



Single Equality Scheme

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This is Stratford-upon-Avon College's first Single Equality Scheme which forms an integral part of the College's wider Corporate Equality Plan. The Corporate Equality Plan sets out how the College will promote equal opportunities regardless of race, gender, disability, age, faith or sexual orientation, in the delivery of its services and employment of staff.

The College is committed to ensuring equality in its services provision and in its responsibility as an employer. This Single Equality Scheme sets out how we intend to reinforce this commitment. Each set of objectives within the plan will be delivered through a series of underpinning action plans.



Martin Penny, Principal & Chief Executive



Stratford-upon-Avon College is committed to promoting equality of opportunity for all learners and staff. In order to do this we will work towards eliminating all discrimination and harassment against students regardless of disability, race, gender, age, belief or sexual orientation. At all times the College will promote positive attitudes to and from all students and take steps to meet their needs; this may mean that disabled learners require more favourable treatment than other students. Disabilities could include physical impairment, sensory impairment, social, emotional or mental health conditions, learning difficulties or disabilities or long standing illness.

Introduction:

The Disability Discrimination Act 1995, amended by the Disability Discrimination Act 2005, places a statutory General Duty on all public authorities to promote disability equality. The new legislation calls for organisations to be proactive agents of change and will encourage a systematic whole organisational approach by mainstreaming disability equality into all decisions and activities.

The duty requires us to:

- eliminate unlawful discrimination and disability related harassment
- promote equality of opportunity between disabled and other people
- take account of disabled people's disabilities, even when that involves treating disabled people more favourably than others
- promote positive attitudes towards disabled people
- encourage participation by disabled people in college and in public life

The two other existing public sector duties have required public bodies to tackle discrimination and promote equality for race and gender. Amongst the substantial body of equality legislation there are key acts and regulations some of which are listed below:

The Sex Discrimination Act 1975 amendment 1982

Sex discrimination (Gender re assignment) regulations 1999

The Employment Equality (sexual orientation) Regulations 2003

The Race Relations Act 1976 amendments 2000 & 2003

Employment Equality (religion or belief) Regulations 2003

The Gender Recognition Act 2004

Stratford-upon-Avon College recognises that promoting equality will improve opportunities for everyone. Our aim, therefore, is to ensure that equality is a central part of the way the College works by putting it at the centre of policy making and service delivery.

What is a Single Equality Scheme?

The Single Equality Scheme will include:

- our visions of how we want to improve
- arrangements for gathering data and evaluating performance
- a timetable for assessing the impact of all policies within College
- how progress and performance will be reported annually

The scheme will help us to:

- meet the requirements of a variety of legislation including the Disability Discrimination Act, the Race Relations Act and the Gender Recognition Act.
- make sure that we take the needs and views of all people into account when we design or deliver services, make access improvements or develop policies
- continuously monitor and improve the ways in which we deliver services to all people regardless of race, belief, gender, sexual orientation, disability, social standing and age

Corporate Statement

Stratford-upon-Avon College is committed to ensuring equality of opportunity for all who learn and work here. We respect and value positively differences in race, belief, gender, sexual orientation, disability, social standing and age. We will strive vigorously to remove conditions which place people at a disadvantage and will actively combat bigotry.

The College will work to ensure that:

1. Equality of opportunity is embedded in all policies, practices, decision making and evaluation processes.
2. We work positively to create a visibly diverse environment which values difference and raises aspiration.

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3. We offer flexible opportunities which meet local learning need and enable all learners to realise their potential.
4. All governors and staff are clear about standards and strategies to meet diverse learner need and are equipped to respond effectively.
5. We encourage and expect the fullest participation of all students and staff in all areas of College life and act to address under representation.
6. We work positively to develop a staff profile, management team and governing body which reflect the learner body.
7. There are well understood and well used procedures for challenging all forms of discrimination, harassment and unacceptable behaviour.
8. We undertake rigorous and open monitoring of learner and staff performance and experience to identify and act on equality gaps.
9. We develop comprehensive and imaginative feedback systems to capture learner, staff, governor and stakeholder perceptions of how we do and what we could improve.

Statement of Intent on Disability

Position Statement

Stratford-upon-Avon College is committed to ensuring that disabled people, including those with learning disabilities, are treated fairly. All reasonable adjustments to provision will be made to ensure that learners, staff and visitors with disabilities are not substantially disadvantaged. Stratford-upon-Avon College will strive to ensure that no learner or staff member is discriminated against or denied any educational or social opportunity on the grounds of any disability.

