

SEASHELL TRUST

Disability Equality Scheme.

SeaShell Trust is a charitable organisation (registered charity number 1092655) which has overarching responsibility for:-

- The Royal School for the Deaf and Communication Disorders (RSDCD) - a non-maintained residential special school also registered as a Children's Home
- and which is also an Independent Specialist College, registering as a young adults' home
- Griffin Lodge, a registered care home for twelve young adults

All provisions under the charity cater for children and young people who have severe learning and severe communication difficulties resulting from combinations of disabilities resulting in very complex needs

Its charitable objects are:

To advance the education (including social and physical training) of children and adults who, through any one or more forms of disability, require special provision for their needs.

Introduction

Sea Shell Trustee - Vision

The **Sea Shell Trustee Limited** acknowledges its responsibilities towards all disabled Learners, Service Users, Staff, Volunteers and other disabled users of the school, college, residential care, visitors and disabled people in the wider community who use the facilities of the charity.

RSDCD is a recognised centre of expertise which provides high quality education, care and specialist services to individuals with complex learning and communication difficulties whose needs cannot be met in their local environment and which promotes their development, success and participation in the community

Sea Shell Trustee - Values

- To provide a happy secure environment for Learners in school, college and residence and Service Users at Griffin Lodge
- To assess each individual's needs and make appropriate provision for them
- To provide alternative and augmentative communication systems to ensure Learners and Service Users are able to access a communication system appropriate to their needs
- To provide an extended curriculum and activities which meet the functional and developmental needs of individuals and promotes their independence
- To encourage the Learners'/Service Users participation in the wider community
- To realise individual potential by providing challenges and experiences to develop self esteem and confidence
- To work in partnership with the Learners/Service Users and their families
- To work in partnership with local authorities, health professionals and others from relevant partner agencies to meet Learners / Service Users needs

- Where appropriate, in partnership with other agencies, develop or modify services to meet the changing needs of the Learners / Service Users
- To develop additional services which augment and enhance the services provided by the core business

The Directors of the Charity are committed to ensuring equal treatment of all its employees, learners and any others involved in the school / college / community, including those with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The Directors of the Charity promotes diversity and equality of opportunity and will not tolerate discrimination in any form.

The Duty

The **Disability Equality Duty (DED)** is a legislative requirement placed on all public bodies to deliver better disability equality outcomes. The DED applies to all maintained Schools, Colleges and Local Authorities to act proactively on disability equality issues across the board, rather than on an individual basis. The duty is aimed at tackling institutional disability - related discrimination and compliments the individual rights focus of the Disability Discrimination Act (DDA). The DED will result in improved services and outcomes for disabled people as a whole.

The Disability Discrimination Act (2005) defines a disabled person as someone who has:

'a physical or mental impairment which has substantial and long term adverse effect on his or her ability to carry out normal day to day activities'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA *'substantial'* means 'more than minor or trivial'; *'long term'* means lasting more than twelve months. The definition is broad and includes children and adults with a wide range of impairments including learning disabilities, dyslexia, diabetes, or epilepsy where the effect on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The duty requires all public bodies, when carrying out their functions, to have due regard to the need to:

- *Promote equality of opportunity between disabled people and others*
- *Eliminate discrimination that is unlawful under the Disability Discrimination Act*
- *Eliminate harassment of disabled people that is related to their disability*
- *Promote positive attitudes towards disabled people*
- *Encourage participation by disabled people*
- *Promote positive attitudes towards disabled people, even where that involves treating disabled people more favourably than others*

DDA 2005 S49A

Reference to 'disabled people' includes disabled learners, staff and other disabled users of the school, college, residential care, visitors and disabled people in the wider community who use the facilities.

Responsibility for making sure the duty is met lies with Directors, Governors, parents of learners and members of the wider community who visit RSDCD or use the facilities.

