	Periodic Review – no changes
3.2	12 Sep 2023	Periodic Review

### **Age, Disability, Gender & Race Equality Statement**

Age, Disability, Gender and Race Equality Impact Measures will be set and monitored through analysis of all data related to potential suspected or actual abuse of this policy.

A copy of the Equality Impact Assessment Initial Screening Form is attached as an Annex to this document

## **ABOUT THIS STATEMENT**

Each year the College is required by Law to review its policy statement on the support available for Learners with learning difficulties and/or disabilities.

This document outlines what is available to Learners and how the services that they need can be obtained. It further provides information relating to the broader issues surrounding the College's commitment to this area of its work.

The policy statement is reviewed annually and will be updated to take account of new legislation. It can be made available as enlarged text, in Braille or audio form. Copies are held at the Reception area on both College sites and in the Learning Centres. In addition, this guide can be read and explained to those learners who would prefer this service.

## **OVERALL POLICY**

The College aspires to the principles underpinning the SEND Code of Practice and the Children and Families Act 2014, particularly:

*“the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood”<sup>1</sup>*

All learners are subject to the entry requirements set out in the prospectus, and we will make every effort to provide reasonable adjustments to help each student to achieve their qualification aim. However, there may be occasions when the College is not the most appropriate provider, and we will therefore refer learners either to advice and guidance or to other providers.

## **IDENTIFICATION OF NEED**

Learners will be asked to describe any particular needs, disabilities, learning difficulties or medical conditions which might affect their ability to study at the College. This information will be used to help us support the learner. It will be passed on to tutors and others involved with the learner's consent.

If a learner does not wish this information to be passed on, we may not be able to give appropriate additional support.

If a learner feels that they have an individual need, they are asked to make this known to the College as soon as possible. There are a variety of opportunities to do this and an appointment can be requested before applying for a course. This can be done by ticking the appropriate box when completing an application form before interview and by completing an individual needs questionnaire. This can be completed and submitted via Microsoft Forms or a paper copy can be requested and completed and returned in hard copy.

When an Individual Needs questionnaire is returned, an interview will be arranged for them if appropriate. During this interview, the nature, extent and level of support that is required is assessed. Details of the support that can be

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<sup>1</sup> SEND Code of Practice, January 2015

offered is discussed and recommendations recorded. This information is given to tutors and relevant support staff. The interview is conducted with sensitivity and information is held in compliance with the relevant Data Protection legislation.

These referral procedures may delay the processing of the application. However, they are considered necessary to ensure that the College is able to meet the additional support needs of the learners.

Referral can also take place at any time after enrolment, but learners are strongly encouraged to make any particular needs known as soon as possible so that support can be planned and needs responded to quickly.

**These procedures are not a mechanism by which the College seeks to exclude certain categories of student.**

**Support is an entitlement of all learners.**

## **EDUCATIONAL FACILITIES & SUPPORT**

Support can be provided in and outside the classroom and in our Skills Development Centres. The support available includes:

- Learning support assistants, 1:1, 1:2 or small group support
- Personal care
- Communication Support Worker
- Literacy and Numeracy specialist support tutors
- Enlarged print, magnifiers and other specialist equipment
- Specific assistive technology requirements can be discussed with the Learning Support Co-ordinator.

In addition, there are Skills Development Centres, which provide additional support with literacy and /or numeracy and study skills. Wherever necessary, tutors are advised on the best means of providing an appropriate learning experience to the student. Fundamental to this is the belief that support can be the mechanism by which Learners achieve their potential.

The progress of learners is reviewed regularly, and the INSPIRE (SEND) department can assist in the remediation of individual problems whilst on programme.

Learners themselves are the College's greatest resource and we believe that they are best able to identify their own needs. Both access and services for people with disabilities are the subject of ongoing review and development in line with legislation, the Disability Equality Duty, national trends and local requirements.

The College acknowledges the contributions that can be made by both voluntary and statutory agencies and seeks to work closely with other agencies to offer a comprehensive package of support to individual Learners.

Wherever practicable, items of equipment to support learning will be supplied to individual Learners for the duration of their stay at the College. These remain

the property of the College and it is expected that due care will be taken of these articles.

