



Equality Policy

2018

Mission Statement

As a Catholic Sixth Form College we strive to be a centre of educational excellence for the community built on faith, respect and trust. We celebrate diversity amongst all our students and staff and seek to nurture the gifts of each individual through high quality teaching and learning and dedicated pastoral care.

Monitoring the Single Equality Scheme

- Governors, staff, students and stakeholders will have access to the equality policy via Moodle
- The College will publicise its commitment to equality via the student handbook, the staff handbook and in its annual equality & diversity report presented to the Governing Body. Its commitment to equality and diversity is underpinned through the tutorial programme, the staff training programme and the college website.
- Members of the college community will be made aware of action that will take place in the event of any breach of these policies.
- Monitoring of equality data will be on-going with annual findings presented to governors and made available via Moodle and the equality & diversity section of the College website.
- The Equality Policy will be revised annually in light of this monitoring activity
- Equality Impact Assessments will be conducted on all policies and procedures.
- Further details of the specific equality monitoring performance indicators is provided in appendix 3

Introduction

- 1.1 As both an employer and a Catholic educational institution, the College wishes to establish our commitment to both the General and Specific Duty of the Equality Act 2010. Specifically:
 - Preventing unlawful harassment, discrimination and victimisation in our own practices
 - Advancing equality of opportunity, taking active steps to stimulate genuine equality of opportunity and full participation for all
 - Fostering good relations between people with a protected characteristic and those who do not share that characteristic, tackling prejudice and promoting understanding
- 1.2 The Act sets out a series of protected characteristics and it is unlawful to discriminate against employees or service users on the grounds of sex, race, age, religion or belief, married or civil partner status, sexual orientation, pregnancy or maternity, gender reassignment or disability
- 1.3 The Act outlaws discrimination by perception and discrimination by association
- 1.4 As per our responsibilities under the Specific Duty, an equality action plan will be produced and monitored annually
- 1.5 The Dignity at Work policy highlights specifically how the College will eliminate unlawful harassment, victimisation and discrimination

2 This Policy aims:

- 2.1 To set out how the College will meet its legal responsibilities, as set out under the Equality Act subject to the general exceptions to that Act as allowed to schools and colleges with a religious character.
- 2.2 To promote best practice throughout the college structures and to mainstream equality and diversity strategies in all that it does.
- 2.3 To promote the development and delivery of high quality learning opportunities for 16-19 and adult learners regardless of sex, race, age, religion or belief, married or civil partner status, sexual orientation, pregnancy or maternity, gender reassignment or disability and to foster good relations between staff and students who share or do not share a protected characteristic.
- 2.4 To promote positive action to close equality gaps in access, participation, retention and achievement.

3 Our legal duties

- 3.1 We recognise our statutory duty to promote equality of opportunity. We have taken due regard of legislation and Codes of Practice which impact on equality and diversity and in particular the Equality Act 2010 and Counter-Terrorism and Security Act 2015
- 3.2 Within the Equality Act there are general exceptions applying to schools and colleges with a religious character. (Detailed guidance on this is set out on [Moodle](#).)
- 3.3 Our Mission and Values statement makes explicit our commitment to include all social groups in the college community, to eliminate unlawful harassment, victimisation and discrimination and to value diversity. We recognise that good practice in equality is not about treating everyone the same, but about making careful assessment of and responding appropriately to the particular needs of individuals or identified groups.
- 3.4 The Counter-Terrorism and Security Act 2015 imposes a duty on colleges to have due regard to the need to prevent people from being drawn into terrorism. We are committed to integrating compliance with this duty in our work on equality and diversity.
- 3.5 We will publish information to show compliance with the Equality Duty, at least annually and set and publish equality objectives, at least every 4 years

4 Our objectives

4.1 The College aims to:

- Create opportunities through excellent teaching and learning for all our students regardless of protected characteristic.
- Widen participation through developing a curriculum which tries to meet the needs of different kinds of learner and to seek to improve provision for currently under-represented groups. These will be identified by making careful comparison of local population data against patterns of participation post-16.
- Eliminate bullying, harassment and victimisation of staff, students and service users
- Incorporate the principles of inclusive learning to ensure the best possible fit between the needs of the learner, the curriculum and available provision, and the learning environment. This will be achieved by adapting provision to meet the needs of the learner rather than requiring learners to adapt to provision. In some cases this will involve close partnership with other colleges whose provision best meets the needs of the individual. It will also involve:
 - Identifying learners' specific or individual needs
 - Providing resources and appropriate support
 - Meeting learners' preferred learning styles and providing them with fair access to appropriate assessment
- Create a culture where equality is advanced and all students and staff are treated with respect and to view language or behaviour which either intentionally or unintentionally is disparaging of any individual or group regardless of sex, race, age, religion or belief, married or civil partner status, sexual orientation, pregnancy or maternity, gender reassignment or disability. Such breaches will be dealt with according to the appropriate disciplinary procedures for students and staff.
- Provide a culture that fosters good relations between different groups of both staff and students in the College
- Deal with any complaints through the relevant policies for staff and students and to monitor complaints in order to identify the effectiveness of the College's Equality Policy and Complaints procedures.

