

Disability Policy

Policy Reference	EDI-03		
Issue Date	21 July 2021	Review Date	30 September 2024

Document Control

Owner	Director of Student and Learning Support
Audience	All Moulton College Stakeholders
Confidentiality	Low

Version Control

Version	Description/Changes	By	Date
1.0	Initial Release		18 July 2018
2.0	Review	C Hayes	13 July 2021

Approval

Approved By	Meeting Date	Next Review
Senior Leadership Team	18 July 2018	July 2021
Senior Leadership Team	21 July 2021	21 July 2024

Related Policies

Ref.	Policy
SL-02	SEND Policy
EDI-01	Equality and Diversity Policy
SGP-01	Safeguarding and Child Protection Policy
SL-01	Learning Support Policy

Equality Impact Assessment

Equality Impact Assessment
The policy has undergone an Equality Impact Assessment (EIA) confirming that there are no negative consequences in the case of this policy.

Disability Policy

Policy Statement

Purpose

1. Moulton College values people, positively encouraging equality and refusing to tolerate discrimination in any form. We are ambitious for our learners and are committed to removing barriers to access to education and training providing an equitable and inclusive environment that fosters personal growth.
2. We are committed to providing a fair and transparent admissions process which maximises inclusion, widens participation and gives all potential learners access to:
 - impartial Information, Advice and Guidance (IAG)
 - support for all applicants in identifying the programme of study which best meets their current needs, skills and their future aspirations
 - transparent and clear procedures
 - support to address barriers to participation

Admissions

3. We will ask you about any additional needs you have on the application form. It is really important that you tell us about your additional needs so that the College can arrange to do any necessary assessments.
4. For us to be able to make reasonable adjustments to our provision, we would like to discuss your requirements with you before you start College and gather as much information as possible to get an understanding of your abilities and areas of difficulty. You will be invited into College to talk to our Learning Support Manager who will discuss with you your individual needs and agree how you would like to be supported. You will also be invited to a taster day where you will be able to experience first-hand what it is like to be a learner at Moulton College.
5. If you are coming to Moulton College immediately after your final year at school or from college we will work with you and your school/college (providing that you give your consent) to ensure that your transition to Moulton College is a smooth process that helps you settle in easily.
6. If you choose not to declare your disability or learning difficulty at application or enrolment this could result in a delay to the appropriate support being provided for you.

7. If there is a need to contact previous schools or colleges for information, we will seek your permission in advance.

For HE Learners

8. We will ask you about any additional needs you have on the UCAS application form. You will then be invited to have a meeting in person or via skype/telephone with the Higher Education Learning Support Co-ordinator who will advise on the Disabled Students Allowance (DSA) application process.

Learning at Moulton College

9. The College provides an inclusive learning environment and is ambitious for its learners. We want all of our learners to fulfil their potential and achieve a positive destination, so we provide a differentiated, personalised approach to learning. Therefore, you can expect regular reviews of your progress and support arrangements to ensure that you achieve the best possible outcome.

Additional Learning Support

10. You can receive additional support for your learning in many different ways depending on your needs. Support may take the form of:
 - Specialist diagnostic assessments
 - Dyslexia Support
 - Classroom support
 - 1:1 in the LRC
 - Assistive technology e.g. large/touch screen monitors, specialist software, magnifiers, mobile devices, converters
 - Other equipment e.g. back rests and neck rests
 - Exam support arrangements
 - Adaptation of material resources e.g. coloured overlays, coloured paper and print, enlarged print
 - Referrals to external services
11. The College will provide you with appropriate training and support in the use of specialist software and equipment to ensure that you are able to progress independently with your learning.

For HE Learners

12. Your HE Learning Support Coordinator will guide you through the DSA application and support process and help to put reasonable adjustments in place which may take the form of the above list.

Special Educational Needs and Disability Regulations 2014

13. Under the Special Educational Needs and Disability Regulations 2014 if you are under 25 years of age and have a Statement of Special Educational Needs or have had support as a result Learning Difficulties Assessment you may request support from the College in starting the Educational Health Care Plan process and application.

For HE Learners

14. The ECHP process does not apply for HE learners, instead all HE learners should apply for DSA through Student Finance England.

Welfare and Counselling Arrangements

15. Risk assessments are an integral part of lesson planning arrangements. Where learners with disabilities are included in the class, the risk assessment and subsequent lesson plan will reflect that fact.
16. Trained and qualified first aiders are available in most locations and can draw on the services of the College nurses or local medical facilities.
17. A 24-hour confidential telephone helpline with qualified counsellors is available 7 days a week, 365 days a year. The Student Support team also provide drop-in sessions across all campuses.

