

## DISABILITY EQUALITY SCHEME – ACTION PLAN (Live Version)

	Aim	Action	By whom	Date	Current Progress / Action from last meeting
1.	<b>Staff</b>				
1.1	Actively take steps to involve people with disabilities or those who have an interest in disability issues	<ul style="list-style-type: none"> <li>Encourage membership of the Focus Group by writing to all staff asking those that have a disability, look after someone with a disability or have an interest in disability issues if they would like to join the Focus Group to develop the Disability Equality Scheme and help take the action plan forward</li> </ul>	Personnel	March 2007	<p>Course reps and students have been encouraged to join the group.</p> <p>The names of current focus group members should be advertised across college – to ensure access to group is open and utilised by all. MAH will lead on this.</p>
1.2	Have a better appreciation of the number of staff with a disability that the college employs	<ul style="list-style-type: none"> <li>Improve staff disclosure (Staff Survey)</li> </ul>	Personnel	March 2007	No current further action.
1.3	Increase the number of disabled staff employed by the college	<ul style="list-style-type: none"> <li>Review advertisements</li> <li>Review recruitment and selection procedures taking account of the Joint Agreement on Guidance for Disability</li> </ul>	Focus Group/ Personnel	July 2007  March 2008	‘Two Ticks’ application is being processed (Jan 08) by Job Centre Plus – this will provide the badge for adverts and give us access to disabled applicants through Job Centre Plus.
1.4	Strive towards gaining the “two ticks” symbol – Positive about Disable People.	<ul style="list-style-type: none"> <li>Review whether the college meets the five commitments and take action to achieve these in any area where the college falls short.</li> </ul> <ol style="list-style-type: none"> <li><b>Recruitment:</b> To interview all disabled applicants who meet the minimum criteria for a job vacancy and consider them on their abilities.</li> <li><b>Consulting employees with a disability:</b> To ensure there is a mechanism in place to discuss, at any time, but at least once a year, with</li> </ol>	Focus Group/ Personnel	July 2007	<p>Personnel Manager has completed application to demonstrate meeting 5 commitments (Jan 08). The college’s application is being processed and the badge should be received shortly.</p> <p>The College now has a Disability Employment Adviser at Enfield Jobcentreplus: Dawn Weatherley-Turner. Tel: 0208 219 2859. E-mail: <a href="mailto:Dawn.Weatherley-Turner@Jobcentreplus.gsi.gov.uk">Dawn.Weatherley-Turner@Jobcentreplus.gsi.gov.uk</a> Our Disability Employment Advisor will attend the next DFG meeting – to provide guidance on the two ticks and</p>

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		<p>disabled employees what can be done to make sure they can develop and use their abilities</p> <p>3. <b>Retaining people who become disabled:</b> To make every effort when employees become disabled to make sure they stay in employment</p> <p>4. <b>Developing awareness:</b> To take action to ensure that all employees develop the appropriate level of disability awareness needed to make these commitments work</p> <p>5. <b>Reviewing progress and keeping people informed:</b> Each year to review the five commitments and what has been achieved, plan ways to improve on them and let employees and Jobcentre Plus know about progress and future plans.</p>			<p>Jobcentreplus services.</p> <p>Agreed that the DFG, the Equality Steering Group along with SMT will contribute to the review required under commitment 5, this will be led by the Personnel Manager.</p>
1.5	Disability Equality Impact Assessments on staffing policies	<ul style="list-style-type: none"> <li>• Map personnel policies, procedures, plans and practice</li> <li>• Screen to determine priority (high, medium or low)</li> <li>• Consider evidence (involvement of staff with a disability)</li> <li>• Assess the likely impact</li> <li>• Explore options and make decision</li> <li>• Identify monitoring processes</li> <li>• Publish results</li> </ul>	Personnel Manager / Equality Impact Assessment Team	On-going	<p>Following the training provided by Dr Christine Rose a separate Equality Impact Assessment Team (EIAT) of managers has been established to complete assessments – the disability focus group will not at this stage complete assessments.</p> <p>The team is as follows:</p> <ol style="list-style-type: none"> <li>1. Simon O’Hear</li> <li>2. Nicholas Evans</li> <li>3. Madeline Hall</li> <li>4. Tom Cole</li> <li>5. Paul Bryant</li> <li>6. Glynis Maynard</li> <li>7. David Nye</li> <li>8. Chantal Lommel</li> <li>9. Julie Ryan</li> </ol>