The College recognises that barriers to access often arise from social expectations and assumptions and will work with all its learner and staff to optimise opportunities for all.

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Principles

1. We will value positively learner achievements and support them to realise their potential.
2. We will work with learners and staff with disabilities and with access consultants to develop and deliver an ongoing programme of environmental improvements across the College campuses.
3. Everyone who applies to the College for education, training, employment, or to become a governor, will be assessed on their individual merits and their ability to succeed. We will encourage applicants to disclose needs and will provide support from enquiry through to progression.
4. We will provide an inclusive learning experience which is challenging, intensive and adds clear value. The College will work with learners to identify individual needs and make every effort to meet these through responsive teaching, specialist staff, study aids, assistive technologies and environmental adaptations.
5. We will train and resource staff to use inclusive learning strategies and to recognise and meet particular needs.
6. Learners will be encouraged and enabled to progress and achieve appropriate outcomes. We will ensure assessment strategies and exam arrangements provide all learners with an opportunity to evidence their knowledge and skills.
7. We will actively explore with employers opportunities to give learners with disabilities access to quality work experience and to supported employment opportunities if appropriate.
8. We will guarantee an interview to all staff applicants who meet the required person specification
9. We will ensure that all members of staff with disabilities have an annual opportunity to discuss with their line manager the adequacy of the College response to their needs, and to suggest improvements. In consultation with appropriate specialists/consultants and/or professionals we will make reasonable adjustments to meet those needs.
10. We will act positively to improve the proportion of staff with disabilities in line with the local population profile. We recognise that different forms of disadvantage can interact and the damaging effects this has on an individual group. At Stratford-upon-Avon College we will take action to break this cycle.

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RACE EQUALITY STATEMENT OF INTENT

Position Statement

Stratford-upon-Avon College recognises that learners and staff have been discriminated against in society because of their colour, race, ethnicity and religion.

Racism is in our society and requires decisive and specific action to eradicate it. It operates in very complex, covert and overt ways and is a serious barrier to the educational aspirations, achievements and employment prospects of black and minority groups of learner.

The College will take positive action to eliminate institutional racism and its effects. Racial harassment will not be tolerated in any area of College life.

Principles

1. We take positive action to encourage the recruitment and increase the success rate of black and minority groups of learner on all courses and at all levels and especially on higher level courses. Our annual monitoring and quality improvement procedures evaluate performance on all programmes.
2. We will implement actively anti-racist strategies which challenge racial stereotyping and promote high levels of achievement.
3. We will ensure that the curriculum addresses anti-racism.
4. We will value and accredit experiences and qualifications gained outside the UK.
5. We will work to create a learning environment which is welcoming and supportive of black and minority groups of learners and staff.
6. We will respect and, where necessary and reasonably practicable, provide for the practices which support learner and staff religious beliefs.

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7. We will seek to increase the number of staff, particularly senior staff, from black and minority groups. We recognise the contribution they can make to learner success. Regular reports on the ethnic composition of the staff body will be received by Governors.

8. We will work to secure the fullest participation of black and minority learners, staff and governors in College life, including the College's planning and decision making processes.

9. We will work actively with employers and other organisations to ensure black and minority groups of learners gain quality work experience and employment so far as reasonably practicable.

We recognise that different forms of disadvantage can interact and the damaging effects this has on an individual or group. At Stratford-upon-Avon College we will take action to break this cycle.

GENDER EQUALITY STATEMENT OF INTENT

Position Statement

Stratford-upon-Avon College is working actively to create a supportive and inclusive environment for both women and men which enable full participation and access in learning and employment. We will open up choices by actively combating discrimination in every area of College life. Stratford-upon-Avon College will not allow sexual harassment or unfavourable treatment in any form.

Stratford-upon-Avon College recognises that people are often treated unfairly in terms of education, training and employment because of their gender. The College's aim is to eradicate discrimination on the grounds of gender and to promote equality of opportunity for all.

Principles

1. We strongly oppose sexism and are committed to taking positive action to identify and remove sexism in College life.
2. We will take positive action to develop equality of opportunity for women at every level of the learner pathway and throughout their College career.