The teaching staff at the College have broad experience of education and training and have a professional responsibility to render the curriculum as accessible as possible to all their learners. There are also members of staff who have specialised in the education of learners with learning difficulties and disabilities. The College employs a number of Learning Support Assistants who are assigned to facilitate the learning goals of individual Learners.

## **COMPLAINTS & APPEALS PROCEDURES**

It is the aim of the College to provide all its learners and clients with a high-quality service. However, from time to time problems do occur. Learners have the right to pursue the resolution of any difficulties and the College will undertake to respond to their complaint with care and concern. In the unlikely event that difficulties continue to exist the college Complaints Policy will enable learners to appeal against an internal assessment decision that they believe to be inaccurate. Appeals against external assessment decisions will be dealt with in accordance with the regulations of the awarding body.

For further information please refer to the Complaints Policy which can be found on the intranet under Official Documents and on the College website.

## **EQUALITY & DIVERSITY POLICY**

Chelmsford College recognises that there are abilities in all members of the community. We seek to ensure that all at the College feel valued and able to fulfil their potential.

*"6.1 Chelmsford College will promote equality of opportunity to all staff and students in accordance with the Equality Act 2010.*

*This legislation has also introduced the general and specific duties for public sector organisations to promote equality of opportunity to people of all sexual orientations, religious or belief groups and age groups.*

*6.2 Chelmsford College believes in equality of opportunity in all its activities including the delivery of education, training, projects, procurement, employment and recruitment.*

*6.3 It is unlawful to discriminate directly or indirectly on the grounds of race, disability, gender colour, nationality, religion or belief, ethnic origin, sex, age or sexual orientation.*

*6.4 Where practicable the College will endeavour to accommodate the cultural and religious needs of students and staff within the constraints of operational requirements.*

*6.5 The College reports annually on arrangements that have been put in place to meet its equality duties, together with the impact on actions taken."<sup>2</sup>*

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<sup>2</sup> Equality & Diversity Policy, Chelmsford College

The full policy and summary are available in the Official Documents section of the Intranet and on the College website.

This is one of a number of policy statements which serve to remind us all that diversity in our society is a strength and we must ensure equality and equity.

## **EXAMINATION ARRANGEMENTS**

The College is committed to ensuring that exam concessions are obtained for each student requiring this service when this facility has been clearly recommended by an Educational Psychologist, specialist dyslexia staff or a Medical Consultant. It is the responsibility of the student to notify the college of their request by contacting the INSPIRE (SEND) department. Full details of how to request an assessment are available on the college website or by contacting the INSPIRE (SEND) department. This should be done at the earliest opportunity, as a late application for additional support/concessions may jeopardise the ability of the College to implement an effective and beneficial strategy for the student.

Further it must be emphasised that failure to disclose significant information may also serve to detract from the quality of service available to the learner.

**If you do not tell us we will not be able to help.**

## **OTHER RELEVANT FACILITIES & SUPPORT**

The College has procedures for ensuring that welfare, guidance and careers advice are available. Further details of these facilities and others are contained in the Student Handbook.

## **PHYSICAL ACCOMMODATION & ACCESS**

All areas of the College are physically accessible in compliance with the Disability Discrimination Act Part 4.

This includes:

- WCs and hoist on both sites for Learners with mobility difficulties
- Ramps for wheelchair users
- Auto doors to main entrances at Moulsham Street and Princes Road
- Hand rails at Moulsham Street
- Several internal doors widened to accommodate wheelchairs
- Lifts
- Sports Centre shower area for wheelchair users
- Evac Chairs
- Additional disabled parking at both sites
- Induction loops in a range of classrooms at both sites, plus all reception areas and learning centres.

## **SOURCES OF FUNDING**

The College has access to a range of funding sources. Different agencies apply different criteria and therefore provide for differing needs. Detailed information about the funding available to provide additional support can be discussed during the admissions procedure.

## **ADDITIONAL LEARNING SUPPORT PROCESS**

### **Prior to Entry**

As part of the admissions process, potential learners for full-time and part time courses are asked to disclose individual needs through indicating on the application form whether or not they have a learning difficulty and/or disability that may impact on their learning.