4.2 To benchmark the College's equality performance against sector best practice using national data and that of other outstanding colleges

4.4 As an employer the College aims:

- To ensure that no job applicant, interviewee or employee will receive less favourable treatment on the grounds of sex, race, age, religion or belief, married or civil partner status, sexual orientation, pregnancy or maternity, gender reassignment or disability
- To advance equality of opportunity by identifying groups under-represented in our work force and taking positive steps to address this
- To ensure that individuals are selected and promoted on the basis of their ability to carry out a particular job, having considered any adjustments necessary that may act as barriers to the participation of people with a protected characteristic.
- To ensure that decisions about training and development are made on the basis of identified need and not on any other basis

4.5 The College takes seriously its responsibility to foster good relations between staff and students with a protected characteristic and those who do not share this characteristic. It seeks to ensure a range of activities are provided to help encourage students to mix, for example across heritage groups.

4.6 As part of the College's commitment to community cohesion, the College does not tolerate hate speech and the promotion of discrimination and prejudice.

4.7 Curriculum advice from classroom teachers also targets good relations and is monitored through schemes of work, lesson observation and student focus groups. The annual student surveys disaggregated by protected characteristic seek to monitor that students across the College feel it is an inclusive environment.

4.8 This policy supports the College's commitment to encourage good relations between staff. The induction programme for new staff also includes an equality and diversity element and a wider training programme will ensure the College's commitment is ongoing in this respect.

5 Recruitment of Students

5.1 We aim to provide equality of opportunity for all our students and we welcome applications from all backgrounds and faiths. We require that students support the aims of Cardinal Newman College as expressed in the Mission and Values Statement.

5.2 Publicity

- The College's liaison and marketing team will recognise and reflect the College's commitment to equality both at College and at course level
- Images used in publicity materials will set out the College's commitment to advancing equality and will avoid stereotyping

5.3 Recruitment of students

- Cardinal Newman College welcomes students of all abilities, social and religious backgrounds
- Before entry students will be provided with information and impartial guidance and help which ensures that they embark on programmes of study which match their prior achievement and career aspirations
- The College will collect data from students on protected characteristics at both the application and enrolment stage to facilitate equality monitoring
- No assumptions arising from a protected characteristic will be made about any student's suitability for a course
- The College is proud of the quality of support offered to students with a disability and/or learning difficulty. Every effort will be made to ensure that students with a disability are not treated unfavourably, as per our responsibilities under the Equality Act

6 **Recruitment of Staff**

6.1 We aim to provide equality of opportunity for all staff and we welcome applications from all backgrounds and faiths¹. We require that all staff support the aims of the College as expressed in the Mission and Values Statement.

6.2 The College seeks to employ staff to represent the breadth of Preston's communities. Its equality objectives, annual monitoring and resulting action plan will set out its commitment to doing so.

6.3 Publicity

- The College will set clear equality objectives in relation to staffing. With these in mind, it commits to ensure that notices of job vacancies are available to all sectors of the community irrespective of gender sex, race, age, religion or belief, married or civil partner status, sexual orientation, pregnancy or maternity, gender reassignment or disability
- All vacancies will be normally be advertised excepting where an employee with a disability is transferred to a vacant post to make a reasonable adjustment in respect of their disability. The College will advertise posts externally and as widely as possible, though it is recognised that some posts will be advertised internally and in such cases advertisements will be widely circulated throughout the College. The College may place adverts in wider media to target key groups that are under-represented in its workforce
- The College's distinctive nature will be emphasised.

¹The only exception to this currently is the post of Principal, Deputy Principal and Head of General RE as these posts are restricted to Catholic applicants in order to uphold the religious foundation, Mission and Ethos of the College.