Disabled Learners

The **SEN and Disability Act 2001** extended the **Disability Discrimination Act 1995 (DDA)** to cover education and extended school provision. Since September 2002 three sets of duties combined to provide the statutory framework that underpins equality of opportunity for disabled learners in accessing education:

- The disability discrimination duties in part 4 of the DDA provides protection from discrimination
- The planning duties in part 4 of the DDA provides for improvements to increase access over time
- The Special Educational Needs (SEN) duties in the Education Act 1996 provide auxiliary aids and services.

It is important to note that though the definition of disability comes from the DDA and the definition of Special Educational Needs (SEN) comes from the Education Act 1996, there is significant overlap between the two groups of Learners. If a Learner has SEN and needs special educational provision to be made for them in order to access education, the 'provision of *'auxiliary aids and services'* is not included in the reasonable adjustments duty under the DDA

At RSDCD we do not isolate the duties but have worked with them together to support our learners who are all disabled as defined by the DDA. The organisation's **SENDA** document outlines its plans to improve access for learners who attend the school / college.

The **Accessibility Plan** sets out the proposals of the Charity and Governing Bodies of the School and College to further increase access to education, information and the environment for all Learners in the three areas required by the planning duties in the DDA, and to improve access for all disabled employees, volunteers and visitors to RSDCD which includes the service users who reside at Griffin Lodge. The plan has been devised following consultation with staff across the organisation through departmental meetings, staff questionnaire, a parental questionnaire which is distributed annually and a stakeholder questionnaire which is given to all visitors when they arrive at RSDCD.

Due to the complexity of needs of the Learners at RSDCD, their views are difficult to obtain formally. Work during Student Councils is ongoing in an attempt to ascertain the views but a great deal of repetition is required if views are going to be a meaningful contribution to the Plan. Informally, some of the behaviour and general responses exhibited by the learners can be interpreted as indicative of their thoughts and feelings regarding the curriculum, environment and information provided by the organisation.

The Accessibility Plan is presented in two parts:

Part 1: Learner Accessibility Plan (a) Curriculum (b) Environment (c) Information

Part 2: Employees and Visitors to RSDCD (a) Environment (b) Information

Approximate costs have been identified regarding purchasing of equipment / facilities although it is difficult to predict the costs relating to improvements detailed in the latter part of the plan. Other costs which are unspecified relate to staff time and expertise.

Monitoring procedures

The Accessibility Plan will be monitored by the Directors of Sea Shell Trustee Limited via the Curriculum sub committees of the Governing Body.

PART 1
Accessibility Action Plan
2007 - 2009
(Learners)

Learner Data

- All the Learners at RSDCD have Special Educational Needs which are included in the categories as defined by the Disability Discrimination Act.
- Learners have more than one disability which compounds their ability to learn.
- For the purposes of data, the following table indicates the two most profound disabilities although some Learners may have additional impairments such as visual impairment / physical disability in conjunction with those outlined

Learner data (September 2008)

| Total Number of Learners | School Male | School Female | Total | College Male | College Female | Total |
|-------------------------------|-------------|---------------|-------|--------------|----------------|-------|
| School (EYFS, KS1-4, Post 16) | 32 | 10 | 42 | 25 | 21 | 46 |

Introduction

Although RSDCD strives to provide inclusive access to the curriculum for all learners, we acknowledge that this is never ending and it is necessary to identify priorities and constantly plan, resource and implement further improvements.

Many of the Learners at RSDCD have associated medical / mental health / mobility / physical difficulties that may on occasions interrupt their ability to access learning. For example, if a Learner's seating or audiological aids are inappropriate this can have a serious impact on learning.

Although RSDCD provides a range of Health Services to support learners, there is often difficulty with the funding for new / replacement auxiliary aids and equipment. Several strategies have been implemented in an attempt to improve this situation but it remains a challenge to secure aids for some of the Learners. It is unfortunate that the duty to provide auxiliary aids and equipment is not included in the Disability Equality Duty:

'If a Learner has SEN and needs special educational provision to be made for them in order to access education under the 1996 Education Act, the 'provision of 'auxiliary aids and services' is not included in the reasonable adjustments duty under the DDA 2005'.

