

Disability Equality Scheme

December 2006 to December 2009

Also available in large print (16pt)

And electronic format.

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Perth College Commitment to Disability Equality

Perth College believes there is no place for disability discrimination in any of its services or activities. It is fully committed to the principles of disability equality and to encouraging and supporting all staff and students to reach their potential. Perth College aims to ensure that all of its policies, procedures and practices are non-discriminating and that positive action is taken to redress any inequalities in employment practices, provision of services to students and customers or the way in which the College manages its business. The Disability Equality Scheme is a stimulus for action across the college community and requires members of the Board of Management, the principal and managers, staff, students, customers, contractors and partner agencies, including its Students' Association, to be aware of and to support its philosophy and aims.

Perth College is aware of the meaning of "disability" in terms of the Disability Discrimination Act 2005. In the Act it is defined as "a physical or mental impairment which has substantial and long term adverse effect on his ability to carry out day to day activities". The college also recognises the unseen nature of many disabilities and the fact that very few are static but can change over time. Because of this the college will follow the guidance provided by the Disability Rights Commission in defining disability (www.drc.org).

Perth College has responded to the requirements of the Disability Discrimination Act 1995, and the Special Educational Needs and Disability Act 2001. The main focus of this legislation was to encourage institutions to make "reasonable adjustments" to existing facilities or procedures. The Disability Discrimination Act 1995, amended by the Disability Discrimination Act 2005 and the Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005 has been described by the chairman of the Disability Rights Commission as 'a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place'.

General and Specific Duties

The duties placed on the College by disability equality legislation are seen as binding, both corporately and individually. The College will work to meet the general duty to:

- 1 Promote equality of opportunity between people with disabilities and others.
- 2 Eliminate discrimination which is unlawful under the Disability Discrimination Act.
- 3 Eliminate disability-related harassment.
- 4 Promote positive attitudes towards people with disabilities.
- 5 Encourage participation by people with disabilities in public life.
- 6 Take steps to meet the needs of people with disabilities, even if this requires more favourable treatment.

These duties are reinforced by specific duties to:

- 1 Publish a Disability Equality Scheme by December 2006.
- 2 Prepare and regularly review an action plan that demonstrates how the college will meet its general and specific duties.
- 3 Involve people with disabilities in the development of the Scheme.

A named member of the college Senior Management Team, the Director of Human Resources and Organisational Development, will act as the main contact for Disability Equality issues as part of the college's Equal Opportunities Strategy. The Human Resources/Continuing Professional Development Manager will also play a key role in the administration of the policy. Overall responsibility for the Disability Equality Scheme lies with the College Board of Management.

1 Introduction and Context

- 1.1 Perth College is an incorporated Further Education College and an academic partner in UHI Millennium Institute. The College is located in the Perth and Kinross area which has a population of approximately 145,000 people. The College has a commitment to education as a right for all and has a long history of successful provision for people of all abilities and needs.
- 1.2 The College has in place an Equal Opportunities Strategy that incorporates all of its policies relating to equalities and inclusion issues, including Disability Equality. An annual Equal Opportunities Action Plan is prepared and published and this is informed both by the results of Equal Opportunities monitoring, including disability equality monitoring, and through consultation with College managers and other internal and external representatives. The Disability Equality Action Plan is incorporated into the annual Equal Opportunities Action Plan for purposes of implementation. The Equality, Diversity and Inclusion Team (EDIT), which reports to the college Senior Management Team, has the responsibility to analyse data, set and monitor targets, assess the impact of the Equal Opportunities Action Plan, including disability equality issues, and to publish the outcomes.
- 1.3 The College also has a commitment to the Disability Equality Scheme of UHI Millennium Institute.

2 Involving People with Disabilities

- 2.1 As part of the process of designing the first Perth College Disability Equality Scheme specific consultation arrangements were undertaken. Staff, current and former students who had declared a disability and local and national organisations involved with disability issues were involved in drafting the Disability Equality Scheme and action plan. An outcome of this consultation was the setting up of the Perth College Disability Equality Forum – see section 6.6 for further information.

- 2.2 Perth College also has a practice of involving students in college committees and this practice will be enhanced to ensure that students with disabilities are able to have their views heard. The Learning, Teaching and Student Support and Academic Standards Committees and the Academic Board will seek the involvement of students with disabilities.
- 2.3 The Perth College Students' Association will also be actively encouraged to involve students with disabilities in planning and implementing social, cultural and academic quality activities.

