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ADAM SMITH COLLEGE
INSPIRING LEARNING

Disability Equality Scheme 2007– 2010

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Part 1 — Introduction

The Adam Smith College was created in August 2005 as a result of the merger of the former Fife and Glenrothes Colleges. Both of these colleges had made significant changes in their provision as a result of the Beattie inclusion initiatives and the DDA (part iv) SENDA legislation. Their good practice was recognised in a report by HMIe in August 2004, which considered how the college sector had responded to the Beattie report 'Implementing Inclusiveness Realising Potential'. Both colleges were also recognised as $\sqrt{\sqrt{\quad}}$ employers.

The newly merged college therefore builds on a position of strength and in the first year of operation has considered best practice across the college. A diversity committee has been established to continue the focus of this work and an inclusion audit, which considered disability, was undertaken towards the end of the first year of operation to help with an action plan.

The college has a strong focus in relation to self evaluation and quality improvement with action plans for each directorate, both teaching and non teaching to improve everything we do.

Student Profile

The percentage of students who indicated they had a disability in session 2005-6 was 11% (see appendix 1). This included those with a

Visual Impairment	0.37%	107 people
Deaf/Hearing Impairment	0.65%	187 people
Dyslexia	2.98%	859 people
Personal Care	0.13%	38 people
Mental Health Difficulties	0.67%	192 people
Wheelchair User/Mobility Difficulties	0.60%	172 people
Disabled	0.05%	13 people

Unseen Disability	2.96%	849 people
Multiple Disabilities	0.37%	106 people
Other disability not listed e.g. Tourettes Syndrome, Dyspraxia, Scotopic Sensitivity	1.98%	571 people

Staff Profile

The percentage of staff with a disability is shown below. The information is taken from the Equal Opportunities Forms completed upon application for the current post in each case.

Disability	Yes	%
Arthritis	1	0.11%
Chronic Depression	1	0.11%
Coord. Dexterity Or Mobility	2	0.23%
Diabetic Autonomic Neuropathy	1	0.11%
Brain Hemorrhage	1	0.11%
Dyslexia	2	0.23%
Hearing/Profoundly Deaf	4	0.46%
Learning Difficulty	1	0.11%
Mental Health	1	0.11%
MS	1	0.11%
Visual (very Short Sighted)	1	0.11%

Not Specified	13	1.49%
Total	29	3.31%

These baseline figures will be used to benchmark our progress over the three years of our first Disability Equality Scheme with the action plan enabling close monitoring of the data so that the college can fulfil the Duty outlined in the Act and so:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take account of disabled peoples disabilities even where that involves treating disabled people more favourably than others

College Context and Culture

Because the college is able to build on the work done by the two previous colleges there is an ethos, which acknowledges disabilities and takes account of people's needs.

Staff and students are encouraged to disclose at the application stage and more favourable treatment is provided e.g. entitlement to parking; flexibility related to working hours; extended course duration; provision of support at interviews and also upon commencement of work or study. In the case of staff a pre-employment medical assessment provides medical opinion on the support and assistance deemed reasonable to enable a disabled employee to fulfil the duties of the relevant post.

Staff with known disabilities are employed across a range of levels from Director to Manager, to Team Leader, as well as in unpromoted posts. Students with disabilities are often the ones nominated by teaching staff in the Annual Awards ceremonies as their efforts are recognised fully. Activities undertaken by students with disabilities are promoted in the college newsletter, so that all staff can celebrate diversity. The college ethos is positive and inclusive.

Part 2 — Disability Equality — Vision, Values and Principles

The Adam Smith College has a positive approach to disability and this is reflected in our Mission, Vision and Values as outlined below.

Our **mission** – inspiring learning.

Our **vision** is of a College that is accessible, flexible and welcoming. The College will be driven by its customers and committed to enterprise, innovation and creativity in all that it does. Partnership is central to our work. The College will:

- inspire learners to continue learning throughout their lives;
- support the development of the economy of Fife through high quality, relevant vocational education and training; research and consultancy and a range of enterprise activities;
- develop further national and international activity to create best value for Fife and Scotland;
- serve the needs and interests of local communities by the continuing local presence of vibrant college activity meeting vocational and broader learning needs;
- achieve improved efficiency and sustainability based on integrated, streamlined and highly effective development and support services;
- be a place in which staff enjoy working and are committed to customer service and continuous improvement through feedback and self-evaluation;

The **values** to which we will work together are those of:

- providing all learners with the highest quality learning experience
- valuing clients and colleagues and treating others with respect and integrity
- recognising that enjoyable learning is the most effective learning
- nurturing and valuing enterprise, innovation and creativity
- embracing diversity as a cornerstone of our learning community
- accepting accountability and responsibility for our actions

The Disability Equality Scheme is monitored by the Diversity Committee and recommendations for further development identified through the newly created Disability Advisory group of the college, which involves staff and students with disabilities, so they can influence the future development of college activity relating to this agenda. Management of the scheme is however part of the responsibilities of all staff and managers in the College. In addition there is agreement to work in partnership with members of Fife Employability Network (FEN) in collaboration with Elmwood and Lauder colleges.

In embracing disability equality the college has moved from a purely medical model to the social model. However there is still a link to the medical model in order to secure additional funding for certain groups of students and staff. Although a needs led model is replacing the medical model, the college continues to work towards the reduction of institutional barriers, which are preventing engagement for some people.

The college recognises that by tackling these barriers in collaboration with those who have disabilities we can be proactive and improve provision. This approach will enable us to promote disability equality so that we create an inclusive environment for all our learners, and for those who are employed at the college. The self-evaluation process, which is embedded in the ethos of the college, ensures that staff reflect on provision. In addition the Annual Review process is being amended so that all staff will be asked to reflect on inclusive practices. These strategies will help promote disability equality too.

The college vision of disability equality is to ensure continuous development, so we can promote equality of opportunity between people with a disability and other people. The Disability Equality Scheme and Action Plan should help us make progress so that we can eliminate harassment and/or discrimination so that people with disabilities participate fully in college life and are empowered to play a full role in public life. The college recognises that to do so, the adjustments which have been made since the DDA part 4 2001 (SENDA), need to be developed further.

Summary of planned development over the first 3 years of the DES

In the first 3 years of the DES the college intends:

- To involve people with disabilities more fully in college developments by creating a disability advisory group.
- To improve data monitoring so that positive steps can be undertaken to enhance provision
- To continue improvements to estates as well as to teaching and learning approaches so that organisational barriers can be removed.