6.4 Recruitment

- Equality monitoring will consider the proportion of candidates who apply, are shortlisted and are selected for posts. This will be completed in relation to protected characteristics and form part of the annual action plan and review of equality objectives.
- Selection procedures, including questions asked at interview, will be open and transparent and reviewed to ensure they are consistently non-discriminatory. Exit interviews and candidate feedback will be used to review the process.
- Each applicant will be assessed according to his/her relevant qualifications, experience and professional competence. These factors will form the criteria for appointment and promotion.
- Recruitment procedures will be freely available to all employees and job applicants in alternative formats on request.
- The College has signed up to the Employment Service 'two ticks' symbol and guarantees an interview to all candidates who declare a disability and meet the minimum criteria for the job.
- Take steps to ensure the needs of candidates with a protected characteristic are met.
- The College seeks to advance equality through annual review of its equality objectives and action plan in relation to its recruitment for posts.

7 Staff Development

- Equal access to appropriate staff development will be provided for all staff- a review of access by protected characteristic will be monitored.
- A continuous programme of INSET and Staff Development will be set out to help ensure equality and diversity are a prominent feature of College life and of decision making
- The College Equality Policy, its objectives and equality training will form part of the induction programme for new staff
- The College will ensure all staff recognise that they are role models for students and they will therefore ensure that their own methods of managing young people and other adults do not run counter to the College's commitment to equality

8 Students in off-site situations

Students taking part in visits and trips, voluntary service and work placements will be made aware that they are protected by the policy and what to do in the case of incident of discrimination, harassment or victimisation.

The selection of work placement will be informed by this policy. These placement providers will be evaluated in terms of this policy.

9 Parents

Parents will be made aware of the College equality objectives and its equality policy. All material which is sent to parents will be reviewed to ensure it is free from bias and will promote equality.

10 Visitors and contractors

All visitors and contractors will be expected to abide by the Equality Policy and will be briefed as such. Arrangements with contractors, suppliers and other partners will ensure a commitment to equality.

11 Impact Assessment

- 11.1 The College will carry out thorough and robust impact assessments. All relevant College policies, procedures and practices will be assessed for their impact on different groups with a protected characteristic.
- 11.2 The College will analyse the information gathered in the monitoring exercise and it will be used in the impact assessment to ensure that no one with a protected characteristic is discriminated against and to identify where equality and diversity can be promoted actively.
- 11.3 The purpose of the impact assessment is both to ensure that the College is well informed as to whether its decisions and activities negatively affect students, staff and other service users and stakeholders.

12 Accountability

- 12.1 The Principal is responsible to the Governing Body for ensuring that the Equality Policy is implemented in all aspects of the College's operations.
- 12.2 The designated senior manager (currently the Vice Principal Finance & Resources) is responsible for the monitoring and review of the Equality Policy and equality objectives and the production of an annual action plan.
- 12.3 The HR Department is responsible for the monitoring and implementation of all aspects of the Equality Policy relating to the employment of staff. This includes the monitoring of fair selection procedures and their impact on the staff profile of the College at all levels of management.
- 12.4 All managers of the College have a responsibility for implementing all aspects of the Equality Policy within the area they manage, and for ensuring that effective monitoring and review systems are in place.
- 12.5 All employees of the College have an explicit responsibility, as stated in their job description and contract of employment, to promote and implement the Single Equality Policy in all aspects of their work.

- 12.6 Work Placement Providers are required to have an Equality Policy. They will be made aware that the College has a clear equality policy of its own and that it will take action to support any student/trainee who has experienced discrimination of any kind as defined in this policy.
- 12.7 Ultimate responsibility for the policy lies with the Governing Body. An annual equality report and update will be presented. The Governing Body will ensure the strategic plan encompasses the College's equality objectives.
- 12.8 **All staff** are responsible for ensuring that:
- They are aware of the College's statutory duties in relation to legislation
 - Their schemes of work, lesson content and teaching resources are anti-discriminatory and promote equality and diversity
 - They challenge prejudiced and discriminatory behaviour by learners, work placement providers, outside contractors or other members of staff whenever practicable
 - The College and each of its individual staff confront discrimination, whether witting or unwitting, whenever it occurs.