Facilities and Access to College Sites

18. The College operates on four sites, Moulton Centre, Holcot Centre, Pitsford Centre and Lodge Farm. Each centre has adequate parking facilities and special parking can be arranged via the security staff. Additional provision is also made at our other campus in Higham Ferrers.
19. Most teaching takes place in ground floor accommodation, the majority of which has ramped access. Social facilities and refreshment areas are also at ground floor level and all have some ramped access. The Resource Centre has first floor accommodation but a chair lift is provided. Adapted toilet facilities for use by the disabled are available on all sites. Classes which include wheel chair users are timetabled into rooms which have ramped access.
20. The College has embarked upon an extensive programme of refurbishment and building developments, wherever possible these will include access and facilities for disabled learners.
21. The residential accommodation has a number of rooms which were designed to accommodate learners with physical disabilities, and the Student Welfare

Manager can provide extra support for residents who have additional needs. Purpose built accommodation for students with physical and learning disabilities. This accommodation has 24 hour supervision by trained carers, and extends the learning experience for the students on the dedicated provision offered.

22. Learners that require them have Personal Emergency Evacuation Plans and these are shared with the carer for the learners, relevant tutors and exams officer.
23. Wheelchair users have allocated refuge points, evacuation chairs with trained staff to use them in the case of emergency.

Reasonable Adjustments

24. Moulton College has a commitment to make reasonable adjustments for learners within certain boundaries. With this in mind, careful consideration is given to the prospective learner and how their identified needs can best be met. This involves:
 - consideration of the appropriateness of the course in meeting skills and abilities, alongside academic achievements and fitness to study.
 - ensuring that the appropriate support and provision can be made available
 - risk assessments
 - health and safety at work considerations
 - maintenance of academic standards
 - resource needs/implications
 - practicality of providing the service(s)
 - advice and guidance about possible alternatives/ options

Examinations

25. The Exams Officer will ensure the following will happen during all examinations conducted at Moulton College:
 - Ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
 - As part of the training process make sure that invigilators are aware of policies and procedures relating to emergency evacuation and medication, especially where they relate to candidates with a disability.
 - Ensure that invigilators are aware of alternative means of communication, especially in the exam room when conveying information to disabled candidates.
 - Ensure that information supplied to candidates with a disability, such as JCQ Information for candidates documents, are suitably sized and adapted.
 - Make sure that candidates who experience extreme stress or anxiety are scheduled to sit their exam in a different room.

- Ensure that there is sufficient space between desks and chairs to enable a candidate (or an invigilator) who uses a wheelchair to enter and leave the room without difficulty.
- If you know that a candidate may become unwell during the examination due to the nature of their disability, try to ensure that you seat them close to the exits to make them feel more comfortable and to limit any disruption to others within the examination room.
- Ensure that the seating is both appropriate and comfortable for those who may have a disability which affects sitting and posture.
- Where a candidate has been granted the use of an Oral Language Modifier, a reader or a scribe, ensure that those individuals who will be acting as an Oral Language Modifier, a reader or a scribe are introduced to the candidate prior to the examination(s) taking place. This is particularly important for those candidates with autism, who will find it difficult to relate to someone who is a stranger.
- Where a candidate has been granted supervised rest breaks, try to ensure that the rest areas are suitably comfortable as well as maintaining the security of the examination. Supervised rest breaks will apply to those candidates who suffer from fatigue, hyperactivity, obsessive compulsive disorders or long term health conditions.
- Where a candidate has been granted the use of a prompter, it is important that the person appointed to act as a prompter is aware of disability etiquette, particularly when touching the candidate's desk as a means of a prompt, or tapping the candidate's arm or shoulder. This will apply to those candidates with autism who may have difficulty with time.
- For on-screen tests, ensure that hardware and software have been adapted for those candidates with a sensory or multi-sensory impairment.
- Invigilators and all other Centre staff involved in conducting examinations must be aware of the emergency evacuation procedures in place for those candidates with a disability who may need assistance in leaving the building.
- When evacuation and emergency procedures are being explained to candidates, attention should be given to those candidates with a disability, for whom such procedures may be different.

For HE Learners

- Students enrolled with the University of Northampton should refer to the Student Hub on the University of Northampton website for policies and procedures.
- Students enrolled on Pearson courses will have any exams conducted in line with Pearson policies.
- The Higher Education Learning Support Co-ordinator can advise on exam access arrangements.