- To develop staff awareness and expertise through staff development so everyone promotes disability equality.
- To incorporate the suggestions for improvement made by people with disabilities into our action plan (see Appendix 1 for full details of suggestions)

Part 3 — Actively Engaging with People with a Disability

The college Diversity Committee has representation by people with a disability and student's representatives are included in this too. However a decision has also been taken to establish a disability advisory group comprised of staff and students with disabilities, to ensure that their views are able to influence key developments in the college. This will ensure a genuine and active involvement, as the advice given by these individuals will help to ensure realistic action is implemented.

Student Engagement

Focus groups with students have been held towards the end of their course of study in June 2006 to capture their views about both the positive and negative aspects of the college. Further focus groups have been held with students part way through their course in October and November 2006. In addition a questionnaire has been circulated through a variety of mechanisms – website, VLE, Questionnaires distributed at meeting points (library, refectory, reception areas) as well as through Learning Support staff speaking directly to students.

A collaborative approach in partnership with Elmwood and Lauder colleges enabled the three colleges to invite members of Fife Employability Network to a consultation event. The network includes all the voluntary sector and disability agencies in Fife. In addition to getting the views of those who were able to attend the event, a questionnaire was circulated to the membership. These groups have indicated a willingness for ongoing involvement with the three colleges in Fife to continue the Disability Equality Scheme work by monitoring and evaluating our schemes. There is recognition that progress has been made and this is reflected in Appendix 1 “Priorities of People with a disability”, which summarises the positive comments and suggestions for improvement by people with a disability collated from focus groups held in June, October and November, as well as individual responses to consultation questionnaires. Appendix 2 “Inclusion Audit - Disability 2006 highlights the progress over the last two years. These points have been included in the Action Plan

Staff Engagement

A questionnaire issued to staff will obtain their views on selection processes, staff development, policies and procedures, IT, and the physical environment. This is also aimed at ensuring staff who are either disabled or who have an interest in people working with disabilities can identify their suggestions as to how the College can become a proactive agent of change in order that the College promotes disability equality.

Part 4 — Leadership and Management

The responsibility for this work comes under the remit of the Assistant Principal for Curriculum and Quality who chairs the Diversity Committee and also has responsibility for guidance, learning support, quality, and the curriculum focus of the teaching institutes. The Diversity Committee is comprised of three of the College Directors, who have responsibility respectively for HR, Community Colleges and Learner Services. Trade Union Representatives from both teaching and non teaching areas of the college and the Estate Manager, Teaching Staff and Student Association Representatives are all active members of the committee which has responsibility for Disability, Race, Access, Inclusion as well as Gender, Age and Sexual Orientation matters

An audit of the college was undertaken by the Chair of the Diversity committee and two of the Directors, using the self evaluation toolkit based on advice from the Scottish Funding Council. In addition a Disability Action Plan has been in place for the last two years on which we can build further actions (see Appendix 2 – Inclusion Audit Disability).

The college has achieved the 2 \checkmark \checkmark symbol for recruitment practice so people with disabilities know we are a supportive organisation. In addition a Disability Policy has been devised to complement the related suite of diversity policies so that staff in particular are aware of the support available to them if they have a disability. Students are informed of what is available through the Disability Statement.

All staff have a responsibility for inclusion and, when students have additional support needs, a Personal Learning Support Plan is created with the learner to ensure that reasonable adjustments can be made. In order to support staff with this inclusion agenda, an ongoing programme of staff development is offered across the college to inform people so they have relevant knowledge, appropriate behaviours, and are able to make reasonable adjustments proactively to help individuals who have disabilities.

The college also works in partnership with other agencies to provide appropriate support to people. Engagement with the Social Work service has resulted in a partnership agreement, “Fife in College Support Service (FICSS)” so that individuals with personal care needs can attend college courses, for which they meet the entry criteria. Further partnerships both formal and informal exist with the Scottish Society for Autism, Social Work Day Centres, key workers from Careers Scotland, Stratheden Hospital – Psychiatric Unit, Educational Psychologists from Fife Council, Beattie Resources for Inclusiveness in Technology and Education (BRITE) Centre, Access Centres, Disability Advisors at the Job Centres, Fife Society for the Blind, Deaf Communication Service, OHSAS (Occupational Health and Safety Advisory Services), and the Access to Work Scheme as well as agencies such as Penumbra

who support young people with Mental Health difficulties, plus all those involved in Fife Employability Network.

In addition Organisational Development is part of the college's agenda particularly because of our recent merger and as a result many of our systems are in the process of being reviewed. The staff involved in this organisational development will take account of the DES to ensure it becomes an integral part of our work.

Part 5 — Carrying out Impact Assessment

The college has established a Policy and Procedures group led by the Assistant Principal for Curriculum and Quality and each policy/procedure has a date for formal review. The main policies likely to impact on the Disability Equality Scheme are:

Title	Review Date
Equal Opportunities Policy (Students)	July 2008
Equal Opportunities Procedures (Students)	September 2007
Inclusiveness Policy (Student)	September 2007
Disability Statement (Student)	Annually
Attendance Policy/Procedure (Student)	September 2007
Complaints Procedure (Students)	April 2008
Anti- Harassment & Bullying Policy (Students) Anti-Harassment and Bullying Procedure (Staff)	September 2007
Student Code of Conduct	June 2008
Anti- Harassment & Bullying Procedure (Students)	September 2007
Anti- Harassment & Bullying Policy (Staff)	December 2007
Disability Policy (draft – staff)	December 2006
Equal Opportunities Policy (Staff)	December 2007

Title	Review Date
Equal Opportunities Procedures (Staff)	December 2007
Recruitment Procedure	February 2007
Induction Procedure (Staff)	February 2007
Staff Code of Conduct	Dec 2007
Sickness Absence Policy	Nov 2007
Sickness Absence Procedure	Nov 2007
Return to Work Interviews	January 2007

Each of the above Policies and Procedures has a named individual with responsibility for implementation. These individuals will need to comply with the Disability Equality Scheme to ensure that the policies, procedures, plans and practice take account of it. The official Policy and Procedure group (a sub group of the Directors Group) will have a monitoring role in this review process so that the impact assessment of policy development will reflect appropriate change. These will also be considered by the Disability Advisory group.