13 Monitoring and Review

- 13.1 The College will monitor and publish an annual equality and diversity report that reviews progress toward its equality objectives. Annual reports will be made to the Curriculum, Quality and Standards Committee and SMT. The impact of the Policy and Development Plan will be evident through the College Self-Assessment Report and any monitoring reports completed by external bodies e.g. OFSTED.
- 13.2 An Equality Action Plan will show progress to equality objectives and will be available on the College website and reviewed annually
- 13.3 Details of the College's monitoring activity are contained in Appendix 3

14 Consultation

- 14.1 The College will consult with staff and students through regular survey work and through focus groups. The Equality and Diversity Committee is active and reviews equality practice in College, including progress toward equality objectives and provides a critical eye internally
- 14.2 The College is a member of local equality network groups, represented at the Inclusion Reference Group and BME Forum. It also has links with:
- Disability Equality North West,
 - the Sophie Lancaster Foundation,
 - Lancashire Council of Mosques
 - The Catholic Education Service
 - The North West Equality & Diversity Network Group

14.3 Wider consultation will take place with groups identified through the College's Equality Impact Assessment procedure

15 Priorities

- Ensure all our students enjoy excellent teaching and learning. In the case of our 16-18 students, we will sustain the very high rates of achievement (above 95%) and value added (ALPS grade 2) across all groups represented at College.
- Close any emerging achievement gaps promptly.
- Ensure the ratio of applications to acceptances to enrolments is consistent across all groups for whom data is collected (gender, ethnicity, religion, disability or learning difficulty).
- Promote the College as an employer of choice across all communities including under-represented groups.
- Continue and build on the College's commitment to community cohesion.

16 Point of Contact

16.1 If any individual has any issue to raise in connection with the provisions of this Policy, they should contact the senior designated manager for equality and diversity.

17 Review cycle

17.1 This policy will be reviewed every three years.

APPENDICES

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DEFINITIONS

For the purposes of the policy, the following definitions will apply:

Due regard means giving fair consideration to and sufficient attention to all of the facts. In relation to the Equality Act due regard requires consciously thinking about the three aims of the Equality Duty (eliminating unlawful discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations) as part of the process of decision making. This means that consideration of equality issues must influence the decisions reached by public bodies.

Equal Opportunities aims to ensure that no group receives less favourable treatment by virtue of one's skin colour, race, gender, ethnic origin, disability, pregnancy or marital status, age, class or sexual orientation, thereby enabling all people to have equality of access to resources, such as goods and services, facilities, premises and employment. 'Equality' refers to fairness.

Harassment There are three types of harassment which are unlawful under the Equality Act:

- Harassment related to a relevant protected characteristic.
- Sexual harassment.
- Less favourable treatment of a person because they submit to or reject sexual harassment or harassment related to sex.

Pregnancy and maternity is not protected directly under the harassment provisions.

Harassment occurs when you engage in unwanted behaviour which is related to a relevant protected characteristic and which has the purpose or effect of:

- violating a person's dignity or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the student.
- The word 'unwanted' means 'unwelcome' or 'uninvited'. It is not necessary for the person to say that they object to the behaviour for it to be unwanted.

In this context 'related to' has a broad meaning and includes situations where the person who is on the receiving end of the unwanted behaviour does not have the protected characteristic himself or herself, provided there is a connection between the behaviour and a protected characteristic. This would also include situations where the person is associated with someone who has a protected characteristic or is wrongly perceived as having a particular protected characteristic.

Targets are a method of redressing any equality-based underrepresentation in the staff or student body. Ideally, targets should be linked to monitoring activity, which highlights particular gaps that should be dealt with. Targets are distinct from quotas in that they do not override merit-based selection.

The two main types of target are quantitative and qualitative. Quantitative targets are the number or percentage of, for example, women, ethnic minority staff or people with a disability that an organisation would aim to recruit. Qualitative targets could include a commitment to introduce equality training for everyone, or specific training for an underrepresented group, or the introduction of a new policy or practice such as flexible working.

Discrimination in Law

Direct discrimination a person is treated less favourably on the basis of a protected characteristic.

Indirect discrimination an absolute condition is applied universally, but it has a disproportionate impact to an individual or group. This results in detriment, and cannot be justified.

Associated discrimination means that people are discriminated against by being linked with someone with a particular characteristic, e.g. a member of staff who is a carer for a disabled relative.

Dual discrimination means that people are discriminated against on the basis of more than one protected characteristic

Discrimination by perception refers to a judgement taken about the characteristics of another person (e.g. people think person X is 'gay' and discriminate, even though person X is heterosexual)

Positive action means the steps that an employer can take to encourage people from groups with different needs or with a past track record of disadvantage or low participation to apply for jobs.

Victimisation less favourable treatment based on the fact that a person has asserted her/his rights, or assisted others to do so.

