

POLICIES & PROCEDURES

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| TITLE | DISABILITY STATEMENT |
| AUTHOR | REDBRIDGE INSTITUTE |
| RESPONSIBLE OFFICER | ASSISTANT PRINCIPAL QUALITY & STUDENT SERVICES |
| APPROVED BY GOVERNING BODY OR INTERNAL PROCEDURE APPROVED BY SLT | GOVERNING BODY |
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Equality Impact Assessment

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| Completed by Redbridge Institute | | Not applicable – no significant changes | |
| Completed by London Borough of Redbridge | | Outstanding | |

1. Introduction

Redbridge Institute is committed to actively promoting equality of opportunity ensuring that all learners are given as much support as possible to enable them to reach their full learning potential and achieve success on their chosen course of study. We aim to assess any additional needs and provide reasonable adjustments where possible in a timely and comprehensive manner. We aim to ensure that all learners achieve their full learning potential

Our objectives are:

- To promote equality and diversity
- To close the gap in educational achievement
- To ensure that individualised strategies and interventions are in place to support learning
- To encourage and work with learners in the development of independent learning, literacy and numeracy skills, self-confidence and self-esteem as they work towards achieving their full potential and progress to employment or further learning
- To monitor the impact and quality of the intervention that is delivered
- To ensure the safety of all learners by carrying out risk assessments, personal evacuation plans and medical protocols as required

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

2. Equality and Diversity Definitions

2.1 Disability

The Equality Act 2010 states "that a person has a disability if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities."

2.2 Impairment

Physical or mental impairment can include:

- physical impairments, such as mobility difficulties
- sensory impairments such as those affecting hearing or sight
- learning difficulties, including people with specific learning difficulties such as dyslexia and dyspraxia
- mental health conditions or illnesses which have a long-term effect such as depression and anxiety, panic attacks, phobias, eating disorders, obsessive compulsive disorders, schizophrenia and bipolar affective disorder
- genetic and progressive conditions, if the condition affects your ability to carry out normal day-to-day activities such as motor neurone disease, muscular dystrophy
- conditions which are characterised by a number of cumulative effects such as pain or fatigue
- hidden impairments such as asthma or diabetes, if these have an effect on your day-to-day activities

3. Access to Learning

3.1 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, Festival of Learning, Wanstead Festival, Opportunities Fair and other borough events

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

The prospectus shows all wheelchair accessible venues.

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 a Learning Support Adviser
- c) Access to the internet

3.2 Disclosure:

Redbridge Institute will ensure that all learners are treated equally and fairly and can feel confident in disclosing a disability. We encourage all learners with learning difficulties and/or disabilities to disclose to us so that, if necessary, we can discuss possible interventions and support strategies at an early stage. All the information provided is handled sensitively and is given only to staff that need to know about the disability or intervention requirements. If learners do not wish this information to be passed on, we may not be able to give appropriate additional support. Learners will be asked to sign a statement to the effect that this information may be disclosed to others.

All learners are subject to the entry requirements set out for each course and we will make reasonable adjustments to help each learner achieve his/her qualification aim. However, there may be occasions when the Institute is not the most appropriate provider and we will therefore refer learners either to advice & guidance or other providers.

3.3 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.

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

Interviews and meetings will take place in fully accessible accommodation.

4. Resources

4.1 Learning Resources and Support

Redbridge Institute will endeavour to provide, within available resources, a range of learning aids and resources for learners, some of which are of particular use for students with disabilities. We will make every effort to ensure that you have the best learning experience while with us. We can do this by:

- Ensuring that teaching is differentiated
- Learning materials are inclusive
- Provision of learning support assistance in class where possible for promotion of independence and educational development
- Provision of additional interventions out of class through the Learning Hub
- Provision of specialist facilities support, for example, dyslexia assessment
- Provision of physical/ mobility support
- Provision of assistive equipment or adaptations
- Learners will be expected to return all loaned equipment at the end of their course

Our learning Hub also offers:

- Tutorial support with a learning support adviser, assistant or course specialist tutor
- Assistive equipment and mobility support
- Dyslexia support
- Exam access arrangements or concessions
- Help with learning in and out of classes
- Help with coursework/homework
- Career advice and guidance
- Welfare support and information
- English, maths and IT workshops
- Information on Health & Wellbeing courses

4.2 Physical access to learning and other facilities:

Learners attending courses held at the Gearies Learning 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
- viii. SMS messaging service

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

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. There are also learner guides available on a number of disabilities and learning difficulties containing useful information with lists of appropriate agencies which could provide additional support.

4.3 Staff Expertise

Redbridge Institute will ensure that full and part time staff have opportunities to participate in staff development and training related to disability. Inclusive learning disability guides are constantly under review and all tutors are given relevant leaflets and are informed of the learner’s disability.

5. Examinations and Assessments

We are usually able to make appropriate arrangements for assessments and examinations to suit individual requirements arising from disabilities. 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. .

6. Financial Support

Redbridge Institute will use part of the Adult Education Budget (AEB) funding provided by the GLA or Education & Skills Funding Agency (ESFA) to provide direct financial help to learners’ financial circumstances would deny access to or completion of further education under the Institute’s current fees policy. The general principle is to support applicants wherever there is need, to give support to the maximum number of individuals possible and to ensure that decisions made are in the spirit of the Support fund.

7. 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 Principal 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 team 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. Photographs are displayed on the wall next to Reception.

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.

8. 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: quality@redbridge-iae.ac.uk In addition, a copy of the procedures and forms can be also made available in large print. Meetings held in relation to a complaint can take place in fully accessible accommodation.