

Ruskin Mill Educational Trust

Disability Equality Action Plan 2006-09

The aim of this document is to set relevant targets that contribute to the ongoing implementation of RMET'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**.

Key

COM	= Council of Management
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 December 2007
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, Review Open Day practices so that they better reflect social and community inclusivity for all potential students 	December 2007- December 2009			Admissions Manager	
	2.1 Update admissions policy for the Trust to ensure equality of access and to meet the Equality Duties	September 2007			Admissions Manager	

Area for Action	Action	Timescale	Achieved	Status indicator Green/ Red/ Amber	Who is responsible for Action	Progress achieved December 2007
	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			Admissions Manager	Now routinely discussed at College Admissions Panels
3. Teaching & Learning	3.1 Complete curriculum audit programme of all programme documentation	By July 2009			Education and Therapy Manager	
	3.2 Formalise provision of teaching materials in alternative formats	By July 2008			Education and Therapy Manager	
	3.3 Investigate work placement issues for disabled students and prepare a good practice set of guidelines	By July 2008			Transitions Co-ordinator	
	3.4 Introduce bi-monthly trawl of data from Neighbour Heads, Heads of Departments and to identify students in difficulty	On- going to be reviewed			Principal	




Area for Action	Action	Timescale	Achieved	Status indicator Green/ Red/ Amber	Who is responsible for Action	Progress achieved December 2007
	3.5 Pilot of increase in amount of study support college providing to disabled, dyslexic and other students requiring support	Continuous, to be reviewed annually		○	Education and Therapy Manager	




Section 2 - Staffing Issues

Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved December 2007
	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	Continuous process- to be reviewed annually	February 2007		Director of HR	Up to 76% return rate. This will continue to be worked up on and undertaking on an annual basis.
	1.3 All staff with declared disability offered 1:1 confidential interview to explore whether reasonable adjustments are taking place.	Continuous process- to be reviewed annually	January 2007		Director of HR	Reasonable have been made where appropriate
	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	December 2008 process- to be reviewed annually			Director of HR	

Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved December 2007
	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	Continuous process- to be reviewed annually			Director of HR	Report to Trustees on a quarterly basis.
2. Recruitment	2.1 Consider alternative advertising, for example, specialist publications and networks	Continuous process	April 2007		Director of HR	A Trust Recruitment Manager has been appointed with a view of undertaking a full recruitment and selection review. Various media sources have been used to date.
	2.2 Establish a robust disability monitoring process from application to appointment	January 2007			Director of HR	Standard practices. Analyse needs to be developed.
	2.3 Work towards the two tick Employment standard	December 2007	June 2007		Director of HR	Achieved for the whole Trust. Displayed on Trust documentation and in recruitment adverts.
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.	Continuous process to be reviewed annually			Principal	The Hiram Academy Training Manager, ER and Diversity Manager to develop.

Section 3 - General issues across the Colleges

Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved December 2007
1.	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 COM	ASAP			COM	Training awareness for the CEDWG has taken place. A meeting has been planned with the Equality and Diversity Consultant.
	1.2 Deliver Impact Assessment Training to relevant staff	March 2007	December 2007		COM	Training has taken place for CEDWG and the Council of Management members.
	1.3 Produce a 3yr schedule for Impact assessment work needed on Policies , practices and procedures	By March 2007			COM	A meeting has been planned with the Equality and Diversity Consultant.

Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved December 2007
3. Collaboration & Involvement of disabled staff, students, FE colleges and stakeholder agencies e.g. Connexions, LSC	3.1 Increase link with local or national disability groups to encourage dialogue on disability issues	Continuous - will be reviewed on annual basis			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.
	3.2 Increase collaboration with organisations who have expertise in tackling disabilities already identified <ul style="list-style-type: none"> • Dyslexia • Deafness/Hard of Hearing • Race and Community Awareness 	Continuous - will be reviewed on annual basis			COM TEDEF CEDWG	Enquiries have been made with disability action groups and needs to be developed.
4. Finance	4.1 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		COM Director of Finance	Budgets adjusted to meet needs.

Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved December 2007
5. Accessibility of Information	5.1 Improved accessibility of staff and student information relating to Trust and College policies, procedures, practices in inclusivity.	By 2008- to be reviewed annually		<input type="radio"/>	COM	
6. Estates	6.1 To investigate ways in which funding can be sought to improve accessibility of all College facilities including residential provision	By 2008		<input type="radio"/>	COM	