Statement on protected characteristics

These are the definitions accepted as part of this policy.

Age: Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).

Disability: A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment: The process of transitioning from one gender to another.

Marriage and civil partnership: Civil partners must be treated the same as married couples on a wide range of legal matters.

Pregnancy and maternity: Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race: Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief: Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex: A man or a woman.

Sexual orientation: Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

MONITORING

Staffing:

The College, through its HR department, will collect and analyse the following information by protected characteristics collected in the application process and when employees start work for the College:

- The staff profile by grade/salary scale, and type of work (e.g. management, teaching, support)
- Job application and selection success rates
- Type of contract (permanent, temporary, part time, full time)
- Training / staff development
- Pay levels (encompassing any requests from staff on possible pay gaps, such as those between men and women)
- Grievances, disciplinary and capability proceedings
- Satisfaction surveys and exit interviews

Students:

The College will collect and analyse data provided by MIS on the following indicators. These form part of existing systems, such as Course Review, self assessment and lesson observation

- Learner profiles by protected characteristic and attempts to broaden participation
- Applications, and success and failure rates for admission to programmes
- Retention rates
- Achievement rates
- Work placements including satisfaction levels
- Disciplinary action and exclusions
- Complaints by learners or their sponsors
- Responses to satisfaction surveys
- Attendance rates

In addition:

- Schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of equality and diversity
- They challenge prejudiced and discriminatory behaviour by learners, work placement providers, outside contractors or other members of staff whenever practicable
- Teaching observation reports include consideration of equality and diversity issues
- They evaluate such issues as part of the self-assessment process and identify areas for improvement which are included in the College's development plan.
- Targets are set on the recruitment, retention and achievement of learners based upon the analysis of equality monitoring information
- Assessment and Internal Verification procedures include scrutiny of equality and diversity issues
- All learners are accessing appropriate levels of support

Disability Policy - Students

- 1 A. Overall policy of Cardinal Newman College relating to the provision of educational facilities for students with Learning Difficulties and/or Disabilities.
 - 1.1 Cardinal Newman College is a Catholic Sixth Form College which endeavours to provide equality of opportunity for all students and staff.
 - 1.2 The College will plan to meet the educational needs of students with learning difficulties and/or disabilities as defined under the terms of the Disability Discrimination Act part 4 (2002).
 - 1.3 In keeping with the mission of the College we aim to value each member of the College community and aim to meet his or her individual needs. We will respond positively and flexibly to the needs of each applicant and endeavour to meet their learning needs in order to maximise their achievement and ensure appropriate progression.
 - 1.4 Central to the College mission is a commitment to inclusive learning. We endeavour to focus on the capacity of the College to understand and respond to the individual learner's requirements.
 - 1.5 We aim to enrol students on to appropriate supported programmes of study, meeting individual needs and offering progression. The College undertakes a rigorous initial assessment of all Year 12 students followed by further diagnostic assessment, as appropriate, in order to establish individual learner support needs.
 - 1.6 We aim to expand our supportive educational environment and understanding of learning styles. People with disabilities and/or learning difficulties will be assessed positively.
 - 1.7 Prospective students with learning difficulties and/or disabilities are encouraged to contact and visit the College. Discussion can then take place to identify, assess and decide, in conjunction with students, parents, carers and appropriate agencies, how the College can best meet the needs of students with disabilities and/or learning difficulties.

2 Who to contact?

- 2.1 Prospective applicants with learning difficulties and/or disabilities, their parents or carers should, in the first instance, contact Admissions. They may be contacted by telephone or by letter at the College. In addition, the Additional Support Manager [ALS], can be contacted for help or advice.