3 **Impact Assessment**

- 3.1 The College has identified the following elements of its current operation and function as disability equality relevant and for which impact assessment on some scale is required:
 - 3.1.1 The systematic monitoring and review of all College policies that enable the College to meet the requirements of the Disability Equality Act 2005.
 - 3.1.2 All aspects of student recruitment, admissions, retention and achievement.
 - 3.1.3 Staff recruitment, selection and retention.
 - 3.1.4 Student guidance and support services including the disbursement of funding, disability services, learning support, childcare, personal support and careers guidance.
 - 3.1.5 All aspects of the college Dignity in the College Community Policy dealing with bullying, harassment, victimisation and discrimination.
 - 3.1.6 Staff career development and progression, (including temporary promotion and acting-up arrangements) and all continuing professional development opportunities and Professional Development reviews.
 - 3.1.7 Staff turnover and the results of exit interviews.
 - 3.1.8 Student and staff grievances and complaints.
 - 3.1.9 Curriculum, learning, teaching, assessment and academic examinations.
 - 3.1.10 The college Estates Strategy and all estate and resource related functions and services.
 - 3.1.11 Student and staff work placement and field trips.

- 3.1.12 All partnerships and collaborations, business and community links.
- 3.1.14 All student and staff disciplinary issues.
- 3.1.15 Quality assurance and quality enhancement policies and processes.
- 3.2 The College will undertake multi-strand equality impact assessments, where appropriate, in line with its current practice of recognising its equality and diversity responsibilities under one overall Equal Opportunities Strategy. The action plan will indicate the priorities for impact assessment.
- 3.3 A basic template in the form of key questions will be used to assess the impact of new and existing policies, functions and services. Guidance notes and supplementary questions will be added as required. Guidance from the Disability Rights Commission and the Scottish Executive will always be referred to.
- 3.4 Responsibility for impact assessment of a specific function or service will remain with the manager of that function or service and s/he will work with and be advised by others in this process. The outcomes from the assessment will be included in the college action plan as required or adjustments made on a local level as part of normal operations.
- 3.5 Where policies are being assessed an across-college team will be involved. All college policies have a clearly stated review date and are reviewed bi-annually. The impact of disability equality issues will be considered and amendments made at the time of review as part of a multi strand equalities assessment, if appropriate.
- 3.6 Appropriate staff development and support will be put in place for all staff involved in identifying the impact of disability equality issues on policies, practices, facilities or services.
- 3.7 Overall responsibility to ensure that impact assessments are carried out will remain with the College Senior Management Team and, operational monitoring, review and recommendations for further action planning will be undertaken by the college Equality, Diversity and Inclusion Team (EDIT).

4 **Communication and Consultation**

- 4.1 The College's Disability Equality Scheme and Action Plan is an integral part of its Equal Opportunities Strategy and Action Plan. The EO Strategy and Action Plan is prepared by the Equality, Diversity and Inclusion Team (EDIT) which is a representative body drawing membership from the Board of Management, Senior Staff, representatives from College Faculties and Units, students and external stakeholders as appropriate. The EO Strategy and Action plan is reviewed following analysis of data and consultation with groups across the College and external partners.
- 4.2 Internal consultation on the draft Equal Opportunities Strategy and its supporting schemes and policies, including the Disability Equality Scheme and Action Plan, is carried out by submitting these documents to the Board of Management, the Senior Management Team, College Managers, Faculty and Unit meetings and the Student Association for comment and agreement.
- 4.3 External consultation on the overall Equal Opportunities Strategy is carried out with partners in the Community Planning Partnership and other relevant community and business organisations.
- 4.4 In relation to the Disability Equality Scheme and Action Plan additional Involvement and consultation will take place through the Perth College Disability Forum comprising students and staff with disabilities and representatives from local and national agencies working with people with disabilities.
- 4.5 The approved version of the Disability Equality Scheme and Action Plan will be made available to the public and all staff and students through the college website, the college intranet, the Student Information Handbook and will be signposted in the Student Guide. The Equality of Opportunity Action Plans, including that for the Disability Equality Scheme (DES), are circulated to all managers and progress against actions is monitored by the senior management team and the Equality, Diversity and Inclusion Team (EDIT). Results of annual monitoring and a record of outcomes achieved are published on the Perth College website.
- 4.6 The college will take reasonable steps to ensure any agreements relating to the procurement, outsourcing and tendering of services and the setting up of partnerships and collaborations with outside public, voluntary, community or private organisations will include a requirement to support the College's policy and commitment to the general and specific duties, if the particular function is disability equality relevant. All contractors and partners will be provided with a copy of the College Disability Equality Scheme (DES).