Part 6 — Gathering Information

Students

There are many learners with disabilities who attend a variety of course options

Data on the application form ensures that those who disclose are marked on SITS as having an additional support need and arrangements are made so that the students meet with the learning support specialist staff to agree a Personal Learning Support Plan (PLSP). The SR1 is another mechanism to encourage students to disclose too so their needs can be met by agreeing a PLSP.

The mechanisms for encouraging students to disclose relate to asking these key questions on SR1s and application forms. Producing a disability statement and material for the web site is another way to encourage disclosure, as well as networking with a range of external agencies so that they can encourage people to disclose to us. The prospectus and marketing materials also reflect diversity.

The induction for disabled students takes account of individual need where this is known in advance. Some students start college prior to the commencement of their full time course to help them become orientated to the college. Where necessary, additional support is provided such as a reader/scribe and access to technology.

Currently the college consults with disabled students in various ways. The college has student representation on the Diversity Committee and the Student Association has a Disability post which provides another 'voice' to raise issues and standard surveys are used as well as more focused evaluation questionnaires relating to their experience with the learning support team. Focus groups are also a key component of what is done but the results of this have not been published in a formal way to date.

The information currently collected relates to the groups specified by the funding council. This indicates numbers who have identified a disability at the application stage. This can then be analysed to enable comparisons to be made with previous years. However because the college has only been in existence since 2005, work is currently underway to take the disability data and analyse it so that comparisons can be made with the rest of the student body. The college collects PIs (performance indicator data) about retention and performance, so using this comparative data will ensure that steps can be taken to resolve anomalies. PI data for the previous academic year is collated towards the end of the first semester each year once results are available.

College PI data is available electronically on the staff Information Dashboard and the Course Committee process is to be amended so that the Curriculum Head will

consider the data in respect of disability, as part of the course committee review. In addition the Diversity Committee, Disability Advisory group will consider this data from a broad college perspective to ensure positive action can be taken if there are anomalies in practice.

The college liaises with external agencies so that there is awareness of issues. As a result staff training can be planned to ensure appropriate responses e.g. the council educational psychologists have indicated that there has been an increase in the number of school pupils on the autistic spectrum, which will impact on our student profile in the future. The college has therefore arranged that one member of staff does the postgraduate in Autism and other training has been undertaken with other staff so that the needs of this group can be met.

Staff

The College supports the 'two ticks' recruitment standard and implements it as part of its recruitment processes. The Disability Policy outlines the support that is given to staff who become disabled during their employment

When applying for a post or promoted position within the College, candidates are requested to complete an Equal Opportunities monitoring form. This form asks the candidate to identify if they are registered disabled and what type of disability they have.

All candidates are asked in their invitation to interview letter whether or not they have any special needs requirements for their interview and/or test.

All reasonable steps are taken to ensure that the interview arrangements are such that people with a disability may attend without difficulty.

If an applicant has notified the HR Team that they have a disability, advice may be sought from Occupational Health as to whether adjustments to work premises, practices or equipment may be needed to enable him/her to do the job. These issues are discussed directly with the applicant at the point of interview.

All candidates are assessed on their abilities, experience and suitability for the post according to objective criteria. Selection panels are encouraged to assess how any disabled candidate can meet the requirements of the post, considering any reasonable adjustments which may be necessary or appropriate. Staff involved in recruitment selection will be required to attend specific training to ensure their knowledge is up to date and that they are aware of college policies and procedures in relation to disability and in particular the Disability Equality Scheme.

Many adjustments have been made to staff in the course of their employment at the College and examples of these adjustments are:

- 1 Making adjustments to the premises e.g. by widening a doorway for a wheelchair. Another example is that the College has installed flashing lights in toilets for fire alarms,
- 2 Allocating some of the disabled person's duties to another person,
- 3 Being flexible with the disabled person's working hours,
- 4 Assigning the disabled member of staff to a different place of work, e.g. if a building is inaccessible,
- 5 Acquiring or modifying equipment, e.g. providing a especially adapted keyboard for a visually impaired person
- 6 Providing a reader or interpreter
- 7 Providing a member of staff to support the disabled person, as required.

Where a member of staff becomes disabled during the course of their employment, all reasonable steps are taken to try and accommodate the effects of their impairment by making adjustments to their existing employment, or through appropriate retraining and redeployment, enabling them to remain in employment with the College, wherever possible.

A member of the HR team will seek the involvement of the individual concerned, an Occupational Health Adviser, and/or other specialist agencies, in order to assess the effects of the impairment and explore possibilities for appropriate and practical adjustments.

The relevant Line Manager, in conjunction with a member of the HR Team, is responsible for discussing with disabled employees any individual needs they may have, such as additional induction requirements, particular equipment, or car parking and ensuring that support is provided on an ongoing basis with regular assessment of whether needs are being met. The Line Manager is also responsible for monitoring any adjustments to the working environment or the continued effectiveness of any equipment, in consultation with the individual.

Part 7 — Putting the Scheme into Practice

The Disability Equality Scheme will be available on the college website as well as a copy being held in each of our library/learning centres. In addition an electronic copy will be issued to all organisations involved in Fife Employability Network, as this will ensure that the organisations with a focus on disability issues will be informed about our intentions. This group have also agreed to assist the colleges in Fife with the monitoring and evaluation of our Disability Equality Schemes with annual meetings.

The Disability Equality Scheme is the responsibility of the Principal through the senior management of the college. The Board of Governors will approve the Disability Equality Scheme and any proposed amendments from time to time. Staff awareness raising sessions will also be held for everyone.

The Policy and Procedures group is a sub group of the Directors Committee so impact assessments undertaken by this group which is chaired by the person who also chairs the Diversity Committee, will ensure that all appropriate actions and outcomes are disseminated appropriately, through these two channels of the organisation (Diversity and Directors).

Part 8 — Monitoring and Evaluation

The Action Plan will be formally reviewed towards the end of each year (Performance Indicator data will be available in October/November) by the Diversity Committee and the Disability Advisory Group, so this information can be used to inform the subsequent updates of the Action Plan.

There will also be interim reviews as the Diversity Committee and Disability Advisory Group meet four times per year. Dissemination of these reports will also include the Academic Board and Directors Group as they have a responsibility for this Action Plan as does the Board of Governors.

A further part of this process will be the consultation meetings with F.E.N. (Fife Employment Network) held annually in partnership with Lauder and Elmwood colleges. Annual reports will be made available to network members and will be available on the college website.