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					The Personnel Manager will map all policies, procedures, plans and practice, to give a clear and full picture of the 'back catalogue' we have – this will then be prioritised and working in 3's (1 leading and 2 supporting) the group will assess using a EIA template in each case. Each member of the EIAT will lead on one policy and consult with two others prior to circulation of recommended changes. The Personnel Manager will lead on all staff policies and provide guidance to others in terms of the process. Once initial assessments have been made – we will consider cascading the assessments for other to complete with initial member leading.
1.6	To have an appropriately trained staff	<ul style="list-style-type: none"> <li>Continue to raise awareness of disability issues amongst academic and support staff to ensure they have an understanding and the skills necessary to promote disability equality.</li> </ul>	Staff Development Officer/ Personnel Manager	On-going	A large proportion of staff attended the disability training provided by Dr Christine Rose which was highly evaluated and has led to a number of developments being identified for action.
1.7	Encourage applicable employees to seek funding through Access to Work Scheme from Job Centre Plus towards reasonable adjustments required to support disabled members of staff.	<ul style="list-style-type: none"> <li>Ensure that reasonable adjustments are identified and undertaken where required to support a disabled person to begin to work for Capel Manor College or to remain working.</li> </ul>	Personnel	On-going	New addition to action plan. Progress will be on a case by case basis.
<b>2.</b> 2.1	<b>Learners</b> Development and dissemination of policy and practice guidelines for sharing information on a need to know basis complying with the provision of the Data	<ul style="list-style-type: none"> <li>Seek examples of good practice developed in other institutions</li> <li>Seek advice from AoC</li> <li>Consult internally with college staff</li> </ul>	Head of College/ Data Protection Officer	June 2007	Training from Dr Christine Rose very helpful and clarified that information can be shared and should be on need to know basis – information should be provided to HoS by who ever has gathered it, who will then inform other relevant individuals.

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	Protection Act.				
2.2	Increased range of adaptive technology to be available at all centres.	<ul style="list-style-type: none"> <li>Review current student need to project priorities for future need</li> </ul>	HoS	April 2007	The college has invested where possible. From a financial point of view this will be further enhanced on an individual case by case basis as funding can be requested to address specific needs.
2.3	Service extension to meet needs at all centres.	<ul style="list-style-type: none"> <li>Review current capacity for meeting diverse needs at all centres</li> <li>Include consideration of disability equality in all plans (accommodation, resources and staffing) for developing centres</li> </ul>	SMT	On-going	There is an issue with the toilets at RP – this is being looked at by NE/GM – with a number of options being considered. As part of the EIA – plans will be considered in terms of the impact on all equality groups and disability equality needs have been and will be considered in relation to each plan.
2.4	Development of a network of links with Social Services and charitable agencies active in communities across London.	<ul style="list-style-type: none"> <li>Supplement contact list gathered from publications and the internet with personal contact</li> </ul>	Core Skills/ Counsellor	June 2007	Local links for each centre need to be established so that expert support can be easily sought locally and joint management of students needs can be provided.
2.5	Catalogue of CD and tape recordings of course information to be compiled and updated routinely.	<ul style="list-style-type: none"> <li>Seek advice from RNIB on preferred media and extent of recordings</li> <li>Compile recordings for horticulture courses.</li> </ul>	HoC  HoS	Jan 2007  April 2007	Group felt that Plant Names should be recorded – to support the book aid called ‘plant names simplified’.
2.6	Promote positive role models for people with disabilities contributing to land based industries.	<ul style="list-style-type: none"> <li>Encourage staff to forward good news stories to marketing team</li> <li>Continue to highlight exemplars in all publicity media used by the college</li> </ul>	SMT  Marketing	Jan 2007	Paul Abbot should be promoted as an example of a positive role model.
2.7	Design, implement and maintain gardens and horticultural features which provide imaginative and stimulating access and experience for people with a variety of disabilities and	<ul style="list-style-type: none"> <li>Enhance demonstration gardens at Capel Enfield</li> <li>Exploit demonstration potential of nearby parks and gardens <ul style="list-style-type: none"> <li>Regent’s Park gardens</li> <li>Gunnensbury Park</li> <li>Crystal Palace Park</li> </ul> </li> </ul>	DoEB HoSs	On-going	Ongoing