5 Action Plan for 2007–2009

The Perth College Disability Equality Action Plan reflects the priorities indicated by:

- Staff and students with disabilities who were involved in the design of the Disability Equality Scheme (DES) and action plan.
- Representatives from local and national organisations who gave their time and expertise to advise the college.
- The strategic direction of the college as indicated in the True North key messages:
 - To be a learning organisation.
 - To make a greater contribution to economic success and business development.
 - To grow.
 - To be organisationally agile to meet this growth.
 - To keep things simple.

The Disability Equality action plan for 2006–2007 is given in detail as an **Appendix** to this document.

Plans for 2007–2008 and 2008–2009 will be published in detail on the Perth College website with the outcomes from the 2006–2007 action plan.

6 Collection and Use of Information, Monitoring and Review of Outcomes

- 6.1 Perth College works closely with Perth and Kinross Council, Careers Scotland, health services and other community and voluntary organisations in relation to the transition of people from other provision into Perth College courses. Scottish Executive guidelines given in the publication Partnership Matters are followed.
- 6.2 Staff and students are given opportunities to disclose a disability at all stages of their involvement with the college. College information and recruitment materials have information about the services and facilities available to students with disabilities. Application forms for staff and students and enrolment forms for students provide an opportunity to disclose a disability and to request additional support. Other opportunities are given throughout the academic year for students to disclose a disability and request additional support. Professional Reviews for staff, management supervision processes and general HR services make provision for staff to declare a disability and to request support at any time.
- 6.3 Students disclosing a disability and requesting support have a named contact person assigned to them and a confidential Personal Learning and Support Plan (PLSP) is put in place. The Personal Learning and Support Plan (PLSP) contains details of the students' additional support needs which may impact on their ability to study and to benefit fully from their experience at college and indicates measures put in place to provide support. These measures can include assistance with transport, specialist services, assistive technologies, adaptations to learning and teaching materials, additional time for assessments and examinations

and a wide range of other provision, depending on the needs of the individual. The Personal Learning and Support Plan (PLSP) is in place throughout the time a student is involved with the college. Regular reviews with a named contact person take place during the academic year and adjustments are made to provision as needed. The Personal Learning and Support Plan (PLSP) remains confidential and the student gives permission for information to be given to a list of named staff. Carers can access this information from the student but the college will not provide this information without the student's agreement. Statistics from the Personal Learning and Support Plan (PLSP) are collected but details of individual students are not disclosed.

- 6.4 Annual student surveys are undertaken and questions relating to services and facilities for people with disabilities are asked. The information gathered in this way is considered by the member of the college senior management team responsible for that area and added to the action plan as appropriate. All information is gathered anonymously.
- 6.5 Staff recruitment, selection, training and retention and student recruitment, admission, retention and achievement data are collected annually as part of the management information function and reporting requirements. Reports in relation to staff and students with disabilities are produced and analysed and the information gained is used by the relevant college manager as part of the annual business planning process. An Accessibility module is being developed as part of the management information system which will assist in the recording of information relating to students with disabilities and this will be functional from 2007-8.
- 6.6 The college has in place a comments and suggestions procedure which is open to all staff, students and visitors to college sites. The college complaints procedure is also widely publicised. Any information gathered through these means is fed into the college annual business planning process.
- 6.7 The college will strengthen its information and consultation procedures in relation to disability equality issues through the formation of a Perth College Disability Equality Forum. Individuals and organisations who took part in the initial consultations prior to December 2006 will be invited to meet on an annual basis and to review the progress being made by the college in meeting its duties.
- 6.8 As part of its Equal Opportunities Strategy the college produces an annual Equal Opportunities action plan. It is the responsibility of the college Equality, Diversity and Inclusion Team (EDIT) under the leadership of the Director of Human Resources and Organisational Development, who is a member of the College Senior Management Team, to prepare this action plan, based on an analysis of data gathered from the various sources noted above, and present it to the College Senior Management Team for approval. Progress towards targets is the responsibility of individual managers and is monitored by the Equality, Diversity and Inclusion Team (EDIT) with reports going to the Senior Management

Team and to the Board of Management. This action plan is also incorporated into the overall college Business Plan.

