

POLICIES & PROCEDURES

TITLE	DISABILITY
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RESPONSIBLE OFFICER	CONTINUOUS IMPROVEMENT TEAM LEADER
APPROVED BY GOVERNING BODY OR INTERNAL PROCEDURE APPROVED BY SMT	GOVERNING BODY
DATE OF APPROVAL	DECEMBER 2008
REVIEW DATE	DECEMBER 2011

1. Introduction

Redbridge Institute of Adult Education is committed in providing a wide range of high quality educational opportunities in order that all adults can enhance their aspirations and health and wellbeing on a fair and equitable basis. In order to achieve this undertaking, RIAE will endeavour to make provision for the particular needs and requirements of all sections of the community it serves.

This policy outlines the steps we are taking to provide an inclusive environment where learners with disabilities can participate with confidence.

2. Access to Learning

2.1 Information about the provision:

This is available in the prospectus, on the website and via various other publications. The prospectus is published once a year and is distributed through various community centres, libraries, supermarkets and hospitals. It is also available via various outreach events including, Adult Learners Week, Wanstead Green Fair, Asian Women's Fair, Carers Drop-in, Jobs & Opportunities Fair and town centre craft fairs.

Both the website and prospectus contain details of learner support and offer advice for people with learning disabilities. Hearing loops are available for learners and all prospectus information can be accessed on-line using these.

The prospectus indicates all wheelchair accessible venues, as do leaflets for ESOL community classes and Family Learning.

Our disability statement is available to all learners in an easy to follow booklet format. This gives more detailed information on how we can help anyone with disabilities or learning difficulties. Posters giving a summary of learning support are also displayed throughout venues.

Adults with disabilities are made aware that other formats/ways of accessing information are available:

- a) A photocopied large print version of required parts of the Prospectus
- b) An appointment with the IAG Advisor
- c) Access to the internet

2.2 Disclosure:

All learners are encouraged to disclose their disability on the enrolment form. We will treat disclosures in a sensitive and professional manner. Learners are encouraged to discuss specific support needs with our Learning Support Coordinator prior to enrolment. Any special examination requirements will be considered in relation to an examining board's regulations. Within these limitations, RIAE could provide the following:

- Visual impairment - question papers in large print
- Specific learning difficulties - additional time
- Medical problems - additional time
- Hearing impairment (for Examinations with a listening component) - examination in a separate room with own copy of cassette

2.3 Enrolment:

For the majority of courses, this can be carried out by phone, by post or by fax. Some courses require a personal interview; these are clearly identified in the Prospectus.

2.4 Adults with disabilities will find:

- a) Personal enrolment sessions which take place in an area which conforms to the requirements of physical access including designated car parking.
- b) Directional signs which are large and clear, placed at the suitable height for wheelchair users
- c) Office and reception areas which:
 - are well lit
 - have some seating for those who cannot stand and queue
 - will have, on prior request, a photocopied, large print version of relevant parts of the Prospectus
 - lowered counter
 - loop system in Reception

2.5 Adults with disabilities are entitled to:

- a) An initial interview which can be arranged for learners with specific learning support needs.
- b) A course interview when it is a requirement of enrolment
- c) The support of the Learning Support Coordinator

The service requires 14 working days to arrange for equipment or specialist support.

Interviews and meetings will take place in fully accessible accommodation.

The service is required to collect data on learners with learning disabilities and difficulties.

3. Learning Resources and Support

3.1 Planning:

- i) Learning Programmes are differentiated to meet individual needs.
Tutors will plan their programme with learners and if appropriate will seek support from the Learning Support Coordinator
- ii) Staff expertise and training
 - The Learning Support Coordinator's role is to:
 - Understand the particular disabilities and requirements of an individual
 - Offer information and advice on services available
 - Liaise with Facilities and Student Administration Teams to ensure individual learner's needs are met.
 - Advise teaching staff on the effective integration of a learner
 - Monitor progress and seek feedback from learner
 - Offer appropriate counselling and advice
 - Evaluate quality of learning support

Inclusive learning disability guides are constantly under review and all tutors are given relevant leaflets and are informed of the learner's disability.

In the CPD policy it is clearly stated that RIAE has a commitment to providing training on disability issues and awareness and the annual training plan reflects this.