DDA 2005

Recent Progress

- Due to the complexity of needs, the learners at RSDCD experience difficulties in crowded environments and in waiting for appointments etc when they are in need of treatment. A GP, Paediatrician, Psychiatrists, Dentist and Orthotist hold regular clinics at RSDCD and are available should a learner require attention outside clinic hours.
- During the education day the medical centre is staffed by qualified nurses. Out of school / college hours all Residential Unit Managers, Seniors and Level 2 Residential Support Workers (RSW) have received training in First Aid and the administration of medication.
- Increased Physiotherapy and Occupational Therapy support means that mobility / seating / personal care needs / programmes are devised to support access to learning.
- A Mental Nurse Practitioner supports the mental health needs of learners

- Learning objectives are devised to meet individual needs. Many learners work on individualised programmes throughout the day since the needs are often too disparate for them to be taught as a group although opportunities are taken to promote collaborative learning where possible
- Individual learning objectives are set and recorded against for each lesson. This enables the teacher to progress learning at a pace to meet individual needs
- Educational Psychology services are available at RSDCD which support the behavioural / psychological / assessment needs of learners
- In school, college and residence most learners require and receive at least 1:1 support to enable them to access the day and extended curricula. Some students require 2:1 staffing and on occasions 3:1 staffing in order to access learning opportunities, particularly when behaviours challenge staff skills and expertise
- A Link Worker supports families with communication and behaviour support programmes to enable learners to transfer skills to other settings
- Liaison between education and care results in joint IEP targets set to enable learners to access the extended curriculum
- An Activities Co-ordinator arranges and supports extra curricular activities in residence
- Extensive monitoring takes place in school, college and residential settings. Feedback is provided and further monitoring takes place to ensure recommendations have been implemented where appropriate.
- All learner contact staff have achieved or are working towards NVQ3 in either Social Care (residential staff) or Teaching Assistant (Education staff). The implementation of skills to enhance learning and achievement is monitored through class and residential observation.
- Night staff are expected to at least achieve NVQ2 and to aspire to level 3 in social care
- Performance management targets are set to improve the knowledge and skills for all employees which ultimately impacts on teaching and learning.
- Learners at RSDCD access Community and Disabled Sports weeks (CADS) during the year where they experience a range of sports alongside other disabled and able bodied learners. As there is an age limit for attendees (sixteen), a

similar programme for young adult learners at RSDCD, service users at Griffin Lodge and young adults from the community has been developed.

- Volunteers provide additional support for learning in the school, college, residential care and more recently at Griffin Lodge
- All learners access supported work experience placements either on or off site. Although there can be difficulties engaging employers to provide off-site supported placements, those students who would benefit from off-site work placements are usually successful in securing appropriate access, supported by training and staff support from RSDCD
- Plans are in place to build new residential houses to meet DDA standards and CSCI requirements and to seek the development of off-site housing in the community for older students
- RSDCD has an accessible fitness suite, climbing wall, swimming and hydrotherapy pools on site with trained instructors which enhance the opportunities for sport, health and leisure. All equipment is accessible and accredited. However, when in the fitness suite, at least two physically disabled learners who are confined to wheelchairs are unable to access specific pieces of equipment as their new wheelchairs are too wide for the space available. Ways to improve this situation are being explored by the sports staff and modifications made until such time as the equipment is due to be replaced (two years). The manufacturers have confirmed the new equipment will provide full access.
- All sport and leisure changing and toilet areas are IFI accredited and colour contrasts meet DDA requirements. Lockers are impairment friendly. The swimming pool has a hoist to aid transfers to the pool.
- Communication programmes are devised to meet the needs of individual learners. The programmes are supported by increased access to experienced Speech and Language Therapists
- Educational Audiology services are provided on site to enable swift maintenance of amplification aids / assessment. The Audiologist also works alongside learners and staff in the implementation of audiological programmes.
- All classroom computer workstations are on height adjustable desks
- The college has new facilities including a fully accessible ILT suite, life skills room, sensory rooms, multi-media suite and art/DT rooms
- Hi-Tec communication aids are provided for learners as required