7 **Support for Staff and Students**

- 7.1 Continuing Professional Development (CPD) will be available for all staff in relation to the college Disability Equality Scheme. Specific training for the Board of Management and senior managers will take place and be updated as required. More specialist training for staff performing key functions in relation to disability equality will be identified and updating of existing staff or training of new staff will take place on a regular basis. Recording of training which has been undertaken will form part of the professional review process for all staff.
- 7.2 Any discrimination against staff or students with disabilities will be dealt with through the College's Dignity in the College Community Policy (DCCP) framework initially, using a trained Supporter. Issues that are not resolved by this process will be moved into the formal college disciplinary structures for staff or students.
- 7.3 The Personal Learning and Support Plan (PLSP) which is put in place for all students who disclose a disability will provide a strong support structure in which the student plays an active role.
- 7.4 Where elements of the disability equality action plan require staff to be trained in new skills or practices this will be indicated in the action plan and measured as an outcome.
- 7.5 College teams will be encouraged and supported, as part of their ongoing management and supervision, to ensure that consideration of the needs of people with disabilities becomes an intrinsic and fully mainstreamed element in all of their planning and operational activities.

8 **Publication of the Scheme and Outcomes from the Annual Action Plan**

- 8.1 The college Disability Equality Scheme will be available to all staff on the college intranet and all new staff will be made aware of their duties in this regard as part of their induction.
- 8.2 Student information publications, including the college web site, will contain the full Disability Equality Scheme and action plan or will signpost students to where it can be found.
- 8.3 College management information in relation to disability equality issues will be published annually on the college website.
- 8.4 Outcomes and progress against targets in the college's Disability Equality action plan will also be published annually on the College web site along with updates to the plan

Appendix

Perth College Disability Equality Scheme - Action Plan December 2006 – December 2007

Disability Equality Duty 1: Promote Equality of Opportunity between People with Disabilities and Others					
	Outcome	Action	Timescale	Progress Indicator	Person Responsible
1.1	Managers are aware of their responsibilities in line with the Disability Discrimination Act and the Disability Equality Duty.	1 Training for managers/ strategic planners in disability/ disability equality issues, impact assessment, collecting and using data etc.	By March 2007	Record of staff undertaking training.	HR/CPD Manager
1.2	All college staff aware of the Perth College Disability Scheme and action plan and of their responsibilities.	1 All staff notified of the college DES and where copies can be found. 2 All staff to undertake initial training in DES and informed of their responsibilities. 3 New staff to be given information and training as part of induction.	By end Jan 2007 By end August 2007 Ongoing	Minutes of staff meetings, intranet, etc. Record of staff undertaking training.	All Managers HR/CPD Manager HR/CPD Manager
1.3	Review of partnership arrangements to ensure disability equality.	1 Partnership agreements, SLAs reviewed and changes made jointly with partners.	By December 2007	Changes to agreements and working practices.	Community Development Manager and Members of SMT

1.4	Increased awareness of managers in relation to the impacts and effects of certain disabilities on staff performance.	<ol style="list-style-type: none"> 1 Specific training from local and national organisations. 2 Information materials made available as needs of individual staff notified. 	<p>By August 2007</p> <p>Ongoing</p>	<p>Record of attendance at training.</p> <p>Feedback from staff with disabilities.</p> <p>Individual Staff Reviews</p>	<p>HR/CPD Manager</p> <p>Disability Equality Forum</p>
Disability Equality Duty 2: Eliminate Discrimination which is Unlawful Under the Disability Discrimination Act					
	Outcome	Action	Timescale	Progress Indicator	Person Responsible
2.1	Prioritised plan for impact assessment of existing policies and functions – links to items 2.3 – 2.8.	<ol style="list-style-type: none"> 1 Agree list of policies and functions to be impact assessed and prioritised for 2006-7. 2 Agree equality impact assessment template to be used. 3 Make changes as needed. 4 Amend corresponding business processes to reflect policy/function changes. 5 Publish amended policies and train staff. 	<p>By end March 2007</p> <p>By end March 2007</p> <p>By end Nov 2007</p> <p>By end Nov 2007</p> <p>By end Nov 2007</p>	<p>Minutes.</p> <p>Template available.</p> <p>Minutes.</p> <p>Minutes, staff training manuals etc.</p> <p>Publication of policies.</p> <p>Record of CPD.</p>	<p>HR Director</p> <p>HR Director</p> <p>HR Director</p> <p>Relevant Managers</p> <p>HR/CPD Manager</p>
2.2	Impact assess all new policies, functions and business processes.	As 2.1 above.	Ongoing	Minutes, staff training manuals, etc.	All Managers