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3. We will monitor the participation, performance and progress of female and male learner and act to address inequalities.
4. We will take positive action to encourage learners into non-traditional areas of work or study so that gender stereotyping becomes the exception.
5. Sexual harassment will not be tolerated in any area of College life. College commitments will be made explicit to new learners and staff and sexual harassment and discrimination will be vigorously challenged through College disciplinary procedures.
6. So far as is reasonably practicable in support of the efficient operation of the business requirement of College employment policies and procedures will be family friendly and opportunities for professional development will be organised to ensure that those with external care commitments have opportunities to participate.

We recognise that different forms of disadvantage can interact and the damaging effects this has on an individual group. At Stratford-upon-Avon College we will take action to break this cycle.

Additional statements available on the College intranet:

STATEMENT OF INTENT ON BELIEF
STATEMENT OF INTENT ON SEXUAL ORIENTATION
SOCIAL STANDING EQUALITY STATEMENT OF INTENT
AGE EQUALITY STATEMENT OF INTENT

Communicating the Single Equality Scheme

The Single Equality Scheme will be published and be available on the website, with a copy held in the College Library. It can be sent electronically or by post on request. The scheme will become integrated into College Life with the support of the Senior Management and Governors.

All staff will be made given a copy of the scheme and made aware of its implications. The aim is that both staff and learners will work together to make the Stratford-upon-Avon College fully inclusive for all learners. New learners with disabilities will be encouraged to take up opportunities where appropriate according to their hopes and abilities.

Statistics: to be updated

Statistics on College Employees are shown in the table below:

Disability	Totals 06/07	Percentage 06/07	Totals 07/08	Percentage 07/08
Yes	13	2.7%	13	2.9%
No	397	82.2%	411	90.3%
Undisclosed	73	15.1%	31	6.8%
	483		455	

The action plan identifies the need to collect these statistics in the same format as those below for learners.

Statistics on Learners are given below in percentages

Under 16 year old Learners

2004 - 2009

Disability	2004/5	2005/6	2006/7	2007/8	2008/9
visual	2.80	2.20	2.60	0.80	0.82
hearing	1.20	0.40	1.30	0.40	0.41
mobility	0.40	1.10	0.90	0.40	0.41
physical	0.00	0.40	0.00	0.40	*
medical	1.60	1.10	0.00	1.30	1.22
emotional/behavioural	2.40	2.20	8.80	7.20	8.57
mental health	0.00	0.40	0.90	0.40	*
temporary	0.40	0.70	0.00	0.00	*
profound/complex	0.00	0.00	1.30	0.00	*
multiple	0.00	0.40	0.00	0.40	1.22
other	4.40	6.60	11.50	4.20	2.86
no disability	82.40	83.10	72.70	83.50	81.63
not known/not provided	4.40	1.50	0.00	0.80	1.22

Learning Difficulty	2004/5	2005/6	2006/7	2007/8	2008/9
moderate	4	5.1	9.7	5.9	5.7
severe	0	0	0	0	*
dyslexia	9.2	9.2	8.4	6.8	9.0
dyscalculia	0	0.4	0.4	0.4	1.2
other spec	0	0.4	0.4	0.4	*
multiple	0	0	0	0	0.4
other	2.4	2.9	4.4	7.6	1.2
none	80	80.1	75.8	78.5	80.4
not known/not provided	4.4	1.8	0.9	0.4	0.8

16 – 18 year old Learners

2004-2009

Disability	2004/5	2005/6	2006/7	2007/8	2008/9
visual	1.2	1.1	0.7	0.6	
hearing	0.4	0.4	0.5	0.5	0.5
mobility	0.3	0.2	0.2	0.2	0.1
physical	0.6	0.2	0.2	0.3	0.4
medical	0.7	0.5	0.7	1.3	0.7
emotional/behavioural	0.7	0.4	0.7	0.8	0.8
mental health	0.4	0.2	0.5	0.5	0.5
temporary	0.1	0.1	0.1	0.1	*
profound/complex	0.1	0	0	0.1	0.1
multiple	0.1	0	0.1	0.1	0.4
other	2	1.3	1.3	1.7	2.5
no disability	91.3	94.2	94.3	89.5	90.2
not known/not provided	2.3	1.5	0.7	4.5	3.1

Learning Difficulty	2004/5	2005/6	2006/7	2007/8	2008/9
moderate	4	5.1	1.6	0.9	0.9
severe	0	0	0.1	0.6	0.3
dyslexia	9.2	9.2	5.4	5.9	7.2
dyscalculia	0	0.4	0.5	0.4	0.4
other spec	0	0.4	0.4	0.3	*
multiple	0	0	0.1	0.1	0.3
other	2.4	2.9	1.2	1.2	1.3
none	80	80.1	90	86.2	86.1
not known/not provided	4	1.8	0.8	4.5	2.7