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Disability Equality Scheme Action Plan 2007–2010

Action Plan 2007–2010

Action Plan 2007 to 2010 What has to be done	By Whom	When
Establish a Disability Advisory group of the Diversity Committee to include staff and students with disabilities to ensure their involvement in the policies and procedures plans and practices of the college including the Disability Equality Scheme Action Plan. This group to meet prior to each full Diversity Committee.	Diversity Committee to agree this and then advertise for members	Agenda item on 14 December 2006
Publish the reports on consultation and Action Plan.	Diversity Committee to agree this and then advertise for members	Annually in November
Monitor college student PI data at whole college/ Institute level to determine strategic priorities using reports generated each year.	Disability Advisory Group	Autumn each year
Review the adequacy of the data gathering process and staff consultation processes.	Disability Advisory Group	Annually in November
Identify organisational barriers that might not be immediately apparent.	Disability Advisory Group	Quarterly meetings
Hold Learner Forums.	Disability Advisory Group	Annually

Action Plan 2007 to 2010 What has to be done	By Whom	When
Conduct impact assessments of the relevant policies and procedures to ensure disability equality is promoted.	Policy and Procedures sub group	In line with specified schedule
Course committee procedures to reflect DES so an analysis of the PI data comparing the experiences of people with a disability can be undertaken by Curriculum Heads and improvements made is necessary.	Director of Quality and Quality Team	March 2007 and annually
Quality team to co-ordinate findings of Course Committee and highlight these to the Disability sub group of the Diversity Committee.	Director of Quality and Quality Team	March 2007 and annually
Quality team to ensure that survey questions allow the views of those with disabilities to be compared to the majority so that positive action can be taken to improve position.	Director of Quality and Quality Team	August 2006
Summaries of these reports to be passed to those with responsibilities for the specific areas where issues have been identified so that appropriate action can be taken.	Director of Quality and Quality Team	After completion of each survey
Analyse PI data and compare the results of students with disabilities to their peers as part of the Course Committee review	Curriculum Heads	November each year

Action Plan 2007 to 2010 What has to be done	By Whom	When
process held in Semester 1 for the preceding year. Curriculum Heads to make recommendations for improvements.		
Promote positive attitudes to disability through the curriculum and in teaching and learning approaches. e.g. in citizenship discussing the roles of people with a disability who are public figures	Teaching and Learning Committee; DELTA; Lecturers	By 2010
Ensure all staff are aware that they should be a positive role models through annual review processes staff development and emphasising the college ethos to encourage positive attitudes to people with a disability	Support Directors and Teaching Directors; All staff	2007 and ongoing
Increase resources such as touch screens for PCs, interactive Whiteboards.	Learning Support	2007
Provide essential information to teaching staff about those with additional support needs for the first day.	Learning Support	2008
Provide more sessions on use of special technology.	Learning Support	2007
Inform agencies of the 'disability' person to enable preparation/pre-entry liaison.	Learning Support	2007
If personal care is needed, this should be	Learning Support	2007

Action Plan 2007 to 2010 What has to be done	By Whom	When
planned in advance.		
Consider study clubs in the evening at other campuses.	Learning Support	2009
Ensure all college promotional materials promote that the college welcomes applications from disabled staff and students.	Marketing and Human Resources	Annually in September
Create student run support groups to enable socialisation between those with ASN and students without ASN. This will also help promote positive attitudes to disability.	Student Association	2008
Update the standards in the annual review documents to ensure the inclusion of diversity/disability statement	Human Resources Organisational Development Manager	March 2006
Staff development sessions (4 per year) led by those with disabilities to be held with front line staff (reception, admissions, library, student funding, janitorial, refectory, teaching staff) to increase their awareness of the capabilities, not the disabilities, of those with additional support needs when institutional barriers are removed. The focus for each session should be different to increase the breadth of awareness e.g. Hearing	Manager POD	Annual programme held during year

Action Plan 2007 to 2010 What has to be done	By Whom	When
<p>impairments, Visual Impairments, Disability Etiquette, Mental Health training etc. This will enable all staff to be positive role models in promoting positive attitude to students.</p>		
<p>Manager (Policy and Organisational Development) to identify under representation at these sessions and inform Diversity Committee, and Directors so that staff representation is equitable across the college.</p>	<p>Manager POD</p>	<p>Only if necessary</p>
<p>College Directors to ensure that at least one representative of their staff should attend each session. Representation should be across the team to ensure greater awareness.</p>	<p>Directors and Managers</p>	<p>4 times a year</p>
<p>Enable collaboration between mainstream courses and those for people with Additional Support Needs to encourage socialisation.</p>	<p>Teaching Directors and their staff</p>	<p>2008</p>
<p>Provide handouts in advance.</p>	<p>Teaching Directors and their staff</p>	<p>2007</p>
<p>Increase the provision of leisure classes, and the number of preparation courses, as this would benefit people with disabilities.</p>	<p>Teaching Directors and their staff</p>	<p>2008</p>

Action Plan 2007 to 2010 What has to be done	By Whom	When
<p>Estates strategy to incorporate a disability strand within it to enable suggestions made by those with disabilities to be incorporated into the annual planning process</p>	<p>Estates Manager/ Disability Advisory Group</p>	<p>Annually in line with strategic planning cycle</p>
<p>Ongoing monitoring of estates to be sustained with annual reviews informed by the Disability Advisory Group, so a plan of work can be implemented.</p> <p>Phase 1 actions for consideration</p> <ul style="list-style-type: none"> • Treads at doorways to be level • Spacing between sets of doors to be adapted to ensure mobility • Automatic doors to be increased (St Brycedale upper floors and Stenton Refectory) • Reception Areas to have a knee hole space or shelf at a height conducive to people in wheelchairs to enable signing in • Signage in Braille and at heights to suit wheelchair users • Improve building signage at Stenton • Good lighting in car parks is needed • Ensure people do not park on kerbs on campuses or block access at dropped kerbs • Ensure parking for people with 	<p>Estates</p>	<p>To be agreed with the D.A.G for the 3 years of the Action Plan</p>