Learners with disabilities are entitled to expect:

- a) Staff who have undertaken basic training on disability awareness and other issues
- b) A tutor who has been briefed on a student's particular needs with the consent of the learner

iii) Availability of technology and equipment

RIAE will endeavour to provide, within available resources, a range of learning aids and resources for students, some of which are of particular use for students with disabilities.

An alternative class may be used to ensure all learners have access to the resources needed for that course. Learners with disabilities may have access to learning aids to help overcome the effects of specific disabilities, within available resources.

3.2 Physical access to learning and other facilities:

Learners attending courses held at RIAE's Gearies Centre, have facilities as follows:

- i) marked car park spaces for people with a disability
- ii) all facilities on one level
- iii) level or ramped rear entrances
- iv) all corridors accessible for wheelchairs
- v) a toilet for people with a disability in both wings of the building. These are fully accessible to wheelchair users.
- vi) a cafeteria accessible to wheelchair users
- vii) information about course and facilities at other venues obtainable from the appropriate contact staff

Community venues are audited for accessibility. However, the work of RIAE is carried out in numerous other venues which are not under the direct control of RIAE. Consequently, some courses may have limited access for learners with disabilities. This will be indicated in family learning and ESOL course booklets.

Listed under section 6 below, are the key contacts.

4. Arrangements for Handling Complaints

The Institute has a comments, complaints and suggestions procedure for all users. The procedures are clearly displayed in each classroom at main centres as well as in reception. Information on making a complaint is on the website. An e-mail address has also been set up which can be used to make a complaint: qualityteam@redbridge-iae.ac.uk. In addition, a copy of the procedures and forms can be also made available in Braille or large print. Meetings held in relation to a complaint can take place in fully accessible accommodation.

5. Additional Support or Special Arrangements during Examinations and Assessments

Learners who enrol for courses with RIAE are entitled to ask for and receive a course fact sheet. This will specify examination and costs involved.

Learners must disclose this information at enrolment as failure to do so may mean that exam department will not receive sufficient notice to make the necessary adjustments.

Students with disabilities should note that:

- a) on enrolment, fact sheets giving details of examinations are available
- b) there will be a statement on the Examination Entry form which goes to all students, advising that special arrangements for examinations could be made in certain circumstances - See **2.2 Disclosure**.

6. Key Staff to Contact:

Jane Donovan	Learning Support Coordinator
Mohammed Rahman	Development & Performance Director
Anton Whittingham Leader	Data & Student Administration Team

7. Financial Support

Learners who have additional support needs can be assessed to see what extra resources can be allocated to support their learning. If a learner identifies a disability or a learning difficulty at enrolment, this information is passed to our Learning Support Co-ordinator, who can then assess whether any extra support is need.

Where our Additional Learning Support Coordinator has confirmed a need for additional support for a disabled learner, the cost will be met by Redbridge Institute - either through the Government's Additional Support Fund for learners on vocational programmes or from the Institute's own resources.

In addition to any direct support provided to individual disabled learners, learners who are in receipt of a means tested benefit and who are enrolling on vocational programmes may be entitled to apply for financial support towards course fees, exam costs, childcare and other course expenses. Learners seeking financial support towards the costs of attending are entitled to complete a Learner Support Fund application form. This fund is limited and funds awarded subject to specific criteria.

8. Health and Safety

There is a Health and Safety Forum which facilitates reflection and consultation and makes a significant contribution to the embedding of a positive health and safety culture. It is convened by the Health and

Safety Coordinator and chaired by the Head of Service or her nominee and meets on three occasions throughout the year. Disability related health and safety issues are discussed and resolved within this forum.

The Learning Support Coordinator assists with the undertaking of additional risk assessments. He/she also provides a regularly updated list of learners with disabilities to assist the Facilities Team Leader and the Fire Marshals on planning for emergency evacuations.

A list of First Aiders and First Aid boxes are available in Reception.

Special arrangements are made for storing motorised wheelchairs so that they do not become a Health and Safety hazard.

Appendix

Policy	Disability
Approval Date	December 2008
Review Date	December 2011

Learning Aids:

Equipment	Numbers
Hearing loops	10 with headsets
Adjustable Tables	7
Large Print Keyboard	3
1 Keyboard to aid Leaner with Physical disability	1
Trolleys	3
Magnified Screens	1
Ball Mouse	2
Magnifying glasses	
Braille keyboard	1
Software	
Study Scan	1
Jaws	1
Good grip scissors	2
Wide neck magnifiers	2
Flexilens on bases	10
Table top Craftlamps	2
Sewing Machines	2