- Switch systems such as Intellikeys are provided on all workstations.
- Large Keys keyboards are available in each classroom
- Appropriate level software is available for all Learners
- Symbol writing software is installed on all computers
- Large LCD (19" - 21") monitors are made available to Learners if required.
- Symbol based email software is installed
- Minicom, Videophones, video conferencing equipment, web cams and mobile phones are all available for Learners / to communicate with their parents.
- The recently refurbished and extended college meets DDA requirements

(A) CURRICULUM ACTION PLAN (Learners at RSDCD)

'Increasing the extent to which all learners can participate in the School, College and Extended curricula to enable them to fulfil their potential'

Priorities 2006 - 2009

| <i>Target</i> | <i>Actions</i> | <i>Timescale</i> | <i>Lead person / Resources</i> | <i>Outcomes (updated Aug 2008)</i> |
|---|--|--|------------------------------------|---|
| To provide individual educational programmes for all Learners where appropriate | <ul style="list-style-type: none"> Review SEN and Curriculum Policies to reflect individual programmes | Spring term 2007 | Manager Rycroft | Policies reflect practice |
| | <ul style="list-style-type: none"> Deliver training for Teachers on identifying motivational activities for individual programmes | Autumn term 2006 / Spring term 2007 | Assistant Principal / Manager MSSU | Learners make good progress as a result of planning for individual needs |
| | <ul style="list-style-type: none"> Provide Training for all Teachers and Residential Unit Managers on Person Centred Thinking | Spring term 2007 (Teachers) Summer term 2008 (RUMs) | Training Managers £1500 | Staff have skills and expertise to develop person centred programmes <i>All contact staff have received training on PCP</i> |

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| Improve support for learners' communication | <ul style="list-style-type: none"> • Devise a rolling programme of training for communication systems used within the organisation • Develop a programme of training for hearing aid management within classes | <p>Spring term 2008</p> <p>Spring term 2008</p> | <p>Rycroft Manager</p> <p>Audiologist</p> | <p>Staff have skills to support communication Programmes</p> <p><i>Course in place. Training to education staff has been delivered. The communication course is now part of the recently revised Induction programme for new staff</i></p> <p><i>Programme of training in hearing aid management ongoing</i></p> |
| To improve learning opportunities for all learners | <ul style="list-style-type: none"> • Improve attendance at multi disciplinary meetings by both staff and support | <p>Spring term 2007</p> | <p>Vice Principal / Head of Care</p> | <p><i>Ongoing. Register of attendees maintained by Link Worker.</i></p> |

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| | <p>services</p> <ul style="list-style-type: none"> • Further develop Sensory Integration programmes | Ongoing | Senior OT - | <p><i>Regular minuted meetings now take place between teachers and Senior Residential Team Leaders/Seniors. Multi Disciplinary working impacts on Students' learning</i></p> <p><i>- Problems with lifting equipment - hopefully resolved Autumn 08</i></p> |
| Ensure that positive reference to gender, race and disability is evident within teaching | <ul style="list-style-type: none"> • Incorporate reference to EO in session planning and look at Individual Programmes • Monitor plans with reference to Equality and Diversity • Provide refresher | <p>Spring term 2008</p> <p>Summer term 2007</p> <p>Autumn term</p> | <p>Curriculum Managers</p> <p>Curriculum Managers</p> <p>Training Managers</p> | <p><i>All issues are addressed through the curriculum. IEP format / weekly planning modified to illustrate PCP</i></p> <p><i>Half of the</i></p> |