Action Plan 2007 to 2010 What has to be done	By Whom	When
<p>disabilities is available and signposted.</p> <ul style="list-style-type: none"> • Adjustable height tables are good; more are needed in refectory and in specialist areas • Consider provision of a quiet space as those with sensory problems may get information overload • Stenton campus confusing due to number of outbuildings, so signage about disabled parking is needed • Monitor abuse of disabled parking bays • Prevent lift being used by those who do not have a physical disability 		
<p>Better signage for disabled parking at each campus.</p>	<p>Marketing and Estates Team</p>	<p>August 2007</p>
<p>Notices should be provided at each entrance to a building indicating the 'You are here' message and showing how to get to reception.</p>	<p>Marketing and Estates Team</p>	<p>August 2007</p>
<p>Maps indicating how to get how to get to a campus should be devised to ensure those with visual disabilities can follow written instructions rather than having to rely only on a graphical format.</p>	<p>Marketing and Estates Team</p>	<p>August 2007</p>
<p>Review recruitment processes and literature to ensure that the college continues to hold the "two ticks" symbol.</p>	<p>Human Resources</p>	<p>Ongoing</p>

Action Plan 2007 to 2010 What has to be done	By Whom	When
Review the staff Survey to include relevant questions on disabilities beyond mental aspects such as stress.	Human Resources	2007
Promote the services of OHSAS and produce leaflets on the Occupational Health Service and its benefits for disabled staff or staff who become disabled.	Human Resources	2007
Extend equal opportunities data monitoring to include staff development undertaken by disabled staff and promotion disabled staff.	Human Resources	2007
Provide staff development to new recruits during the induction process on the colleges approach to diversity.	Human Resources	Ongoing
Staff interviews and induction processes must ensure people are disability aware and know what is expected of them and that the college will support its staff.	Human Resources	2007
Improve School/College links to enhance preparation for college for those with Additional Support Needs (ASN).	Teaching Directors/ Guidance/Learning Support	Ongoing
Improve networks to help with employment post college for those with ASN	Teaching Directors/ Guidance/Learning Support	Ongoing

Action Plan 2007 to 2010 What has to be done	By Whom	When
Allow flexibility in delivery of courses where learning is affected by medication.	Teaching Directors/Student Funding	2007
Implement strategy to inform people if a class has been cancelled or relocated.	Registry and Organisational Development	Ongoing and completed by 2009
Improve information about studying whilst on benefits	Guidance in partnership with the benefits agency	2007

Appendix 1

Priorities of people with a disability — collated from focus groups held in June, October and November as well as individual responses to questionnaires.

Things to keep	Actions to take
Access is good.	Improve school/ college links to improve preparation for college for those with ASN e.g. involving careers and having visits.
Good work with people with learning difficulties.	Ensure staff development so that all staff treat people with dignity and respect and act as role models for students.
Level exits as well as entrances for fire evacuation.	Provide a knee-hole space or shelf at dropped reception areas, for people in wheelchairs to be able to sign in.
Hoists provided in toilets when necessary.	Treads at door ways need to be level.
Dropped kerbs to enable mobility	Doors need to be spaced if they are in sets.
Continue practice of disability audits.	If personal care is needed, this should be planned in advance. College should make this clear.
Maintain practice of encouraging disclosure to enable appropriate support.	Ensure parking for people with disabilities is available and

Things to keep	Actions to take
	signposted.
Continue to advertise our posts through Fife Council's FEN link to ensure the disability organisations are aware of our vacancies and that we have the 2 √√ for disability recruitment.	Good lighting in car parks is needed.
College works well with outside agencies.	Ensure people do not park on kerbs on college campuses or block access at the dropped kerb.
Continue to offer a buddying option to people with disabilities.	All staff to receive Disability Equality Training from people with disabilities (DRC registered list) to help change attitudes.
Seating arrangements in classroom settings can be changed to accommodate people with disabilities.	Staff interviews and induction processes must ensure people are disability aware and know what is expected of them and that the college will support its staff.
Continue to ask if people need help at interviews e.g. reader/ scribe.	Allow flexibility in delivery of courses where learning is affected by medication e.g. extend duration of courses; shorter day.
Courses are more accessible and centred on people with physical and learning difficulties.	Improve networks to help with employment post college e.g. careers
Reception staff are friendly.	Involve staff and students with disabilities more.

Things to keep	Actions to take
Continue to employ Learning Support Co-ordinators who are advisors for people with disabilities.	Instructions needed as well as maps for people coming to the college for the first time, as diagrams can be difficult to follow.
Special software like TextHelp is good.	Advertise more prominently that material can be made available in alternative formats (font size, tape, Braille, electronically).
Support sessions available during the day are helpful.	Provide a location map 'You are here' at each entrance door.
Learning support staff are available on a daily basis.	Signage should be at a height for wheel chair users.
Study Clubs in the evening are helpful.	Braille signage is needed.
Facilitators make a real difference. (Reading, Scribing, notetaking etc)	Increase provision of leisure classes through the day, as this would benefit people with disabilities, as everyone can be different.
There's a good support system and guidance is very accessible. Someone is always available to listen to problems.	Adjustable height tables are good but more are needed in the refectory and in specialist areas.
Alphasmarts and other technological devices all help e.g. Spellchecker/Dictionaries; TextHelp special software, Dictaphones.	Inform agencies of the 'disability' person to enable preparation/ pre-entry liaison.
Roaming profile on PCs to allow special settings	Implement strategy to inform

Things to keep	Actions to take
is helpful.	people of a class has been cancelled or relocated.
Provision of lockers for those with disabilities is good.	Consider provision of a quiet space as those with sensory problems may get information overload.
Students have indicated that staff are good.	Access to upper floors needs consideration.
Burness building of the Stenton Campus is very accessible.	Stenton campus confusing due to number of outbuildings, so signage about disabled parking is needed.
Educational visits are of great value to many students and the college's adapted minibus, which takes those in wheelchairs, enables this to happen.	Provide essential information to teaching staff about those with additional support needs for the first day
Good integration of students with disabilities.	Need to improve information about studying whilst on benefits.
	Monitor abuse of disabled parking bays.
	Students should be given the chance to sit where they wish in the refectory not made to stay with their group.
	Hold learner forums.

Things to keep	Actions to take
	Create student run support groups as experienced students can help new students.
	Increase number of preparation courses.
	Prevent lift being used by those without a physical disability.
	Mix more mainstream courses with Special Needs ones to enable socialisation.
	Increase resources such as touch screens with PCs.
	Mental health provision could be better if staff were trained.
	Provide more sessions on use of special technology.
	Provide handouts in advance.
	More automatic doors needed at St Brycedale Campus and going out of the Rotunda in Stenton.
	Ensure that contrasting colours are deployed (e.g. in toilets, stair treads) so that people with visual

Things to keep	Actions to take
	difficulties can see more easily.

