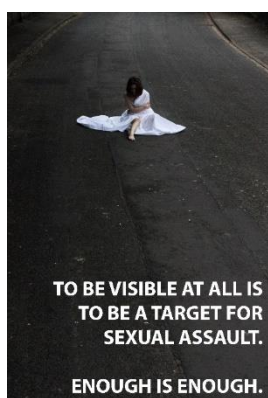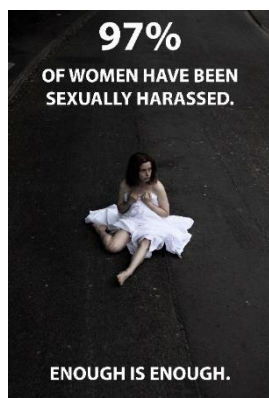# Equality, Diversity and Inclusion Report

2020 – 2021

Photography A' Level Coursework by Tilly Collins. Students of Colour Society poster. Response to Black Lives Matter

In 2016 we came 24th out of 600 organisations nationally for achieving the Investors in Diversity Stage 2 award. This recognises our ongoing commitment to the principles of equality, diversity and inclusion in order to create a culture of openness and acceptance.

1. Principal's Introduction & Mission:

Hereford Sixth Form College wants every one of our students to reach their full academic potential, whilst benefiting from a high level of individual support and guidance.   We believe that all our students can succeed and are passionate about improving student performance by challenging, encouraging and motivating students to aim for high expectations with a 'can achieve culture'. We encourage all students to get involved in the wider community, through volunteering or work experience, to broaden horizons and life awareness.

We were the first winner of the TES Sixth Form College of the Year Award in 2016 and we have set a standard for ourselves and our students which we are committed to maintain. We aim to develop ambitious yet contented students, respectful of each other and their community, who are able to act independently but with regard to others and who have a wide knowledge and skill base. We want our students to be capable of constructive and critical thought and to go on to contribute to the local, national and global society.

P. Cooper

2. Equality, Diversion and Inclusion: Introduction and Overview:

Equality and Diversity Policy Statement:
The *Equality Act* came into force in 2010. It provides the context and direction for the practices the College adopts for equality, diversity and inclusion. The *Equality Act* recognises a number of protected characteristics, known in the College by the acronym "REGARDS".

The Governors of Hereford Sixth Form College are committed to equality and diversity. They wish that governors, employees, students and visitors should be fairly treated and have a responsibility to ensure that the College fulfils its duty in relation to equality and diversity (E&D) legislation. This paper describes some of the ways in which the College is meeting its duty – the **Single Equality Duty** – where the College has the duty to demonstrate each year how we:

• **eliminate unlawful discrimination, harassment and victimisation;**
• **advance equality of opportunity between people who share a protected characteristic and people who do not share it;**
• **foster good relations between people who share a protected characteristic and those who do not.**

In all aspects of college life, we will show due regard to the question:
What is the actual and potential impact of what we do on staff and students with protected characteristics?

3. Fundamental British Values and the Prevent Duty:

The *Counter-Terrorism and Security Act, 2015* means that we have a duty to prevent people being drawn into terrorism, which includes not just violent extremism but also non-violent extremism.

In order to fulfill the duty, we promote Fundamental British Values alongside equality, diversity and inclusion as they are intrinsically linked. We promote these through:

- An induction activity and Hereford Sixth Form College film for all new students;
- Tutorials dedicated to advancing equality, celebrating diversity and promoting the four Fundamental British Values;
- Annual, universal staff training and certificated induction training on Prevent for new colleagues;
- Regular staff meetings and monthly, emailed Equality News where these themes are reinforced;
- Activities and wall displays throughout college:
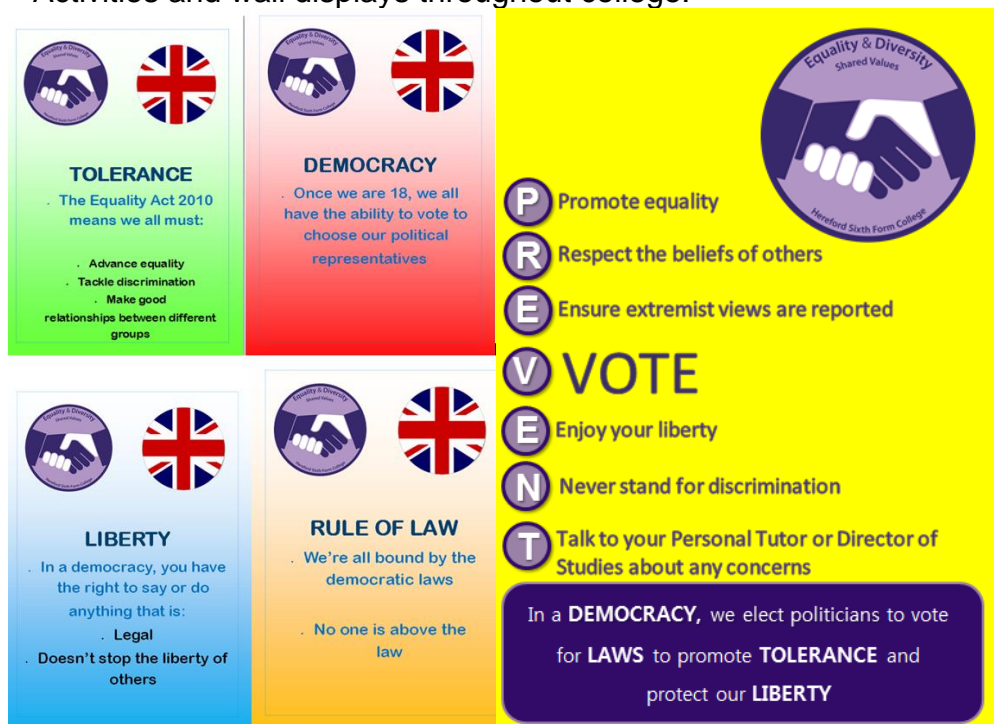
The Director of Studies responsible for Equality, Diversity and Inclusion is also the Single Point of Contact for the Prevent Duty, to reflect the combined operational structure of Community Cohesion and the Prevent Duty within Herefordshire Council.

The *Prevent Duty Protocol* is available upon request.

4. Equality and Diversity Policy and Procedures:

a. *Equality Diversity and Inclusion Policy (including) Disability, Disclosure and Confidentiality Policy & Procedures September* is available on our website https://www.hereford.ac.uk/supporting-you/equality-and-diversity.

b. Equality and diversity procedures:
All College procedures will take account of the aims detailed in the *Equality, Diversity and Inclusion Policy.*
Procedures which focus in particular on monitoring equality and diversity issues include the:

• Student application procedures
• College marketing procedures (text and images in publications)
• Staff recruitment procedures
• Staff questionnaire
• Student questionnaire
• Analysis of examination results and retention data
• Lesson and tutorial observations.

Equality and diversity procedures are monitored, as appropriate, by all meetings across the College and by the Senior Management Team. Two elected student representatives help to promote awareness of equality of opportunity amongst the student body and to assist with monitoring the implementation of the *Equality, Diversity and Inclusion Policy and Procedures.*

c. Performance monitoring:

Throughout the academic year, the performance of groups of students is monitored closely by the Directors of Studies. Progress reports by protected characteristics can be generated to highlight those students causing concern or serious concern (amber or red traffic lights – an example below). Equality, Diversity and Inclusion matters are discussed monthly at SMT, including the performance of groups, including those students with and Education, Health and Care Plan (EHCP). An annual report is discussed at Local Governors Board

5. Equality, Diversion and Inclusion: Events 2020 - 2021:

Normally, throughout the year there are a number of activities across the College that advance equality and celebrate diversity, as well as promote the Fundamental British Values. However, the COVID crisis has meant that a number of activities had to be cancelled or postponed. Nevertheless, where opportunities arise, teachers will make explicit reference to these themes in lessons: in 2020-21, 81% of students agree or strongly agree that Equality and Diversity (REGARDS) is taken seriously in college. The grid below gives a flavour of some of the activities that took place throughout 2020-2021 as well as their link to "REGARDS" (the different protected characteristics), the Prevent Duty and Fundamental British Values (FBVs). In the College's Self Assessment Report for 2020-2021, the promotion of equality and diversity was described as outstanding and a very high proportion of our students regularly agrees that Equal opportunities is taken seriously at the College. When last surveyed 98.5% of staff feel that Equality of Opportunity is embedded into the culture of the College (within the top 2% of Colleges) and 97% of staff are aware that the College has policies and procedures that support their rights.