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| | training for staff re Equal Opportunities | 2008 | | <i>residential staff have received training. All staff have received training on Mental Capacity Act which includes EO</i> |
| Assess Learners interests | <ul style="list-style-type: none"> • Increase opportunities for off site work experience • Increase opportunities for off site leisure activities | Autumn term 2007/ongpong Autumn term 2007 | Assistant Principal | <p>Learner's interests are identified and inform future provision</p> <p>Learners transfer skills to other settings <i>Off site leisure is part of the college curriculum</i></p> |
| Improve transport for Learners to access community learning | <ul style="list-style-type: none"> • Increase number of minibuses and drivers | Autumn term 2007 / ongoing | Training Department | <p>Learners transfer skills to other settings <i>MIDAS training is ongoing to ensure sufficient qualified</i></p> |

| | | | | <i>drivers</i> |
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| Assess impact of Person Centred Thinking Training | <ul style="list-style-type: none"> Analyse information received via Observation of Teaching and Learning Analyse Assessment data and Annual Review Advice | <p>Autumn Term 2007</p> <p>Summer terms 2007 /08/09</p> | <p>Vice Principal</p> <p>Quality Assurance Manager</p> | <p>PCP raises standards of teaching and learning</p> <p><i>See Governor reports</i></p> |
| Improve access to sports for all disabled Learners | <ul style="list-style-type: none"> Provide alternative pieces of equipment to ensure access all Learners irrespective of the size of wheelchair Support access to community sports facilities | <p>Autumn 2008</p> | <p>Sports Instructor</p> <p>£6,000</p> | <p>All Learners fulfil their potential and increase their fitness levels</p> |
| Improve transport for Learners to access community learning | <ul style="list-style-type: none"> Provide small car/ people carrier | <p>Autumn term 2009</p> | <p>Chief Executive</p> <p>£15-20,000.</p> | <p>Learners transfer skills to other settings</p> <p><i>Estates dept</i></p> |

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| | | | | <i>requested to get competitive quotes and funding designated from DCSF restricted funds</i> |
| Improve access to outdoor sport and fitness curriculum | <ul style="list-style-type: none"> • Provide an all weather surface to enable all disabled learners to access an outdoor sports curriculum | Autumn term 2009 | Sports Manager £50,000 | All Learners have access to outdoor sports |
| To improve learning opportunities for all learners | <ul style="list-style-type: none"> • Multi disciplinary pen portraits for all learners | Autumn term 2009 | Manager Rycroft Centre | Multi Disciplinary working impacts on Students' ability to access learning |
| To meet the needs of learners on specific groups of learners | <ul style="list-style-type: none"> • Gain Autism Accreditation | Autumn term 2009 | Manager Rycroft Centre £20,000 | Learners on the Autistic Spectrum receive an appropriate curriculum RSDCD is a |

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| | | | | <p>recognised centre for the provision of education for learners on the autistic spectrum</p> <p><i>Preparation for application for Autism Accreditation is in progress</i></p> |
| <p>RSDCD to achieve SEN Specialist status</p> | <ul style="list-style-type: none"> • Research requirements • Visit schools that have acquired the specialism • Obtain specialist support | <p>Autumn term 2009</p> | <p>Vice Principal £5000</p> | <p>Learners fulfil their potential</p> <p>RSDCD is a recognised centre of excellence and shares its expertise with other schools</p> |

(b) ENVIRONMENT ACTION PLAN (Learners)

'Improving the environment of the school, college and residential houses to increase the extent to which all disabled learners can take advantage of education and associated services' DDA 2005

Priorities 2006 - 2009

| <i>Target</i> | <i>Actions</i> | <i>Timescale</i> | <i>Lead person / Resources</i> | <i>Outcomes (updated August 2008)</i> |
|---|--|--|--------------------------------|--|
| To ensure that personal care areas meet the needs of learners | <ul style="list-style-type: none"> • Audit the personal care facilities for learners | Spring term 2007 | Therapy Dept | Learners have access to appropriate facilities |
| Provide specific fire evacuation procedures to ASU / MSSU areas of Dockray building | <ul style="list-style-type: none"> • Audit existing procedures • Consult with staff to devise appropriate evacuation procedures • Gain approval of new procedures from Mentor prior to implementation | Summer term 2007 Summer term 2007 Summer term 2007 | Estates Manager | Evacuation procedures cause least disruption for Learners and staff <i>Completed but needs revision in line with changing student groupings</i> |

