



**DISABILITY EQUALITY POLICY**

<b>DOCUMENT CONTROL</b>	
<b>SLT owner:</b>	<b>Assistant Principal – Student Support</b>
<b>Together with:</b>	
<b>Date created/updated:</b>	<b>June 2004/November 2009</b>
<b>Date of Impact Assessment:</b>	
<b>Initials of Assessor:</b>	

**College Mission Statement**

To be an outstanding sixth form college where students enjoy learning in a supportive and stimulating environment which develops their potential and independence.

**1. AIMS**

By promoting disability awareness across the college the benefits to the organisation will be to:

- i. Increase the diversity of the learner body
- ii. Develop the quality and increase the diversity of staff
- iii. Increase the quality and efficient use of College facilities
- iv. Review all process and procedures
- v. Raise awareness with staff and students of the values the College has with regard to Equality and Diversity thus supporting change in cultural norms

**2. INTRODUCTION**

**2.1. What is the Disability Equality Duty and what is a Disability Equality Scheme?**

2.1.2. The Disability Discrimination Act (DDA) was introduced in 1995. The Disability Equality Duty extends the existing DDA requirements. All public authorities including colleges must have due regard to:

- i. Promoting equality of opportunity between disabled people and others
- ii. Eliminating unlawful discrimination
- iii. Eliminating disability-related harassment
- iv. Promoting positive attitudes towards disabled people
- v. Encouraging participation in public life by disabled people
- vi. Taking account of people’s disabilities even if this means treating disabled people more favourably than others.

2.1.3. The Disability Equality Duty provides the framework to help the College to plan how to do this. At the heart of the Disability Equality Duty is the Disability Equality Scheme (DES). The new Disability Equality Scheme and Action Plan have to be published by December 2009. This Scheme will be reviewed regularly and re-published in 2011. The Scheme requires Shrewsbury Sixth Form College to impact assess all policies, procedures and practices. Impact assessment means to evaluate



**DISABILITY EQUALITY POLICY**

---

policies, procedures and practices in terms of their potential to disadvantage people with disabilities. Impact assessment may identify areas of discrimination both overt and hidden, may highlight potential discriminatory practice, or may highlight aspects which actively promote disability equality.

**3. DEFINITION**

**3.1. What is a disability according to the Discrimination Disability Act?**

- 3.1.1. A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. This core definition is then modified in a number of ways.
- 3.1.2. Long-term means that the disability has lasted or can be expected to last at least 12 months (or for the rest of the person's life if this is shorter). People with fluctuating and recurring conditions, who have an individual episode involving substantial adverse effects which lasts less than 12 months but which is likely to recur are also covered by the Act's definition.
- 3.1.3. An impairment's effect on normal day to day activities must be substantial, interpreted in the statutory Guidance as meaning "something more than minor".
- 3.1.4. For an impairment to be treated as affecting the ability of the person to carry out day to day activities it must affect one or more of the categories of listed activities: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move everyday objects; speech; hearing; sight; memory; the ability to learn, understand or concentrate; the perception of risk or physical danger.
- 3.1.5. The DDA makes special provision for progressive conditions. Where such a condition results in an impairment which has an effect on an individual's ability to carry out normal day-to-day activities, but that effect is not substantial, the person is nevertheless deemed to have an impairment which has a substantial adverse effect if the condition is 'likely' in the future to have substantial effects. This will remain even if the symptoms disappear i.e. the person goes into remission.
- 3.1.6. Impairments whose effects are controlled or corrected by the use of medication, prosthesis, an aid or otherwise, still count as a disability if they would have a substantial effect on a day to day activity, but for the fact that the effect is ameliorated by this treatment.
- 3.1.7. A person who has cancer, HIV infection or multiple sclerosis (MS) will automatically be deemed to be disabled. A severe disfigurement is deemed to



**DISABILITY EQUALITY POLICY**

---

have a substantial adverse effect on the ability of the person concerned to carry out normal day-to-day activities.

3.1.8. The following impairments are specifically excluded by regulations from bringing a person within the protection of the DDA:

- i. Addiction to or dependency on nicotine, tobacco, any drug or other substance (other than those which are medically prescribed),
- ii. Hay fever (or seasonal allergic rhinitis).
- iii. Any tendencies to set fire to property (pyromaniacs) steal (kleptomaniacs) physically or sexually abuse others, exhibitionists and voyeurs, even where such tendencies arise from a mental illness.

**4. SSFC DISABILITY EQUALITY POLICY STATEMENTS**

- 4.1. Shrewsbury Sixth Form College is committed to tackling discrimination towards any disability and to promoting equality of opportunity.
- 4.2. The translation of this policy into practice is the responsibility of everyone in the college.
- 4.3. This policy should be read in conjunction with SSFC overarching policy on Equal Opportunities and Diversity.

**5. SSFC APPROACH TO THE DISABILITY POLICY FOR STAFF AND STUDENTS**

- 5.1. We aim to provide equality of opportunity for all our students and we welcome applications from all backgrounds. We require that they support the aims of Shrewsbury Sixth Form College as expressed in the Values and Expectations and the Mission Statement.
- 5.2. Pre-course entry requirements will be clearly stated in publicity and in recruitment interviews.
- 5.3. Imagery in publicity will reflect the full ethnic and social mix of the potential College population.
- 5.4. Course requirements will be stated and used by staff in the recruitment procedures. The base-line of course requirement may be waived for students not reaching this standard on the basis of professional judgement. This may occur when the staff feel that the student concerned may benefit from the course and can succeed within agreed parameters.
- 5.5. The Curriculum and Tutorial Programmes will promote the spiritual, moral, cultural, mental and physical development of all students and prepare them for the opportunities, responsibilities and experiences of adult life.



**DISABILITY EQUALITY POLICY**

---

- 5.6. Questions asked in interview or on forms will only be those which are necessary and relevant to the student's admission to College. The same approach will take place for staff interviews.
- 5.7. We aim to provide equality of opportunity for all our staff and we welcome applications from all backgrounds. We require that they support the aims of Shrewsbury Sixth Form College as expressed in the Mission Statement.
- 5.8. All advertising material and accompanying literature relating to employment (or training) issues should be reviewed to ensure that it avoids stereotyped roles.
- 5.9. Care will be taken in the grading of comparable posts with the same description (for example: comparable Heads of Subject), and in making appointments to such posts, to ensure that no-one is disadvantaged. However, in special circumstances e.g. where the post is in a shortage subject, the grading is at the discretion of the Principal.
- 5.10. Records of the appointments will be kept which will include:
- i. Membership of short listing panel
  - ii. Membership of interview panel
  - iii. Notes taken by all members of the interview panel
- 5.11. Questions on application forms or at interview will relate to the requirements of the job, relevant qualifications and relevant experience. Interviewing panels will only ask questions which are relevant to the post, and designed to fit the job descriptions and selection criteria. All candidates at interview will be asked the same list of questions although additional questions may be necessary for clarification.