3 Admission Arrangements

- 3.1 Pre-Entry

- 3.2 The College takes students from a wide range of local high schools. Students with learning difficulties and/or disabilities who attend these high schools have the opportunity to talk to college staff and to ask them questions about the educational provision which may be appropriate for them at Cardinal Newman College.
- 3.3 The College holds Open Evenings/Days in the Autumn and Spring Terms. If prospective students with learning difficulties and/or disabilities wish to attend any of these they should contact the ALS Manager at the College. They will advise appropriately and attempt to ensure that applicants' needs are adequately catered for at these events. In compliance with Disability Discrimination Act Part 4 any auxiliary aids will be provided and documentation will be made available in alternative formats.
- 3.4 Prospective applicants with learning difficulties and/or disabilities are actively encouraged to contact and visit the College on both a formal and informal basis. Appropriate discussions can take place to identify, assess and consider, in conjunction with applicants, parents and or carers and appropriate agencies, how the College can best meet individual needs.
- 3.5 The College Application Form contains a section which invites applicants to disclose if they have a disability/learning difficulty. Should an applicant indicate a need s/he will be contacted individually and, if possible, seen prior to entry. As far as is possible and practicable, applicants with learning difficulties/disabilities will be interviewed by members of staff with a responsibility for learning support at the appropriate stages of the admissions process.
- 3.6 The College has developed strong and active working relationships with the relevant high school Co-ordinators, Young People's Service, Sensory Impairment Service and CAMHS. These services will be utilised to the benefit of our students where appropriate. Regular contact and exchange of ideas/information is maintained with these individuals/agencies. Where appropriate these agencies can be contacted to assist in the assessment of an applicant's needs and the ability of the College to meet these needs. At all times applicants will be treated individually and flexibly. The College will endeavour to support the applicant and enable him/her to reach a decision that most adequately meets his/her needs.
- 3.7 The Learning Support team hold appropriate qualifications and are able to assess and support LDD students at all stages.
- 3.8 Appropriate support structures will be implemented to ensure that the needs of individual students are met.
- 3.9 Where an applicant already possesses a Statement of Educational Needs, a new assessment will be undertaken when the student arrives at Cardinal Newman College.

4 Enrolment

- 4.1 Applicants who have been offered a place at Cardinal Newman College will be invited to attend enrolment at the start of the Autumn Term.

- 4.2 This policy has been developed with regard to the College's current risk management plan and health & safety policy.
- 4.3 The College will respect and uphold any request for confidentiality unless this would result in a breach of the law, health and safety and/or College policy.
- 4.4 The College will endeavour to provide support in a sensitive manner – students will be encouraged and assisted throughout the process by the ALS Manager, who will remain their named contact during the whole admission/enrolment process.
- 4.5 External Support/Agencies may be invited to be present during this process if it is thought to be appropriate.
- 4.6 Induction support will be offered according to needs disclosed on application or at enrolment.

5 Educational Facilities/Support

On-programme

- 5.1 The College offers a variety of AS, A level and BTEC courses together with a limited number of GCSE courses. By rigorous counselling and advice prior to entry the College aims to ensure that students with disabilities and/or learning difficulties are following courses which are appropriate to their abilities, needs and aspirations.
- 5.2 The College recognises that support for students with learning difficulties and/or disabilities is essential:
 - If these students are to be enabled to have equal access to the curriculum they have chosen
 - If they are to progress and to achieve
 - If they are to transfer effectively from courses within and beyond College.
- 5.3 On entry all students are allocated a Personal Tutor, who is the first point of contact for all students, parents and carers. In addition, students with a disclosed learning need or disability will already have established contact with the ALS Manager.
- 5.4 During the Induction Programme all students will be made aware of the relevant staff to contact should they experience either long or short term disability or health problems and/or learning difficulties. All departments give on-going opportunities for disclosure of learning difficulty and/or disability
- 5.5 The College has a Data Protection Policy which deals with concerns on the capture and sharing of information.
- 5.6 As part of their Induction Programme students will:
 - Undertake an initial assessment in literacy, numeracy, and Learning Styles and a screening for SpLD. Results of these assessments will be collated and presented in an appropriate form to enhance learning and support.
 - Attend a Learning Support Assessment Interview, if appropriate.

- 5.7 For students with an identified need, the ALS Manager, will liaise with Personal Tutors and subject teachers. In order that learner needs are fully supported, teachers will be informed both formally and informally and of any changes which may occur.
- 5.8 Where appropriate, suitable support strategies and external expertise/advice will be sought. These may include consideration of alternative teaching/learning methods so as to fit the needs, objectives and learning styles of the student. The nominated Support Tutor will consult with all subject tutors.
- 5.9 The College's Additional Learning Support Team will aim to provide as many opportunities as possible to help identify and support individual needs. Staff are issued printed guidelines to enable them to better recognise and support specific learning difficulties. Extra help is available to enable students to develop a wide variety of study skills and to cope with the demands of all their courses.
- 5.10 One-to-One additional support will be provided in the Learning Support Study Centre where Assistive Technologies will be made available, or in subject bases as appropriate. Support for students will also be delivered in-class where assessment of need demands it.
- 5.11 Staff will be available in both or either of these bases throughout most of the College day and students are encouraged to come and seek advice or support. Students may refer themselves, be advised to attend by subject teachers, or be assessed as needing to attend as the result of diagnostic assessment or subject reviews.