Appendix 2

Inclusion Audit Document 2006

Disability

Current Practice		Action	By Whom	Date
1. Ethos and Culture	1.1 The ethos of the college is reflected in the mission statement, the corporate and strategic plans as well as in the policies and procedures to which the college operates. Merger has pulled together best practice but some of the policies are still in draft format.	Draft policies to be confirmed with the Trade Unions	Director – HR	According to P&P timetable

Current Practice		Action	By Whom	Date
	<p>1.2</p> <p>The current estates strategy considers the needs of those with disabilities by continuing to improve access. Lack of suitable interview space with the capacity to take a wheelchair is an issue at St B campus; internal access doors and the need for induction loops are also an issue on this campus.</p>	<p>Issues to be raised to estates for action over next year</p>	<p>Director – Learner Services, Estates Manager</p>	<p>Oct 2006</p>
	<p>1.3</p> <p>Staff induction covers equal opportunities. Process to be reviewed to ensure all legislative aspects are covered e.g. Child Protection and the new Disability Equality Scheme and are made known to all staff from Board level down</p>	<p>HR to ensure that the review of induction includes the duty to promote aspect and not just the need to conform</p>	<p>Director - HR</p>	<p>Oct 2006</p>

Current Practice		Action	By Whom	Date
2. Information	<p>2.1</p> <p>The marketing materials provide students with an overview of provision and have been made available on request in alternative formats (Braille and electronic). The new website is under construction and a new working group will help to ensure that issues for people with disabilities are taken into account. Images reflect disability positively e.g. TV adverts include exemplar with student signing in BSL.</p>	Diversity member to be represented on the working group	Director – Learner Services	August 2006
	<p>2.2</p> <p>A disability statement is available and is issued to prospective students at interview. The information is also shared with Network Partners. Whilst</p>	None necessary	Done	Ongoing

Current Practice		Action	By Whom	Date
	printed in a large font it is also available in alternative formats. It is reviewed annually.			
	2.3 Selection criteria in the prospectus are not always clear especially as BRITE recommend that a “no entry requirement” type statement is not helpful.	This needs to be considered for next years prospectus	Director Learner Services to raise with Teaching Directors and Marketing	Sept 2006
3. Pre – entry / Recruitment	3.1 Staff attend school case conferences and arrange visits for those with Additional Support Needs. (ASN) The recruitment process asks people to self disclose areas of need so that learning support interviews are arranged. This which ensures that applicants have	Continue current practice	Learner Services Personnel / Special programmes staff	Ongoing

Current Practice		Action	By Whom	Date
	their support needs considered from the outset. Where recruitment processes include written tasks, students are given alternative arrangements e.g. reader/scribe.			
	3.2 Preparation courses are available through flexible learning, core skills and literacy provision.	Continue current practice	Teaching Institutes / Learner Services	Ongoing
	3.3 Taster options are provided to help students with ASN to settle in to college either by infilling into classes, attending flexible learning options or the study club.	Continue current practice	Teaching Institutes / Learner Services	Ongoing

Current Practice		Action	By Whom	Date
	<p>3.4</p> <p>Course information leaflets for those with ASN needs to be in a more user friendly format</p>	Leaflets to be amended	Marketing/Manager of Special Programmes	
4. Induction / Enrolment	<p>4.1</p> <p>Students are given an overview of a range of college services to ensure they are fully aware of the support available to them. In addition to the handbook/diary guidance staff make them aware of their entitlement to learning support, financial help etc. This material is made available in alternative formats.</p>	Continue current practice	Learner Services staff/ Curriculum Heads	Ongoing
	<p>4.2</p> <p>This information is also available on</p>	Continue current practice	Learner Services staff	Ongoing

Current Practice		Action	By Whom	Date
	the VLE so that students who enrol late can be directed to it.			
4.3	Students with ASN who need help e.g. those with Asperger's Syndrome are also supported by the facilitator staff (reader/scribe etc).	Continue current practice	Learner Services staff	Ongoing
4.4	The induction checklist ensures that staff remind students of policies and procedures with an Equal Opportunity focus. The code of conduct reiterates acceptable behaviour to others, as does Our Charter.	Continue current practice	Learner Services staff/ Curriculum Heads	Ongoing
4.5		Marketing team to co-ordinate this so that	Marketing Manager to	Aug 2006

Current Practice		Action	By Whom	Date
	Themed diversity poster campaign is needed to remind students and staff.	mental health, ethnicity etc are promoted in a positive way on all campuses.	arrange	
	4.6 SR1 completion needs to be accurate to enable monitoring of data, so staff need to ensure this happens.	Teaching staff to be reminded of importance of ensuring accurate data is on SR1	Registry Services	Aug 2006
	4.7 Outreach staff need to be fully aware of policies and procedures	Provide copies of all policies and procedures to outreach locations.	P & P Subgroup	Sept 2006
5. Assessment Practice	5.1 Special exam arrangements are implemented for those with recognised needs, as per the criteria specified by	Continue to conform to requirements of the examining bodies. As part of the ongoing verification process, staff should	Teaching staff who are preparing / reviewing materials to consider these points.	Ongoing Ongoing

Current Practice		Action	By Whom	Date
<p>the examining bodies. This includes SQA, The British Computer Society (re ECDL) City and Guilds etc. Internal assessments can also be done with the same adaptations to prevent artificial barriers.</p> <p>Extra time</p> <p>Access to a PC</p> <p>Use of a reader/scribe</p> <p>Access to a dictionary (if English is a second language)</p> <p>Sympathetic marking</p> <p>Separate accommodation</p>	<p>ensure the context reflects a multi-cultural society. Stereotyping should be avoided.</p> <p>These aspects which are comprehensively deployed for external exams need to be consistently applied to internal assessments</p>	Teaching staff		
5.2	Continue to provide	Teaching staff and Learning	Ongoing	

Current Practice		Action	By Whom	Date
	Initial screening is undertaken by Curriculum Heads, and marked by Core Skills and Learning Support staff to ensure appropriate support is provided to individuals.	necessary support	Support	
5.3	Formative assessment is used to inform students, and staff, of areas where remediation is needed. This may mean a referral to Learning Support.	Teaching staff to use the Referral process where there are major concerns.	Teaching staff	Ongoing
5.4	Diagnostic assessment is used to enable students to access the full range of support to which they are entitled.	Continue this practice	Learning Support staff	Ongoing

