

POLICIES & PROCEDURES

TITLE	DISABILITY PROCEDURE
AUTHOR	REDBRIDGE INSTITUTE
RESPONSIBLE OFFICER	HEAD OF QUALITY
APPROVED BY GOVERNING BODY OR INTERNAL PROCEDURE APPROVED BY SLT	GOVERNING BODY
DRAFT DATE	
APPROVAL DATE	DECEMBER 2015
REVIEW DATE	DECEMBER 2018

Equality Impact Assessment

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

1. Introduction

Redbridge Institute Community Learning and Skills is committed in providing a wide range of high quality educational opportunities in order that all adults can enhance their aspirations and health and wellbeing on a fair and equitable basis. In order to achieve this undertaking, Redbridge Institute will endeavour to make provision for the particular needs and requirements of all sections of the community it serves. This policy outlines the steps we are taking to provide an inclusive environment where learners with learning difficulties and disabilities can participate with confidence.

2. Access to Learning

2.1 Information about the provision:

This is available in the prospectus, on the website and via various other publications. The prospectus is published once a year and is distributed through various community centres, libraries, supermarkets and hospitals. It is also available via various outreach events including, Adult Learners Week, Wanstead Green Fair, Asian Women's Fair, Jobs & Opportunities Fair, Learner Welcome Fair and town centre craft fairs.

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

The prospectus indicates all wheelchair accessible venues, as do leaflets for ESOL community classes and Family Learning.

Our disability statement is available to all learners in an easy to follow booklet format. This gives more detailed information on how we can help anyone with disabilities or learning difficulties. Posters giving a summary of learning support are also displayed throughout venues.

Adults with disabilities are made aware that other formats/ways of accessing information are available:

- a) A photocopied large print version of required parts of the Prospectus
- b) An appointment with the Learning Support Adviser
- c) Access to the internet

2.2 Disclosure:

All learners are encouraged to disclose their disability on the enrolment form. We will treat disclosures in a sensitive and professional manner. Learners are encouraged to discuss specific support needs with our Learning Support Adviser prior to enrolment. Any special examination requirements will be considered in relation to an examining board's regulations. Within these limitations, Redbridge Institute could provide the following:

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- Visual impairment - question papers in large print
- Specific learning difficulties - additional time
- Medical problems - additional time
- Hearing impairment (for Examinations with a listening component) - examination in a separate room with own copy of cassette
- Hearing impairment -Communication Support Worker

2.3 Enrolment:

For the majority of courses, this can be carried out by phone, by post or by fax. Some courses require a personal interview; these are clearly identified in the Prospectus.

2.4 Adults with disabilities will find:

- a) Personal enrolment sessions which take place in an area which conforms to the requirements of physical access including designated car parking.
- b) Directional signs which are large and clear, placed at the suitable height for wheelchair users
- c) Office and reception areas which:
 - are well lit
 - have some seating for those who cannot stand and queue
 - will have, on prior request, a photocopied, large print version of relevant parts of the Prospectus
 - lowered counter
 - loop system in Reception

2.5 Adults with disabilities are entitled to:

- a) An initial interview which can be arranged for learners with specific learning support needs.
- b) A course interview when it is a requirement of enrolment
- c) The support of the Learning Support Adviser

The service requires 14 working days to arrange for equipment or specialist support. Interviews and meetings will take place in fully accessible accommodation.

The service is required to collect data on learners with learning difficulties and disabilities.

3. Learning Resources and Support

3.1 Planning:

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i) Learning Programmes are differentiated to meet individual needs. Tutors will plan their programme with learners and if appropriate will seek support from the Learning Support Adviser

ii) Staff expertise and training

- The Learning Support Adviser's role is to:
 - Understand the particular disabilities and requirements of an individual
 - Offer information and advice on services available
 - Liaise with Customer Service Team to ensure individual learner's needs are met.
 - Offer Quickscan test for learners with learning difficulties to assess needs and provide appropriate support.
 - Advise teaching staff on the effective integration of a learner
 - Monitor progress and seek feedback from learner
 - Offer appropriate advice and provide information of other specialist agencies
 - Conduct observations of LSA
 - Evaluate quality of learning support

Inclusive learning disability guides are constantly under review and all tutors are given relevant leaflets and are informed of the learner's disability.

In the CPD policy it is clearly stated that Redbridge Institute has a commitment to providing training on disability issues and awareness and the annual training plan reflects this.