2.3	Staff recruitment and selection procedures reviewed, including probationary policy, to reflect impact of specific disabilities.	<ol style="list-style-type: none"> 1 Consult with staff with a declared disability and amend procedures as needed. 2 Change business processes and train relevant staff. 	<p>By end July 2007</p> <p>By end July 2007</p>	Minutes, changes to policy, materials and business processes. Record of staff CPD.	<p>HR Director</p> <p>HR/CPD Manager</p>
2.4	Staff sickness absence policy and rewards for lack of absence amended to reflect effects of specific disabilities.	<ol style="list-style-type: none"> 1 Consult with staff who have declared a disability and amend procedures as needed. 2 Change business processes and train relevant staff. 	<p>By end July 2007</p> <p>By end July 2007</p>	Minutes, changes to policy, materials and business processes. Record of staff CPD.	<p>HR Director</p> <p>HR/CPD Manager</p>
2.5	Staff family-friendly policy extended to specify needs of staff with disabled children.	<ol style="list-style-type: none"> 1 Consult relevant staff. 2 Amend policy and processes as needed. 3 Train relevant staff. 	By Dec 2007	Minutes, records of meetings. Revised policy. CPD records.	<p>HR Director</p> <p>HR/CPD Manager</p>
2.6	Set up and implement a 3 year multi strand (to include race and age issues) review cycle of all courses including learning and teaching materials, delivery and assessment methods and student work placements.	<ol style="list-style-type: none"> 1 Agree cycle and set priorities. 2 Agree impact assessment tool. 3 Consult students with disabilities. 4 Change materials and methods as needed. 	<p>By end June 2007</p> <p>By end June 2007</p> <p>Ongoing through cycle</p> <p>Ongoing through cycle</p>	<p>Minutes.</p> <p>Assessment tool.</p> <p>Minutes.</p> <p>Revised materials, methods and protocols.</p>	<p>Assistant Principal Curriculum/Quality EDIT</p> <p>Relevant Managers</p> <p>Relevant managers/staff</p>

2.7	Changes to course design, methods and teaching materials reflected in course promotion and marketing.	1 Production of promotional materials linked to review of courses.	Ongoing through cycle	Minutes Materials produced. Feedback from Perth College Disability Equality Forum and individual students.	Marketing Manager Relevant Curriculum Managers/Staff
2.8	Student recruitment, selection and admission processes reviewed.	1 Consult students with disabilities. 2 Amend materials and processes as needed and train staff.	By end Feb 2007 By end March 2007	Records of meetings. Revised materials and processes. CPD records.	Customer and Student Services Manager
2.9	Set up links with local disability services to provide referral points, information and support for staff and students.	1 Use the Perth College Disability Equality Forum links to set up this service. 2 Develop and maintain a list of organisations which is available to all staff and students.	By Dec 2007	Minutes. List - available in different formats.	HR/CPD Manager Customer and Student Services Manager Community Development Manager

