



# POLICY

## DISABILITY EQUALITY POLICY

<b>DOCUMENT CONTROL</b>	
<b>SLT owner:</b>	<b>Principal</b>
<b>Together with:</b>	
<b>Date created/updated:</b>	<b>June 2004/November 2009/Nov 2012</b>
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<b>Initials of Assessor:</b>	<b>MJW</b>

### College Mission Statement

To be a Sixth Form College with excellent academic achievement and enrichment that supports tailored student progression.

### 1. AIMS

- a) To promote disability awareness and positive attitudes towards disability across the college
- b) To meet the needs of learners with a disability
- c) To meet the needs of staff with a disability
- d) To improve accessibility to learning
- e) To improve accessibility to the accommodation.
- f) To eliminate unlawful discrimination

### 2. INTRODUCTION

#### 2.1. What is the Disability Equality Duty and what is a Disability Equality Scheme?

2.1.2. The Disability Discrimination Act (DDA) was introduced in 1995. The Disability Equality Duty extended that requirement (2009) and is in line with the requirements of the consolidated Equality Act of 2010.

2.1.3. The college will produce an annual scheme or action plan to support this policy and the over-riding diversity and equality policy. The Scheme requires Shrewsbury Sixth Form College to impact assess all policies, procedures and practices. Impact assessment means to evaluate policies, procedures and practices in terms of their potential to disadvantage people with disabilities. Impact assessment may identify areas of discrimination both overt and hidden, may highlight potential discriminatory practice, or may highlight aspects which actively promote disability equality.

### 3. DEFINITION

#### 3.1. What is a disability according to the Discrimination Disability Act?

- 3.1.1. A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his or



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her ability to carry out normal day to day activities. This core definition is then modified in a number of ways.

- 3.1.2. Long-term means that the disability has lasted or can be expected to last at least 12 months (or for the rest of the person's life if this is shorter). People with fluctuating and recurring conditions, who have an individual episode involving substantial adverse effects which lasts less than 12 months but which is likely to recur are also covered by the Act's definition.
- 3.1.3. An impairment's effect on normal day to day activities must be substantial, interpreted in the statutory Guidance as meaning "something more than minor".
- 3.1.4. For an impairment to be treated as affecting the ability of the person to carry out day to day activities it must affect one or more of the categories of listed activities: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move everyday objects; speech; hearing; sight; memory; the ability to learn, understand or concentrate; the perception of risk or physical danger.
- 3.1.5. The DDA makes special provision for progressive conditions. Where such a condition results in an impairment which has an effect on an individual's ability to carry out normal day-to-day activities, but that effect is not substantial, the person is nevertheless deemed to have an impairment which has a substantial adverse effect if the condition is 'likely' in the future to have substantial effects. This will remain even if the symptoms disappear i.e. the person goes into remission.
- 3.1.6. Impairments whose effects are controlled or corrected by the use of medication, prosthesis, an aid or otherwise, still count as a disability if they would have a substantial effect on a day to day activity, but for the fact that the effect is ameliorated by this treatment.
- 3.1.7. A person who has cancer, HIV infection or multiple sclerosis (MS) will automatically be deemed to be disabled. A severe disfigurement is deemed to have a substantial adverse effect on the ability of the person concerned to carry out normal day-to-day activities.
- 3.1.8. The following impairments are specifically excluded by regulations from bringing a person within the protection of the DDA:
  - i. Addiction to or dependency on nicotine, tobacco, any drug or other substance (other than those which are medically prescribed),
  - ii. Hay fever (or seasonal allergic rhinitis).
  - iii. Any tendencies to set fire to property (pyromaniacs) steal (kleptomaniacs) physically or sexually abuse others, exhibitionists and voyeurs, even where such tendencies arise from a mental illness.



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**4. SSFC DISABILITY EQUALITY POLICY STATEMENTS**

- 4.1. Shrewsbury Sixth Form College is committed to tackling discrimination towards any disability and to promoting equality of opportunity.
- 4.2. The college accepts and welcomes its legal obligations in relation to disability and diversity and equality.
- 4.3. The translation of this policy into practice is the responsibility of everyone in the college.
- 4.4. This policy should be read in conjunction with SSFC overarching policy on Equal Opportunities and Diversity.

**5. SSFC APPROACH TO THE DISABILITY POLICY FOR STAFF AND STUDENTS**

We aim to provide equality of opportunity for all our staff and students. We expect staff and students to support the strategic aims of Shrewsbury Sixth Form College outlined in the Strategic and Development Plan 2012-2015

**Diversity**

The college welcomes difference and diversity and will not tolerate unfair discrimination, or any behaviour which harms the opportunities for students or staff on the basis of gender, race, sexuality, socio economic background, age, disability or faith.

**And our Values;**

Value our diversity by showing tolerance and respect for each other's ethnicity, faith, gender, disability, role and sexuality.

**STUDENTS**

- 5.1. Pre-course entry requirements will be clearly stated in publicity and in recruitment interviews.
- 5.2. Imagery in publicity will reflect the full mix of the potential College population.
- 5.3. Course requirements will be stated and used by staff in the recruitment procedures. Course requirements will be adapted in the interests of learners.
- 5.4. Student needs will be identified pre-enrolment and appropriate assessment and then support will be provided for the range of needs – including Higher Additional Learning Needs.



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- 5.5. Student views will be collected on the effectiveness of support for learners, and the programme for developing an understanding of equality and diversity – via questionnaire and focus groups.
- 5.6. The Curriculum and Tutorial Programmes will promote the spiritual, moral, cultural, mental and physical development of all students and prepare them for the opportunities, responsibilities and experiences of adult life.

**STAFF**

- 5.7. All advertising material and accompanying literature relating to employment (or training) issues should be reviewed annually to ensure that it avoids stereotyped roles.
- 5.8. Applications from staff with disabilities, and who meet the person specification will be interviewed.
- 5.9. Records of the appointments will be kept which will include:
  - i. Membership of short listing panel
  - ii. Membership of interview panel
  - iii. Notes taken by all members of the interview panel
- 5.10. Questions on application forms or at interview will relate to the requirements of the job, relevant qualifications and relevant experience. Interviewing panels will only ask questions which are relevant to the post, and designed to fit the job descriptions and selection criteria.

**6 ESTATES**

- 6.1 The college will meet its legal obligations with regard to accessibility to buildings and will support staff, students and other stakeholders to ensure their equality of access to learning and facilities.

**REVIEW**

- 7.1 This policy will be reviewed every 2 years unless there is a legislative change
- 7.2 The effectiveness of this policy will be reviewed as part of the annual equality and diversity reports