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| <p>To improve the college learning environment for all Learners</p> | <ul style="list-style-type: none"> • To completely refurbish College to meet DDA standards • Provide increased storage space for equipment and materials • Provide height adjustable tables • Ensure that colours and décor of new build suit learners needs • Address lighting to ensure that levels are even | <p>Autumn term 2007</p> | <p>Estates Manager £800.000</p> | <p>Learners have access to appropriate facilities and make good progress in all areas of the curriculum</p> <p><i>Completed. New wing opened September 2008. Multi media suite in progress</i></p> |
| <p>To ensure that learners have relaxation areas</p> | <ul style="list-style-type: none"> • Common room, ICT library and quiet rooms are included in refurbishment | <p>Autumn term 2007</p> | <p>Estates Manager</p> | <p>Learners have access to alternative environments which improves their capacity to learn</p> |

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| | <ul style="list-style-type: none"> • Increase storage for personal care resources | | | |
| Improve the facilities in the Dockray building | <ul style="list-style-type: none"> • Fit appropriate acoustic wall and floor coverings • Fit additional handrails • To install a passenger lift that is fully compliant with DDA • To fit addressable Fire Alarm system incorporating audible and visual indicators | Autumn term 2009 | <p>Estates Manager £25,000</p> <p>Estates Manager £70,000</p> <p>Estates Manager £20,000</p> | <p>Learning environment meets DDA standards</p> <p>Disabled Learners are able to access upper floor facilities</p> <p>Fire evacuation procedures meets the needs of all Learners</p> |
| Ensure that all areas on site are accessible to learners with poor | <ul style="list-style-type: none"> • Review transition through the residential houses for people who | Autumn term 2008 | Estates Manager | Learners can live in residential houses alongside an |

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|--|--|------------------|-------------------------------|--|
| mobility | use wheelchairs | | | appropriate peer group <i>Ongoing</i> |
| To improve the changing facilities in the sports area | <ul style="list-style-type: none"> To modify the changing areas by installing 1 large and 1 medium permanent cubicles, a privacy wall and an adequate vanity area in each of the changing rooms | Autumn term 2008 | Estates Manager £10,000 | Learners using the sports facilities have access to privacy and other changing facilities <i>Ongoing</i> |
| To improve residential accommodation to enable access for all residential learners | <ul style="list-style-type: none"> Provide purpose built residential accommodation for learners on Autistic spectrum | Spring term 2009 | Chief Executive £1,000,000 | Accommodation for residential autistic learners is fit for purpose <i>Planning permission refused by Stockport. A new feasibility study being progressed. Northern Counties are finalising work on an off site residential house for leavers. Due to open January</i> |

| | | | | <i>2009</i> |
|---|--|------------------|--|--|
| To improve and extend the sports, fitness and leisure facilities that are accessible to all disabled learners | <ul style="list-style-type: none"> • Extension to the Fitness suite including installation of total room air conditioning • Purchase and install additional fitness suite equipment to reduce waiting time for learners • To install Audio visual equipment | Summer term 2009 | <p>Sports Manager £ 18,000</p> <p>Sports Manager £20.000</p> | Sports, Fitness and Leisure curricula provides more opportunities for Learners and improve their fitness levels and general well being |

(c) INFORMATION ACTION PLAN

'Improving the delivery of information to all disabled learners'