Disability Equality Duty 3: Eliminate Disability-Related Harassment					
	Outcome	Action	Timescale	Progress Indicator	Person Responsible
3.1	Work with others to improve the timescales for assessment and allocation of the Disabled Student Allowance (DSA).	<ol style="list-style-type: none"> 1 Contact the Student Awards Agency for Scotland (SAAS) to discuss changes. 2 Train college staff to become assessors. 	<p>By August 2007</p> <p>By December 2008</p>	Improvements in time taken to assess and disburse funds. CPD Records.	Customer and Student Services Manager
3.2	Work with others to ensure all relevant materials produced by national education and training organisations are designed for conversion into large print and other formats.	<ol style="list-style-type: none"> 1 Contact SQA and other similar organisations when these issues become apparent. 	Ongoing	Production of alternative formats as standard.	Assistant Principal Curriculum and Quality
3.3	Record and monitor incidents of harassment of disabled people on all college sites.	<ol style="list-style-type: none"> 1 Use the college's Dignity in the College Community Policy and trained Supporters to deal initially with any incidents. 2 Use staff and student disciplinary processes where appropriate. 3 Ensure current policies allow for the reporting of employment related incidents. 	<p>Ongoing</p> <p>Ongoing</p> <p>By July 2007</p>	<p>Dignity in the College Community reporting processes. Records of Disciplinary processes. Changes to policies.</p>	<p>HR/CPD Manager</p> <p>Relevant Managers</p> <p>HR/CPD Manager</p>

Disability Equality Duty 4: Promote Positive Attitudes Towards People with Disabilities					
	Outcome	Action	Timescale	Progress Indicator	Person Responsible
4.1	Information materials from DRC and others made freely available to students, staff and visitors.	1 Use reception areas, student social spaces, staff rooms, learning centres to display materials.	By end March 2007	Evidence of materials being renewed and replaced regularly.	Marketing Manager
4.2	Encourage staff to promote positive attitudes wherever possible as part of learning, teaching and general college operations.	1 Embed the principles of equality for all in the college planning, monitoring and review processes.	Ongoing through the 3 year cycle	Feedback and consultation with staff and students.	All Managers
4.3	Provide information to staff and students on specific disabilities and their potential effects on study and work.	1 Obtain information and advice from local and national groups dealing with disabilities. 2 Make this available to staff and students.	As required to meet specific circumstances through the 3 year cycle	Numbers of requests for information. Feedback from individual staff and students.	Community Development Manager HR/CPD Manager

Disability Equality Duty 5: Encourage Participation by People with Disabilities in Public Life					
	Outcome	Action	Timescale	Progress Indicator	Person Responsible
5.1	Provide support for students with disabilities who wish to join College committees, run for election to the Students Association or compete in external events and competitions related to their college course.	<ol style="list-style-type: none"> 1 Work with the college Students Association and UHISA to assist students who wish to participate. 2 Provide training and other preparatory support. 	Ongoing	Numbers of students both indicating an interest and becoming involved.	Quality Manager Customer and Student Services Manager
5.2	Work with former students with disabilities to promote disability equality and encourage current or prospective students to study.	<ol style="list-style-type: none"> 1 Work through the Perth College Disability Equality Forum to contact former students. 2 Plan and implement effective opportunities 3 Evaluate the effectiveness of the projects. 	Ongoing through the 3 year DES cycle	Feedback from current and prospective students.	Customer and Student Services Manager Marketing Manager

Disability Equality Duty 6: Take Steps to Meet the Needs of People with Disabilities, even if this Requires more Favourable Treatment					
	Outcome	Action	Timescale	Progress Indicator	Person Responsible
6.1	Estates Strategy and business plans to demonstrate awareness of DDA and disability equality issues.	<ol style="list-style-type: none"> 1 Involve staff and students with disabilities before finalising strategy or moves of college functions and facilities. 2 Continuing need to monitor access to parking spaces for people with disabilities. 3 Ensure DDA issues such as definition of steps, appropriate signage, lowering speed bumps, replacing faulty lights are dealt with. 	<p>By end Jan 2007</p> <p>By end Dec 2007</p> <p>By end Jan 2007</p>		Director of Resources and ICT
6.2	Improved access between the main buildings on campus.	<ol style="list-style-type: none"> 1 Explore possible options, including an adapted vehicle and an allocated driver. 	By September 2007	Solutions found and staff, students and visitors informed.	Director of Resources and ICT
6.3	Improve information and support regarding sickness absence policies and processes for students with disabilities.	<ol style="list-style-type: none"> 1 Provide clear guidance on sickness absence reporting .for students whose disabilities may have an adverse impact on their attendance 2 Monitor this absence recording to ensure equity of use across the college. 	<p>By June 2007</p> <p>By Dec 2007</p>	<p>Production of guidance.</p> <p>Outcomes from monitoring exercise.</p>	<p>Customer and Student Services Manager</p> <p>All Managers</p>