Learners with disabilities are entitled to expect:

- a) Staff who have undertaken basic training on disability awareness and other issues
- b) A tutor who has been briefed on a student's particular needs with the consent of the learner

iii) Availability of technology, equipment and additional information

Redbridge Institute will endeavour to provide, within available resources, a range of learning aids and resources for learners, some of which are of particular use for students with disabilities.

An alternative class may be used to ensure all learners have access to the resources needed for that course. Learners with disabilities may have access to learning aids to help overcome the effects of specific disabilities, within available resources. There are also learner guides available on a number of disabilities and learning difficulties containing useful information with lists of appropriate agencies which could provide additional support.

3.2 Physical access to learning and other facilities:

Learners attending courses held at RIAE's Gearies Centre, have facilities as follows:

- i) marked car park spaces for people with a disability

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- ii) all facilities on one level
- iii) level or ramped rear entrances
- iv) all corridors accessible for wheelchairs
- v) a toilet for people with a disability in both wings of the building. These are fully accessible to wheelchair users.
- vi) a cafeteria accessible to wheelchair users
- vii) information about course and facilities at other venues obtainable from the appropriate contact staff
- viii) SMS messaging service

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

Listed under section 6 below, are the key contacts.

4. Arrangements for Handling Complaints

The Institute has a comments, complaints and suggestions procedure for all users. The procedures are clearly displayed in each classroom at main centres as well as in reception. Information on making a complaint is on the website. An e-mail address has also been set up which can be used to make a complaint: quality@redbridge-iae.ac.uk. In addition, a copy of the procedures and forms can be also made available in large print. Meetings held in relation to a complaint can take place in fully accessible accommodation.

5. Additional Support or Special Arrangements during Examinations and Assessments

Learners who enrol for courses with RI are entitled to ask for and receive a course fact sheet. This will specify examination and costs involved.

Learners must disclose this information at enrolment as failure to do so may mean that exam department will not receive sufficient notice to make the necessary adjustments.

Students with disabilities should note that:

- a) on enrolment, fact sheets giving details of examinations are available
- b) there will be a statement on the Examination Entry form which goes to all students, advising that special arrangements for examinations could be made in certain circumstances – See **2.2 Disclosure**.

6. Key Staff to Contact:

Jane Donovan

Learning Support Coordinator

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Martha Sparkes

Head of Quality

Debby Venner

Customer Service & Staffing Team Leader

7. Financial Support

Learners who have additional support needs can be assessed to see what extra resources can be allocated to support their learning. If a learner identifies a disability or a learning difficulty at enrolment, this information is passed to our Learning Support Adviser, who can then assess whether any extra support is needed.

Where our Learning Support Adviser has confirmed a need for additional support for a disabled learner, the cost will be met by Redbridge Institute – either through the Government’s Additional Support Fund for learners on vocational programmes or from the Institute’s own resources.

In addition to any direct support provided to individual disabled learners, learners who are in receipt of a means tested benefit and who are enrolling on vocational programmes may be entitled to apply for financial support towards course fees, exam costs, childcare and other course expenses. Learners seeking financial support towards the costs of attending are entitled to complete a Learner Support Fund application form. This fund is limited and funds awarded subject to specific criteria.

8. Health and Safety

There is a Health and Safety Forum which facilitates reflection and consultation and makes a significant contribution to the embedding of a positive health and safety culture. It is convened by the Health and Safety Coordinator and chaired by the Principal or her nominee and meets on three occasions throughout the year. Disability related health and safety issues are discussed and resolved within this forum.

The Learning Support Adviser assists with the undertaking of additional risk assessments. He/she also provides a regularly updated list of learners with disabilities to assist the Facilities Team Leader and the Fire Marshals on planning for emergency evacuations. Photographs are displayed on the wall next to Reception.

A list of First Aiders and First Aid boxes are available in Reception.

Special arrangements are made for storing motorised wheelchairs so that they do not become a Health and Safety hazard.

Appendix

Learning aids and equipment for learners with disabilities and learning difficulties

Equipment	Numbers
Adjustable tables	21
Large print keyboards	18
Braille Keyboard	1
Magnifying glasses	2
Good grip scissors	2
Wide neck magnifiers	2
Flexilens on bases	10
Table top Craft lamps	2
Sewing machines	
Roller mouse	6
Tracker balls	2
Dictating machines	2
Touch pads	3
Reader Pens	2
Overlays	1

Hearing loops	12
Wheelchairs	2

Software/programmes
Studyscan
Jaws/NVDA
Ja.net txt (Two way text service)
Desktop Zoom