Over 19 year old Learners

2004-2009

Disability	2004/5	2005/6	2006/7	2007/8	2008/9
visual	1.2	1.1	0.7	0.6	0.5
hearing	0.4	0.4	0.5	0.5	0.8
mobility	0.3	0.2	0.2	0.2	1.3
physical	0.6	0.2	0.2	0.3	0.4
medical	0.7	0.5	0.7	1.3	0.6
emotional/behavioural	0.7	0.4	0.7	0.8	0.3
mental health	0.4	0.2	0.5	0.5	1.5
temporary	0.1	0.1	0.1	0.1	*
profound/complex	0.1	0	0	0.1	*
multiple	0.1	0	0.1	0.1	1.3
other	2	1.3	1.3	1.7	1.3
no disability	91.3	94.2	94.3	89.5	82.1
not known/not provided	2.3	1.5	0.7	4.5	9.9

Learning Difficulty	2004/5	2005/6	2006/7	2007/8	2008/9
moderate	1.7	1.8	2.1	2.5	2.0
severe	0.5	0.5	0.9	1.1	1.3
dyslexia	1.5	1.6	2.3	2.5	3.0
dyscalculia	0.1	0.1	0.1	0.1	0.2
other spec	0.1	0.1	0.1	0.1	0.1
multiple	0	0	0	0.1	0.3
other	0.3	0.5	0.4	0.8	0.6
none	95	94	93.7	90.5	80.9
not known/not provided	0.7	1.4	0.4	2.3	10.0

Ethnic Breakdown

2007-2009

Ethnicity	2007/8	2008/9
Any Other	0.56	0.79

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Asian or Asian British - Bangladeshi	0.02	0.08
Asian or Asian British - Indian	0.99	0.77
Asian or Asian British - Pakistani	0.28	0.18
Black or Black British - Any Other	0.11	0.12
Black or Black British - African	0.37	0.36
Black or Black British - Caribbean	0.29	0.43
Chinese	2.62	3.42
Mixed - Any Other Mixed	0.39	0.34
Mixed - White and Asian	0.29	0.30
Mixed - White and Black African	0.09	0.04
Mixed - White and Black Caribbean	0.63	0.69
Not Known/Not Provided	0.17	0.36
Not Stated	8.10	6.08
Other	2.04	1.74
White - Any Other	7.63	7.44
White - British	74.90	76.31
White - Irish	0.51	0.53

Action Plan – Working towards equality

	Where we are now	Future Action 2006 - 2009	By whom	By when
Buildings	<p>Present buildings are all DDA compliant.</p> <p>More doors are operated electronically.</p> <p>Personal Emergency Evacuation Plans are drawn up for all students with a need.</p> <p>Signage has been improved with, for instance Braille signs added. It will be continually monitored.</p> <p>Staircase flooring has been replaced.</p> <p>Lower kerbs and tactile warnings at pavement edges.</p> <p>EVAC chairs in all areas.</p>	<p>As the new building develops the DDA work will be continued and monitored.</p> <p>.</p>	<p>Compliance Manager</p> <p>Vice Principal</p> <p>Resources</p>	<p>On going</p>
Committees	<p>Equality and Diversity and Inclusive Practice committees meet each term. The Equality and Diversity Committee is led by the Deputy Director of Learner Services, the Inclusive Practice Committee by the Disability Officer. Issues around disability and inclusivity are regularly on the agenda of both these groups.</p> <p>The Standards Committee</p>	<p>Check there is representation on committees from all areas in College and ask for representation from staff/students with disabilities and from a range of ethnic backgrounds.</p>	<p>E&D Committee</p> <p>IP Committee</p>	<p>April 09</p>

	meets and will address some issues.			
Communication	The Disability statement is available on request.	Update annually	Disability Officer/ Learner Services	Jan 09
	All full time learners are given a booklet on Support for Learners with photographs and contact details; this is available for part-time learners at reception.	Update annually.		Sept 09
	The Tutor and Lecturer Handbooks have information on the DDA and Disability issues.	Update this information annually.	Learner Services	Sept 09
	HR sends each applicant a disability statement and all job advertisements bear the "Positive about Disability" logo.	Update this information annually.	Learner Services	Sept 09
	The Forum to discuss issues around disability was held for the first time in July 2006, then in November 2007 and February 2009. These Fora were attended by staff, students and other interested parties.	Continue this Forum as a regular annual event Review the composition of the forum to ensure that disabled students and those from diverse cultural backgrounds are represented.	Disability Officer Quality Improvement Manager	All staff involved in supporting additional needs
Learner Forums meet regularly to discuss any problems.	Use newsletters on a more regular basis.			July 09
The Staff and Learner newsletter is available to publicise information on				On going