Priorities 2006 - 2009

| <i>Target</i> | <i>Actions</i> | <i>Timescale</i> | <i>Lead person Resources</i> | <i>Outcomes (updated Aug 2008)</i> |
|---|---|-------------------------|---|--|
| To consistently provide information in different formats for learners | <ul style="list-style-type: none"> • Build up a personal profile for learners and ensure that information matches their needs. | Ongoing | Therapy Department | Learners individual needs are met <i>Ongoing in line with student population</i> |
| Further SALTs' specialist input for augmentative and alternative communication aids | <ul style="list-style-type: none"> • Additional SALT (.02) to work with SALTs | Autumn term 2006 | Therapy Department | Hardware and software for individual learners in place <i>Ongoing in line with student population</i> |
| Update and improve use of radio aids | <ul style="list-style-type: none"> • Training for staff and learners in the use of radio aids | Autumn term 2008 | Audiologist | Learners access to the curriculum is improved |
| Improve training for | <ul style="list-style-type: none"> • Train staff to address | Autumn term | Resources Manager | Learners have access |

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| <p>staff in using technology</p> | <p>the information needs of learners using appropriate software</p> <ul style="list-style-type: none"> • Develop manuals / DVD resources for new staff re use of technology • To provide help (aids, services) to enable a disabled person to use a service, eg screen magnifiers and large print keyboards in the ICT suite (College) | <p>2008</p> | <p>IT Technician</p> <p>Resources Manager £5,000</p> | <p>to appropriate technology</p> <p><i>Part time IT Tutor in place in school / college</i></p> <p>Staff competency improves learning opportunities for students</p> <p><i>Ongoing in line with student population</i></p> |
| <p>To provide an electrically operated full height adjustable desk with integrated computer for each classroom</p> | <ul style="list-style-type: none"> • Introduce Adeptias IT Decks into the current rolling program for replacing computers | <p>Autumn term 2009</p> | <p>Resources Manager £8,000</p> | <p>Learners access to ICT is maximised</p> <p><i>In place in the College ICT suite. Ongoing in school</i></p> |

PART 2
Accessibility Plan

Employee data excluding bank staff (November 2007) *to be updated Nov 08*

| Number of staff covered by DDA | Education Male | Education Female | Residence Male | Residence Female | Support Services Male | Support Services Female | Total 53 19.9% |
|--------------------------------|----------------|------------------|----------------|------------------|-----------------------|-------------------------|-------------------|
| BME | 0 0% | 3 3.7% | 6 21.4% | 10 10.4% | 0 0% | 1 3% | 20 7.6% |
| Hearing Impairment | 0 0% | 1 1.2% | 4 14.2% | 5 5.2% | 1 7.6% | 2 6% | 13 4.9% |
| Diabetes | 0 0% | 1 1.2% | 0 0% | 1 1% | 0 0% | 0 0% | 2 0.7% |
| Physical Impairment | 0 0% | 0 0% | 0 0% | 2 2% | 0 0% | 1 3% | 3 1.1% |
| Dyslexia | 1 8.3% | 2 2.5% | 1 3.5% | 4 4.1% | 1 7.6% | 0 0% | 9 3.4% |
| Medical | 0 0% | 4 5% | 0 0% | 2 2% | 0 0% | 0 0% | 6 2.2% |

PART 2
Accessibility Action Plan
2006 - 2009
(Employees / Visitors)

Progress to date

In terms of Employees, Sea Shell Trustee limited actively supports the requirements of the DDA in as much as:

- Staff are requested to state any disability on their application form.
- All disabled applicants are guaranteed an interview if they meet the requirements of the person specification
- Occupational health forms are completed by candidates who are being progressed so that any necessary adjustments can be made in support of their needs
- RSDCD has Positive about Disability recognition
- Access to Work is actively for pursued for all employees who meet the criteria
- Special arrangements are made to support staff with training and in pursuit of their professional development
- A comprehensive induction programme and on site training professionally develops staff to support their work with the Learners
- Training features highly at RSDCD. The Professional Development Centre with full time NVQ Assessors on the staff. Interpreters and Lip Speakers are provided for deaf staff / Visitors attending training, meetings, Annual Reviews etc.
- There is designated car parking for disabled staff / visitors