Learners who disclose needs at this stage are directed to complete a confidential individual needs questionnaire. They are asked to indicate their main disability and/or learning difficulty (using ILR categories), give details of any support they have received in the past, any special arrangements for examinations and current support needs. These forms are returned to the ALS Co-ordinator.

Learners, who identify a current support need, are then given appointments for an initial assessment interview with the ALS Co-ordinator if appropriate. At this interview, the learner's needs are discussed, and recommendations made for appropriate support provision. Learners are asked to agree at the start of the interview that, although kept securely and in confidence, any information disclosed will be shared with others on a need to know basis. Details of the initial assessment interview are recorded on a pro-forma which is signed by both the learner and the Support Manager. If the discussion is held remotely learners are asked to agree verbally and a note made on the form. Information provided at the learning support interview is held by the ALS Co-ordinator and disseminated to the course team and other appropriate staff.

The referral process is flexible – a learner may also be referred following initial advice and guidance or an initial interview. Interviews to establish support needs begin in October and continue throughout the academic year to enable planning of support provision.

### **On programme**

Learners are given another opportunity for disclosure at enrolment through and completing the individual needs questionnaire indicated above or by requesting to speak to the ALS Co-ordinator. They will then be offered a learning support interview if appropriate.

Screening/initial assessment of literacy and numeracy levels for all full-time and appropriate part-time learners on new courses takes place during the induction period. Learners can also self-refer to the Skills Development Centres or can be referred at any point during the academic year.

Learners following a support programme in the Skills Development Centre have targets set as part of their individual learning plan. These targets are reviewed every six weeks and learners are involved in reviewing their targets and progress.

## **SPECIAL PROVISION**

All students in Special Provision have one to one or a high level of support. These students achieve targets based on their EHCP outcomes. These outcomes are tracked on a daily basis and reviewed regularly. The students are supported from the moment they arrive at College until when they leave at the end of their day. The department also has a behaviour lead who can work with staff, students and parents to monitor and modify behaviour. The area has changing rooms for personal care, ceiling hoists in some classrooms and height adjustable tables.

## **INSPIRE PROVISION**

Student in INSPIRE Provision follow a Study Programme. Students follow pathways in Life Skills and Independence, Vocational, Employment or a Supported Internship. Some students have one to one support and there is in-class support for other students. Supervision is also in place at break times. Students on Life Skills are assessed and tracked to meet their EHCP outcomes and can gain specific qualifications if they progress to the Vocational or Employment pathway. Students on the Supported Internship are also supported by a job coach. The department has a quiet room and disabled toilets.



**Equality Impact Assessment (EIA) Initial Screening Form**

Name of the Policy, Procedure, Practice or Proposal being screened:

Disability Statement

Provide a brief description of its purpose:

To provide information about how learners can inform the college of a learning difficulty or disability that they feel is a potential barrier to study and to set out the college policy in response to such disclosure.

Are there controls in place to monitor the uniform application of this practice? (if no please explain below)

**Yes****~~No~~**

Does the policy or process have the potential to affect a particular group disproportionately in either a positive or negative way? Please provide comments with supporting evidence:

No

If you have identified a medium or high equality impact please complete the following, otherwise leave blank. Add additional comment below the questions as necessary.

Are there any other policies or practices that need to be assessed alongside this screening?

**Yes****No**

Should the policy or practice proceed to a full Equality Impact Assessment?

**Yes****No**

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If the answer to the above question is no, please give the reasons for this decision:

If a full impact assessment is required, please give the date by which it will be completed

**(Note – If you have assessed a negative impact as high, you must seek advice and conduct a full EIA on a high priority basis)**

**Declaration:**

We are satisfied that an initial screening has been carried out and a full Equality Impact Assessment is not required at this time.

(If a full EIA is required, a template form is available within the EIA Guidance Notes which must be read before completing a full EIA).

**Manager:**

Signature: 

Tracy Fielder

Date: 

18 Jun 2022

**Countersigned**

Signature: 

Dan Spacagna

Date: 

21 Jun 2022