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	special needs.	○ Castle Green			
2.8	Incorporate diversity, equality and accessibility principles in student project activity and work assignments.	<ul style="list-style-type: none"> <li>Review and revise materials annually to incorporate principles and practice</li> <li>Encourage contact with representatives or user groups best able to advise students on problems which need to be overcome</li> </ul>	HoS	May 2007	Monday group – Park Avenue Centre – Disability Link: this has led to planting, raised beds – and the project is ongoing. Hope to run a course in the future.
<b>3.</b> 3.1	<b>Visitors</b> Actively take steps to involve user groups and individuals who have a disability or an interest in disability issues to visit/use the college's gardens and estates	<ul style="list-style-type: none"> <li>The Focus Group will specifically involve those with an interest in disability. This could include approaching members of the Gardens Membership Scheme, specialist groups in the community and other individuals who visit or use the gardens.</li> </ul>	Director of Estates & Building/ Focus Group	March 2007	In Dec 07 a group of disabled visitors were taken around the grounds and provided feedback through a questionnaire – key points raised were to have more wheelchair wheel cleaning kits and possibly more wheelchairs. Some wheelchairs could be repaired to ensure they are useable – we need to ensure they are regularly maintained. Need to ensure that before groups visit – precise needs/requirements (access and support) are established so support can be provided and tailored.
3.2	Encourage more visits to the gardens by people with disabilities	<ul style="list-style-type: none"> <li>Promote the current facilities and range of gardens which are easily accessible to disabled visitors</li> </ul>	Customer Services Manager/ Focus Group	March 2007	Ongoing
3.3	Improve interpretation within the gardens for those with disabilities so that they are able to have a full understanding and enjoyment of the gardens	<ul style="list-style-type: none"> <li>Review signage of the gardens</li> <li>Explore the use of audio and other interpretive technologies</li> </ul>	Gardens Manager Director of Estates and Buildings	July 2007 July 2007	Ongoing
3.4	Survey groups and individuals with disabilities visiting the gardens to gather feedback on improvements to presentation in the gardens	<ul style="list-style-type: none"> <li>Regular visitor surveys at shows and events and during the visitor season.</li> <li>Analysis of information collected to enable improvements to be made</li> </ul>	Customer Services Manager/ Focus Group	On-going from March 2007	As covered in 3.1 this has been done recently and will continue.

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3.5	Register the number of visits by wheelchair users to the gardens	<ul style="list-style-type: none"> <li>To identify whether the college has sufficient wheelchairs to meet demand</li> <li>Ensure wheelchairs are regularly maintained.</li> <li>Establish sources for further wheelchairs – ideally donated where wheelchair is no longer required or purchased 2<sup>nd</sup> hand.</li> </ul>	Customer Services Manager	On-going from March 2007	Some wheelchairs do need repairing and maintenance must be ongoing.
4.	<b>Cross College</b> To review and update the college's Disability Statement	<ul style="list-style-type: none"> <li>Review individual sections of the Disability Statement e.g. staffing, students, visitors</li> <li>Presentation to relevant sub committees of the Governing Body (Personnel, Health and Safety, Curriculum and Quality, F&amp;GP) for recommendation to full governing body.</li> </ul>	Focus Group / SMT	On-going from March 2007	Ongoing