Current Practice		Action	By Whom	Date
	<p>5.5</p> <p>Needs assessments are conducted for students progressing to HE programmes of study. This is through BRITE and not yet as part of the DSA pilot</p>	<p>BRITE trained staff to conduct assessments for students with dyslexia and monitor level of work to determine feasibility of joining the DSA pilot.</p>	<p>Learning Support staff</p>	<p>June 2007</p>
6. Links to External Agencies	<p>6.1</p> <p>Relationships are conducive to providing to providing the optimum support for learners with informal links to many organisations, e.g.</p> <ul style="list-style-type: none"> • Schools • Psychological Services • Careers Scotland • Social Work Service 	<p>Continue to maintain these links and to work in partnership to support students</p>	<p>Directors Group; Learning support and Guidance staff</p>	<p>Ongoing work</p>
		<p>Consult with the local disability agencies as part of the Disability Equality Scheme</p>	<p>Director – Learner Services</p>	<p>Sept 06</p>

Current Practice	Action	By Whom	Date
<ul style="list-style-type: none"> • Projects for the Homeless • Literacy Action Plan Partners • Fife Council – Community Learning Strategy Group • Sensory Impairment Centre – Fife Society for the Blind Deaf Communication Service • RNIB • RNID • Fife Health Board – Occupational Therapists • Scottish Dyslexia Association • LEAD • SKILL • SFEU 			

Current Practice		Action	By Whom	Date
	<ul style="list-style-type: none"> • BRITE • FICCS – Fife In College Support Service (partnership Matters) • College Partners 			
7. Guidance	<p>7.1</p> <p>The Learner Services directorate has a team of guidance and progression advisers who provide specialist advice and support at key stages (i.e. pre entry; induction; on-going; pre exit and exit). These staff have a key role in the promotion of equal opportunities and facilitate support to learners to ensure access to the curriculum. They have a central role in the implementation of policies and procedures, which support inclusive approaches and deliver staff</p>	Continue to arrange as appropriate	Director – Learner Services and Guidance team	Ongoing

Current Practice		Action	By Whom	Date
	briefings related to these.			
	7.2 (i) Counselling Services for students are also co-ordinated through the Guidance team. Teaching staff can arrange counselling by referring students to the guidance team.	Continue to arrange as appropriate	Director – Learner Services and Guidance team	Ongoing
	7.2 (ii) College staff can arrange counselling through OHSAS	Continue to arrange as appropriate	Director – Learner Services and Guidance team	Ongoing
	7.3 Mentoring is arranged for individual students who have been recognised as needing more personal support	Continue to arrange as appropriate	Director – Learner Services and Guidance team	Ongoing

Current Practice		Action	By Whom	Date
8. Retention and Achievement (R&A)	8.1 The college considers this a priority area so our Attendance Policy has R&A as a central driver. Individuals with recognised difficulties which might affect attendance have their needs considered. LS staff or CHS identify individuals to whom this may apply so a flag is put at the record	Remind staff dealing with students with problems which affect attendance that exceptions are allowed	Manager Admissions Information and Student Funding	Sept 06
	8.2 The college SITS system provides data relating to disability and this is easily available on the Information Dashboard. However the merging of data and synchronisation of both college systems has been complex and time consuming and some essential	A request to the e-business systems group needs to be raised to enable comparative data to be used to inform the college's actions, if the data shows discrepancies in recruitment patterns attendance and	Director and Manager of Registry Service	Sept 06

Current Practice		Action	By Whom	Date
	monitoring processes have been omitted due to the other business systems developments.	recruitment.		
	<p>8.3</p> <p>The data is not monitored to enable targeting of specific groups, nor are the key performance indicators used to ensure that those with ASN have a positive experience, which is reflected in equitable performance indicators. Work needs to be done to improve these student numbers with the local demographic data to ensure equitable access.</p>	Data to be monitored data and action plan determined to resolve any issues	Diversity Committee	As per meeting schedule circa November 07
9. Progression/ Articulation	9.1 College systems allow individuals to consider the next stage and provision	Maintain and develop appropriate links.	All staff with a guidance responsibility	Ongoing

Current Practice		Action	By Whom	Date
	is available through a range of networks to consider the next stage, e.g. Careers Scotland; LEAD; SAAS-DISA.			
10. Strategic Planning	<p>10.1</p> <p>The Corporate Plan acknowledges the importance of diversity and inclusion with values that make this explicit.</p> <ul style="list-style-type: none"> • Valuing clients and colleagues and treating others with respect and integrity • Embracing diversity as a cornerstone of our learning community 	Diversity Committee to take the lead in inclusive approaches – Disability Equality Scheme Inclusion	Diversity Committee	As per meeting schedule
	The college is actively involved in a range of national and local inclusive developments under the auspices of	A Disability Equality Scheme is needed	Diversity Committee	

Current Practice		Action	By Whom	Date
	the Community Learning Strategy e.g. Adult Literacy and Numeracy Action Plan; Same As you; Social Inclusion Partnership; Fife Lifelong Learning Partnership; TESS – Tertiary Education Student Support (SEAD).			
	The committee structure of the college includes a diversity committee to ensure that inclusive approaches continue to be integral to the development of the college. The committee will need to take account of the recent legislative drivers and the advice in the HMle ‘implementing Inclusiveness’ document.	Access and Inclusion to be focused on in the coming year	Directors led by Diversity Committee	
11. Resources	11.1 Staff	Continue to ensure that differential approaches to teaching and learning are	All staff engaged in the teaching and learning process with staff development	

Current Practice		Action	By Whom	Date
	<p>Teaching staff have a comprehensive range of general skills and take account of individual need, following advice from specialist learning support staff who have qualifications, or are working towards these in dyslexia, autistic spectrum disorders or BRITE. A team of student facilitators also provide additional individual support and learning assistants provide support to class groups and help individuals access new technology. BSL interpreters and communication support workers provide specialist help to those with hearing difficulties.</p>	<p>deployed to provide appropriate support.</p>	<p>support from Manager Organisational Development.</p>	
11.2	<p>Ongoing staff development is provided to all staff utilising internal expertise or</p>	<p>Continue to provide but monitor patterns of attendance to ensure cross college</p>	<p>Manager –Organisational Development.</p>	<p>Ongoing</p>