Sources of Funding

26. The College has access to funding from the Learning + Skills Council, the European Social Fund and a range of Trust Funds which may be available for improvements to premises.
27. Further Education learners may be eligible to receive financial assistance from the Residential Bursaries Fund, the Access Fund or the Thomas Harrison Trust Fund. Some Local Education Authorities may provide fund for home to College transport. Students who leave school at age 16 may be eligible for an Education Maintenance Allowance. Details of all these are available from Student Services.

For HE Learners

28. Higher Education learners may be eligible to receive financial assistance via bursaries, please speak to the Student Services team for more information or refer to Moulton College's website and view the access and participation plan. Bursaries and funding are also available from Student Finance England (including Adult Dependence Grants, Parent's Learning Allowance, Childcare Grants, DSA).

Complaints

29. We hope that you find your time studying with us an enjoyable and rewarding experience but we recognise that things may not meet your expectations and you want to raise a concern about some part of your College experience. If you do, then the procedures for making a complaint are set out in the Learner Handbook or on Moodle.
30. Any learner requiring an advocate to support them in making a complaint should contact Student Support. Alternatively, you might prefer to choose one of your friends or someone from your family instead.

Further Contact

31. For further information, please contact:
 - Director of Student and Learning Support
 - Director of Student Services
 - Learning Support Associate Program Coordinator
 - Higher Education Learning Support Coordinator

Equality Impact Assessment (EIA)

Please complete both sides of this Equality Impact Assessment and ensure that the latest copy of this is recorded as part of the appendices of the specific policy.

Policy Reference and Name	EDI-03 Disability Policy
Assessment date	27 September 2021
Completed by	Director of Student and Learning Support
What are the aims of the policy?	The policy aims that all existing and potential students will experience equality of opportunity and parity of treatment. No one will knowingly be disadvantaged or treated less favourably because of characteristics protected in law or requirements that cannot be justified.
Who does the policy affect?	Students, Prospective students and visitors
Who is involved in implementing the policy?	DoLSS/DSSDSL/HoS/SLT
What information is currently available about the impact of this policy and its associated procedures?	The college remains mindful of its duty of care and of its obligations under the Equality Act 2010, including its duty to make reasonable adjustments to teaching and learning, assessment and other activities, as appropriate. In dealing with cases the college also remains mindful of its duties under the Data Protection Act 2018 and the college's Data Protection Policy.
Do you need more information to help you make an assessment about the impact of this policy and its associated procedures?	No
Do you have any examples that show how this policy will have a positive impact on any of the equality characteristics listed in the table below?	When responding to individual issues, protected characteristics and other Equality factors will be clearly observed.
Which other policies does this policy link with?	Safeguarding and Child Protection, Equality and Diversity Policy, Learning Support Policy

What consultation has taken place in the development of this policy?

SLT, Supported Learning and Learning Support colleagues

Version 24.09.2020

Use the table below to assess the impact of this policy on each of the listed characteristics. Your decision must be evidence based. Sources of evidence might include success rates, achievement gaps, application and enrolment data, student voice, consultation outcomes, recruitment and employment data, customer feedback or complaints, meeting minutes.

Characteristic (These characteristics are protected under the Equality Act 2010)	Negative impact? Y / N	Evidence to support your impact assessment decision	Requires further action? Y/N
Age	N		N
Disability	N		N
Race	N		N
Gender, inc. re-assignment	N		N
Sexual orientation	N		N
Religion / belief	N		N
Pregnancy / maternity	N		N
Marriage / civil partnership	N		N
Socio-economic	N		N

Overall EIA judgement

Select	
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✓	<p><i>No change required</i> The assessment is that the policy is/will be robust. There is no evidence of potentially unlawful discrimination and all reasonable opportunities to advance equality and foster good relations have been taken, subject to continuing monitoring and review</p>
	<p><i>Adjust the policy or practice</i> This involves taking steps to remove any barriers, to better advance equality and/or to foster good relations. This may involve removing or changing the aspect of the policy that creates any negative or unwanted impact. It may also involve introducing additional measures to reduce or mitigate any potential negative impact</p>
	<p><i>Continue the policy</i> This means adopting/continuing with the policy despite the potential for adverse impact. Set out the rationale for this decision, including how the decision is compatible with our legal obligation. Where there is discrimination, but it is considered not to be unlawful – the objective justification must be recorded</p>
	<p><i>Stop the policy</i> If there would otherwise be unlawful discrimination or adverse effects that are not justified and cannot be prevented/mitigated</p>