	disabilities.			
Assessment of needs	Learners are encouraged to declare any additional need before starting a course. All learners who declare a disability or learning need are invited to an interview to discuss their needs in order to ensure that appropriate and timely support can be put in place.	Train more staff to be able to assess the needs of learners with disabilities.	Disability Officer/Learner Services Manager/Human Resources.	July 09
	If an applicant for a post at the College declares a need, HR will refer them to an appropriate person or agency to ensure that they receive support. The appraisal process asks staff to identify any additional needs. An individual needs analysis is carried out to where appropriate to ensure the safety of both learners and staff.	Put in place a programme to ensure that all new staff receive some training in recognising and supporting learners with disabilities.		Sept 09
		Formalise a procedure to ensure that all staff with needs are supported.	Human Resources Heads of Faculty Programme Managers	July 09
		Set up a programme to make staff aware of the use of Individual Assessments and train suitable staff to carry them out.	Compliance Manager Disability Officer Human Resources Learner Services	Sept 09
	Evening Class learners who declare an additional need are contacted by the Disability Officer to ascertain what support they need.	Work with tutors of classes to ensure all needs are met where possible.	Disability Officer	Dec 09
Evening classes are aware of	Continue to ensure tutors are	Compliance	Dec 09	

	Fire Instructions for learners with disabilities.	aware of procedures.	Manager Disability Officer	
Training	There is training for all new staff that includes awareness of disabilities and issues around the DDA and equality.	Continue the regular training schedule for all staff on equality and inclusivity issues.	Staff Development	July 09
Marketing	Marketing work closely with staff involved and students to ensure that materials are appropriate and inclusive.	All marketing materials should be checked for inclusivity	Marketing Committee	Dec 09
Curriculum	Tutor materials have been developed for use in tutorials across College. These include sessions on raising awareness about inclusivity. Broad range of course offered at all levels. Learner Liaison staff work with learners to develop extra curricula activities.	Monitor the use of the materials to ensure that all learners have the opportunity to access the programme.	Programme Manager Tutorial Learner Liaison Coordinator	Dec 09
Statistics	Statistics are collected from learners to show type of Learning Difficulty and Disability, cultural diversity, gender imbalance and age. HR collect statistics on staff to show whether they have a disability or not.	Continue to develop the use of these statistics to inform planning. Plan the data on staff to match the data on learners to allow for improved monitoring and understanding.	Equality and Diversity Committee Human Resources Equality and Diversity Committee	June 09 June 08
Partners	The College has links with organisations, some of which	Develop current links and forge new links where appropriate.	All staff	On going

	<p>are specialists in areas of disability. e.g. WREP, NADO, AOC, NIACE, Skill, Connexions, Welcombe Hill School, Hereward College, Stratford Council, Access to Work, LSC. Strong links have been formed with outside organisations e.g. Fire Service, Police</p>			
Impact Assessment	<p>Policies and procedures have been written to be inclusive across the whole College</p> <p>Some staff training has been put in place for key staff.</p>	<p>All policies and procedures need to be checked as they are revised. Devise a schedule to review all procedures within College.</p> <p>Widen staff training in carrying out Impact Assessments.</p>	<p>Compliance Manager HR Team Deputy Director Learner services</p>	<p>April 09</p> <p>Dec 09</p>

Conclusion

We want to make Stratford-upon-Avon College a place of choice for learners regardless of their needs and to offer all learners and staff appropriate support. We realise that we have some distance to go and welcome the process of writing the Single Equality Scheme to help us identify areas that need action.

We welcome any comments or input on ways that will help us to improve.

If you have anything you would like to say please contact the Disability Officer at the College, Rosie Herbert. You can call in, telephone, e-mail, fax or write.

Telephone: 01789 266245 ext 3140

Fax number: 01789 267524

E-mail: rosieherbert@stratford.ac.uk

Address: Rosie Herbert, Disability Officer, Stratford-upon-Avon College, The Willows North, Alcester Road,
Stratford-upon-Avon CV37 9AE