- All staff employed at the RSDCD are required to attend a basic course in signing and other methods of communication. Access to BSL 1 qualification is available to all staff. The training is provided by Communication Tutors employed by the Charity.
- Signage around the campus is accompanied by symbols although there is a need to improve signage in some areas. All signage is due for replacement with the launch of the new name in Nov 2008
- The health and fitness suite is accessible to all employees and other members who are disabled.
- RSDCD holds the Investors in People Award (due for re application January 2009). Griffin Lodge holds IiP, renewed in May 2008
- The Charity provides an Employee Assistance Programme (Right Corecare)
- Minicomms and text facilities are accessible to all deaf employees and visitors
- The Professional Development Centre has ramp access, disabled toilets, widened doorways and loop pager system
- The training department provides training to all employees on Disability Awareness, Deaf Awareness, Autism, Epilepsy, Equal Opportunities, HIV, Moving and Handling
- Skills for Life (Literacy / Numeracy) initiative is available to Employees and is a requirement for new employees who do not have relevant qualifications in Basic Skills

**Accessibility Action Plan
2006 - 2009
(Employees / Volunteers / Visitors)**

(a) ENVIRONMENT ACTION PLAN

Much of the environmental progress to date and priorities in the Learner Action Plan also benefits and provides access for disabled employees and visitors to the site

Priorities 2006 - 2009

| <i>Target</i> | <i>Actions</i> | <i>Timescale</i> | <i>Lead person/Resources</i> | <i>Outcomes (updated August 2008)</i> |
|--|--|------------------|------------------------------|---------------------------------------|
| To improve the environment for staff and visitors to the training department | <ul style="list-style-type: none"> Review and revise Racial Equality policy to reflect current legislation (Race Relations Act / Disability Discrimination Act) | Autumn term 2007 | Manager Rycroft Centre | Policy reflects practice |
| | <ul style="list-style-type: none"> To paint yellow line to depict beginning of | Spring 2009 | Estates Manager | Improved access for |

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| Improve wheelchair access in the college/reception area of RSDCD | <ul style="list-style-type: none"> • Install ramped area and automatic door opener | Autumn term 2008 | Estates Manager (cost included in college refurbishment) | Visitors have independent access to reception <i>In place</i> |
|--|---|------------------|--|--|

(b) INFORMATION ACTION PLAN

Priorities 2006 - 2009

| <i>Target</i> | <i>Actions</i> | <i>Timescale</i> | <i>Lead person/Resources</i> | <i>Outcomes (updated August 2008)</i> |
|--|---|------------------|------------------------------|---|
| Enable interpreters to have full knowledge of proposed candidates and training content | <ul style="list-style-type: none"> • Provide synopsis, paperwork, videos, DVD's prior to training to enable interpreters to prepare • Provide trainers with information regarding staff who are disabled so they can modify materials | Spring term 2007 | Training Managers | <i>Training is appropriate for all deaf employees</i> |

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| | presentations accordingly | | | |
| Ensure parents have access to information in a format they can understand | <ul style="list-style-type: none"> • Modify admission forms to obtain information re parents who may require information in an alternative format • Provide interpreters for parents where English is second language | Spring term 2007 Ongoing | Administrators | Parents are fully aware of their child's progress <i>Ongoing</i> |
| Increase contact with parents | <ul style="list-style-type: none"> • Record and analyse advisory contact with parents (a) face to face,(b) telephone | Spring term 2009 | Manager Rycroft Centre | Parents are more involved in their child's education and care |
| To improve audiological support for visitors to RSDCD | <ul style="list-style-type: none"> • To provide a portable hearing induction loop in all reception areas | Autumn term 2007 | Resources Manager £1,000 | Visitors with a hearing impairment have improved access to oral information where appropriate |

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| <p>Make parent accommodation more accessible for disabled parents / visitors</p> | <ul style="list-style-type: none"> • Tactile signs / labelling in accommodation • Site plan • Minicom | <p>Autumn term 2009</p> | <p>Estates Manager £2,000</p> | <p>Parents' have independent access to accommodation <i>Part of rebrand</i></p> |