Current Practice	Action	By Whom	Date	
	<p>from external providers. This is important to extend knowledge of inclusive approaches of current staff and for new staff.</p>	<p>representation at events.</p>		
	<p>11.3 Technology The college has an extensive range of technological resources (Laptop, Palm Pilots, Digital Cameras, Alphasmart Keyboards, Large Monitors, Dictaphones, Braille Resources, Loop Systems and specialist Software) to ensure individual needs can be met. Students are made aware of how to use these by LS staff. Resources are located at the main campus but are deployed as needed at outreach centres. Adjustable height desks are available at every</p>	<p>Continue this practice</p>	<p>Learning Support</p>	<p>Ongoing</p>

Current Practice		Action	By Whom	Date
	campus. Resources can be sourced via partners too.			
11.4	Estates Manager ensures that we are compliant when new developments are implemented	Continue this practice	Estates Manager	Ongoing
11.5	The college has numerous resources and software to support those with additional needs e.g. Co Writer, Penfriend, SuperNova, Jaws, Dragon Dictate and site licences for TextHelp. Learning Assistants in the learning support team are able to train people in their use.	Encourage greater use of resources such as TextHelp.	Teaching staff and Learning Support	Ongoing

Current Practice		Action	By Whom	Date
	New ICT resources need to be compliant with DDA (Senda) legislation for those with disabilities	Introduce practice of checking that resources are accessible and compatible.	Director ICT Services	Ongoing
11.6	Teaching Materials The college will provide coloured sets of materials for those with scotopic sensitivity through central reprographics.	Staff producing material (Registry and teaching) need to be aware of guidelines.	Director Registry Services	Oct 2006
	Work is being undertaken, linked to QELTM, to ensure that resources are converted to electronic format so that they are able to be produced in an appropriate medium to suit individual need. (font size, voice over via text	Continue this focus	QELTM Co-ordinator	Ongoing

Current Practice		Action	By Whom	Date
	reading software)			
	<p>Staff using a whiteboard, OHP, PowerPoint or smart classroom provide individuals with specific difficulties an appropriate alternative medium e.g.</p> <ul style="list-style-type: none"> • OHP copies in advance, and magnified if necessary • Legible copies of board work • PowerPoint slides in large font 	Monitoring of this type of adjustment arises from student feedback in reviews	Learning Support Co-ordinators if issues arise	Ongoing
	If a data projector does not have parallel viewing to enable those with a visual impairment to work at a large monitor in close up then staff need to ensure access.	Staff to provide a 1-1 overview session if parallel viewing or pre-viewing is not feasible.	Teaching staff	As appropriate

Current Practice		Action	By Whom	Date
	11.7 Support Materials	Marketing and support directorate staff to take account of these guidelines when producing materials	Staff Development/Awareness raising advice by Learning Support staff	Ongoing
12. Estates	12.1 The college has made significant changes to Estates with each campus being DDA compliant for access: <ul style="list-style-type: none">• ramps• automatic doors• talking lifts• handrails on staircases• clearly defined treads• fire refuges clearly marked	Flashing lights in toilets to alert deaf people in the event of a fire need to be installed at all campuses	Estates Manager	Session 2006-7

Current Practice		Action	By Whom	Date
	<ul style="list-style-type: none"> toilet facilities for the disabled flashing lights in toilets to alert deaf people in the event of a fire are not yet on every campus. 			
12.2	Access within the St Brycedale campus could be improved with internal automatic doors and induction loops.	Internal automatic doors which support access within the building are needed at St Brycedale. A proposal with costings needs to be done	Estates Manager	Session 2006-7
	Repairs to doors need to be prioritised when they break down	Estates team to be aware of urgency	Estates Manager	Ongoing – on demand
12.3	If there are accommodation difficulties, timetables would be altered to enable access e.g. closer to a facility such as	Timetabling to ensure this happens if requested	Team leader - Timetabling	

Current Practice		Action	By Whom	Date
	a toilet/refectory to minimise.			
	12.4 Signage is being reviewed for the new college so tactile signage with clear definition is needed.	Signage to be compliant with DDA (Senda) legislation	Estates Manager	Session 2006-7
13. Teaching and Learning	13.1 Staff respond to the needs of those who experience difficulties by taking account of their individual needs.	Ongoing staff development is needed to ensure the needs of individuals with disabilities can be met.	Manager Organisational Development/ Teaching Staff	Ongoing
	13.2 A variety of approaches is employed by staff, and additional support is provided in class where necessary through the provision of Facilitators -readers and	Continue to provide focused sessions relating to particular class groups.	Learning support staff	Ongoing

Current Practice		Action	By Whom	Date
	scribes. Double staffing with specialist Learning Support input is also implemented where necessary.			
	13.3 Curriculum design takes account of those with disabilities as staff change the methodology, the resource in use, or the organisation of the class layout or duration.	Ensure staff are aware of the need to do this	Learning Support / Manager Organisational Development	Ongoing
14. Social Areas	14.1 Access is considered in refectory, learning centres and library facilities to ensure mobility. Personal assistance is given if this is needed either for personal care (in partnership with Social Work Services) or by staff in the	Staff responsible for these areas to monitor utilisation and layout to prevent lack of access.	Manager Learner Resources/ Rotunda Refectory Manager	Ongoing

Current Practice		Action	By Whom	Date
	<p>area</p> <p>e.g. Library staff have notices offering assistance to those unable to reach the top shelves.</p>			
15. External Events	<p>15.1</p> <p>College Transport</p> <p>A minibus designed for students in wheelchairs is available.</p>	<p>Staff organising transport to specify use of this bus for students in wheelchairs to prevent discrimination</p>	<p>Teaching staff / Transport Team Leader</p>	<p>Ongoing</p>
	<p>15.2</p> <p>Venues used for graduation and public events (Atrium/Rotunda/Johnston Suite) have induction loop facilities. Layout needs to ensure mobility is not an issue for those with disabilities.</p> <p>BSL Signers may be needed and</p>	<p>Staff organising events to remember to include this type of information / question to guests so that their needs are met.</p>	<p>Marketing Events Team Leader</p>	<p>Ongoing</p>

Current Practice		Action	By Whom	Date
	can be booked through Fife Councils Deaf Communication Service			