6 Additional Support

- 6.1 The College will employ, where necessary, additional support tutors (e.g. care assistants, interpreters, readers etc.) on a full/part time or short-term basis as and when the need arises.
- 6.2 Additional support for students with sensory impairment is provided by external agencies – these support both students and staff with advice and equipment. Regular meetings, case conferences and 'in-service' sessions are held: at all times the student's needs and aspirations are central to the process.
- 6.3 Where appropriate, teaching materials are adapted for students' use. For example:
- requests sent to publishers to relax copyright on texts to enable enlargement.
 - audio taping of lessons
 - enlargement of duplicated notes and examination papers
- 6.4 Where appropriate students may be provided with coloured transparencies to enable them to overcome reading difficulties caused by scotopic sensitivity and/or be referred for diagnosis and spectacles.
- 6.5 When medical treatment is ongoing close liaison is maintained with students' medical practitioners (with student consent).

- 6.6 Where students have a long-term chronic illness or disability staff are informed of details and the relevant action which is to be taken should a student become ill whilst at College. If students are taking permanent medication staff are informed and made aware of possible side effects. Medication should and can be stored safely and securely. The Facilities Manager will liaise with the student, parent/carer if this is necessary.
- 6.7 Should students develop acute or chronic medical conditions or a disability whilst at College then the Learning Support manager should be informed so that the appropriate information and support mechanisms are put into place to enable their needs to be met.
- 6.8 Named members of staff have First Aid at Work training and their names are displayed at main reception.
- 6.9 Should students suffer from emotional or psychological problems during their time at College they would, in the first instance, be supported by the College's pastoral system and, where appropriate, be referred to the College counselling service. This can be done either by appointment at Student Services, or by direct appointments with the college counsellors. External agencies which offer appropriate support are advertised at Student Services.
- 6.10 The College continues to develop an efficient Careers Guidance Service. The service enables the College to support students with disabilities and/or learning difficulties in their Higher Education or Careers choices. Links with the Additional Learning Support team are essential in assisting students to make the appropriate progression choices. Additional support is available for students when applications are in progress and advice is given to facilitate a smooth transition into Higher Education, training or employment. Relevant agencies are identified for students.

7 Examination Arrangements

- 7.1 The Examinations Officer and Additional Learning Support Manager will work closely to ensure that students who have learning difficulties or disabilities are not disadvantaged when undertaking examinations or assessment.
- 7.2 Liaison has been established and, where appropriate, communication takes place with the relevant department of the awarding bodies/examination boards.
- 7.3 Whenever it is appropriate, medical evidence is forwarded to support a student's application for special consideration, and if necessary staff will contact (with permission) the student's medical practitioner.
- 7.4 Students who qualify for special consideration are contacted by ALS and the Examinations Officer, who will confirm the arrangements. Students can qualify for special consideration where incidents occur on the day of their exam and have an adverse impact on their performance.

- 7.5 Where appropriate and with their consent, students may be referred to the educational psychologist. If, as a result of this process, a student is assessed as requiring special examination consideration the psychologist's report is forwarded to the relevant department at the appropriate examination boards. The Additional Learning Support Manager may also assess learning difficulties and their recommendations for examination concessions are accepted by all examination boards.
- 7.6 As far as is possible and practicable, the College aims to be flexible in the provision of accommodation and supervision of students with learning difficulties and/or disabilities when these students are undertaking examinations or assessments. Liaison with the relevant authorities is undertaken to ensure that students' needs are adequately and appropriately met in this respect.
- 7.7 Where appropriate, reader and amanuensis provision can be made available for examinations. These access arrangements will also be available via subject classes as these arrangements refer to a student's normal way of working.
- 7.8 Other concessions including extra time, rest breaks and other sympathetic considerations are available.

8 Physical access to educational and other facilities

- 8.1 A new Property Strategy has been drawn up for 2007-12. Central to this Strategy is the need to remodel the College's buildings and property in accordance with the requirements of the Disability Discrimination Act part (See the College Strategic Plan and Accommodation Strategy.)

9 Complaints

- 9.1 There is a common complaints procedure for all students at the College which is outlined in the College diary. If students, parents or carers are not satisfied with the educational provision or support which they receive at Cardinal Newman College they should speak initially to their Personal Tutor or Senior Tutor. The concern will be forwarded to a member of the Senior Management Team who will investigate the concern. It is to be hoped that the problem will be solved at that stage – if necessary with the aid of external agencies or expertise.
- 9.2 If students feel that they wish to make a more formal approach they may write to the College Principal. They will receive an immediate acknowledgement of their complaint and a full response will be given within ten working days.
- 9.3 The College is committed to gender equality, disability awareness and race equality in accordance with current legislation.

Disability Policy – Staff

The College is committed to the provision of equal opportunities for all. This policy sets out the College's commitment to both potential and actual employees with a disability and the College will ensure that we offer a supportive environment for any employee with a disability.

10 Objectives

- 9.1 To welcome, enable and empower both job applicants and employees with disabilities.
- 9.2 To be flexibly responsive to the personal requirements of employees with disabilities in order to support them in their work at the College so that they may be fully integrated members of the College's community.
- 9.3 To ensure that, as an employer, the college obligations under the Disability Discrimination Act are fully met, and that a disabled job applicant or employee does not experience discrimination in either the process of recruitment or whilst employed by the College.

11 Recruitment

- 10.1 The College will undertake to maintain the Disability Symbol User accreditation from Jobcentre Plus.
- 10.2 The College's selection panels will make selection decisions on the basis of the qualifications, experience and skills of applicants in relation to the post, regardless of disability.
- 10.3 When a shortlisted applicant advises the College of a disability, arrangements will be made at the interview stage to meet any needs of the applicant wherever possible and reasonably practicable.
- 10.4 Wherever possible, the College will make such reasonable adjustments as are required to enable a successful applicant with a disability to take up a position.

12 Training and Staff Development

- 12.1 Training and staff development opportunities are available to staff regardless of any disability.
- 11.2 Where staff undertaking training or development identify additional needs in relation to access, equipment or facilities, adjustments will be made wherever possible in order to enable full participation in any such programmes.

13 Retention

- 13.1 The College will take positive steps to enable, wherever possible, the continued employment of an employee who becomes disabled whilst working at the College.

13.2 Where an employee becomes disabled during the course of employment, the College will provide such support as may reasonably be possible to enable them to maintain or return to a post appropriate to their experience and abilities. Any reasonable adjustments to the working environment will be made.

13.3 The individual employee has a responsibility to inform their line manager of any changes to their condition so that reasonable adjustments to the working environment can be made.

14 Health and Safety

14.1 It may be necessary, on occasion, to make special arrangements to ensure that a person's impairment, or an issue relating to it, does not create a hazard for themselves or for others. In all cases members of staff whose disability affects their mobility will be consulted about their individual needs for evacuating the building in an emergency in a safe and dignified manner.

15 Monitoring

15.1 The Principalship Department will maintain records of staff who declare a disability.

14.2 The Principalship Department will monitor the numbers of disabled people who apply for post, those who are shortlisted and appointed. This information is confidentially collected through application forms and from the Equal Opportunities Form. This information will be reported anonymously to members of SMT and Governors for monitoring purposes only.

18.2 Roles of Managers

15.2 College Managers are responsible for the implementation of this policy so far as their own staff are concerned. If they have a member of staff who has declared a disability they should ensure that any adjustments are considered by discussing this with the member of staff concerned, and seeking advice and support if necessary.

15.2 Managers must ensure, so far as is practical, that steps are taken to meet the needs of an employee with a disability. If resources are required towards the purchase of specialist equipment the manager may need to discuss the possibility of additional funding with the Deputy Principal or through supporting individuals to apply for the Access to Work Scheme.

16 Discrimination

16.1 All employees are expected to treat colleagues with dignity and respect. Any form of harassment of a disabled person on account of their disability is unacceptable behaviour and is unlawful under the terms of the DDA. Incidents of harassment may be grounds for disciplinary action under the Colleges Employment Policies and individuals are personally liable under law.

17 Complaints

- 18.1 The College will seek to provide a supportive environment for staff who make claims of discrimination or harassment.
- 18.3 Acts of discrimination (direct or indirect), harassment, victimisation or abuse will be treated as a serious disciplinary offence.
- 18.4 Staff who feel they are being discriminated against on the grounds of their disability by other members of staff should raise the matter under the Grievance procedure, which will, if the accusation is upheld, be treated as a serious disciplinary offence.
- 18.5 If, in the course of their work, College staff suffer discrimination from members of the public, the College will take appropriate action and provide appropriate support.
- 18.6 Any discriminatory behaviour directed against staff by students will be dealt with under the student disciplinary procedure.