September		
Event	Audience	Impact
National Citizen Service (SMSC; FBVs)	All new students during Induction	All new students were informed about this
Christian Union advertised **(REGARDS: Religion)**	All students	Thriving CU Group in place
Induction Day lesson for all new students delivered by induction tutors **(REGARDS/ Prevent/FBVs)**	All new students during Induction	All new students made aware of Prevent and REGARDS. Most students agreed that "I found the Equality & Diversity session in my enrolment group informative"
Prayer survey to students, letting them know about support available e.g. Prayer Room, Christian Union etc. **(REGARDS: Religion/PREVENT)**	Approx. 700 students who self-identified as belonging to a religion	Raised awareness of support for religious students
Christian Union group set up – meeting every Tuesday lunchtime **(REGARDS: Religion)**	All students	Group established and meets regularly
LGBT+ stand during Freshers' Fayre and Group established **(REGARDS: sexual orientation/FBVs)**	All students	Over 40 students take part
October		
Event	Audience	Impact
Black History Month: Tutorial and E4L **(REGARDS: ethnicity)**	All students	All students are aware of BIH
Black History Month: poster displays throughout college **(REGARDS: ethnicity)**	All students, staff and visitors	All students, staff and visitors are aware of black British icons and their role in history
December		

Event	Audience	Impact
Carol Concert: took place **(REGARDS: religion)**	Whole college	College Community could celebrate together
World AIDS Day: display in Well-Being Corridor **(REGARDS)**	Whole college	Raised awareness

January

Event	Audience	Impact
Accessibility Plan: completed, considered at SMT and uploaded to website **(REGARDS: disability)**	All visitors to website	Compliance with legal duty

February

Event	Audience	Impact
LGBTQ+ History Month: LBGTQ+ discussion around college and fundraising event Library display **(REGARDS: sexual orientation)**	Whole college	Raised awareness and funds raised for LGBTQ+ charity

June

Event	Audience	Impact

July

Event	Audience	Impact
Transition Event: applicants with ASD and other anxious students invited to orientation day to help transition from school **(REGARDS: disability)**	Applicants who have a diagnosis of ASD or reported anxiety	New students had opportunity to explore college, become accustomed to environment and ask questions to other students; very positive feedback from students who attended

6. Students' Protected Characteristics, contextual information and students' results:

Key terms:

BME – Black and Minority Ethnicity.

White (any) other – this will include Eastern and Southern European and others who do not describe themselves as White British, White Irish or White Gypsy.

Ever6 – students who declared they were eligible for Free School Meals at school.

ILR – Individual Learning Record: a full accounting of our students for funding purposes. The Strata programme looks back over previous ILR reports and ties them to qualification achievements.

Leavers (Strata) – the number of courses that are completed (divide by 3 (roughly) for numbers of students)

Starts (ALIS) - the number of courses that are completed (divide by 3 (roughly) for numbers of students)

Progress by Protected Characteristics

This report will use the data produced by the SFCA in their Six Dimensions reports and internal calculations based on the ALIS methodology for value added. The data for 2021 (TAGs) and 2020(CAGs) represents whereas the 2019 is for validated results. In terms of looking at overall value added, these years can't be used for quality assurance purposes. However, any difference in performance at a sub-group level could indicate issues as the process was standardised across the college. Due to the number of partner schools and the different counties that our students come from, it is not easy for us to access some of the data. In some cases, the data is taken from a student questionnaire conducted at enrolment, where that is the case, it is noted in the comments.

Cohort: This information is taken from Six dimensions the narrow-coloured bars represent HSFC and the wider grey bars represent the Sixth Form sector as a whole.

2019

Legend: National %   College %

2020

Legend: National %   College %
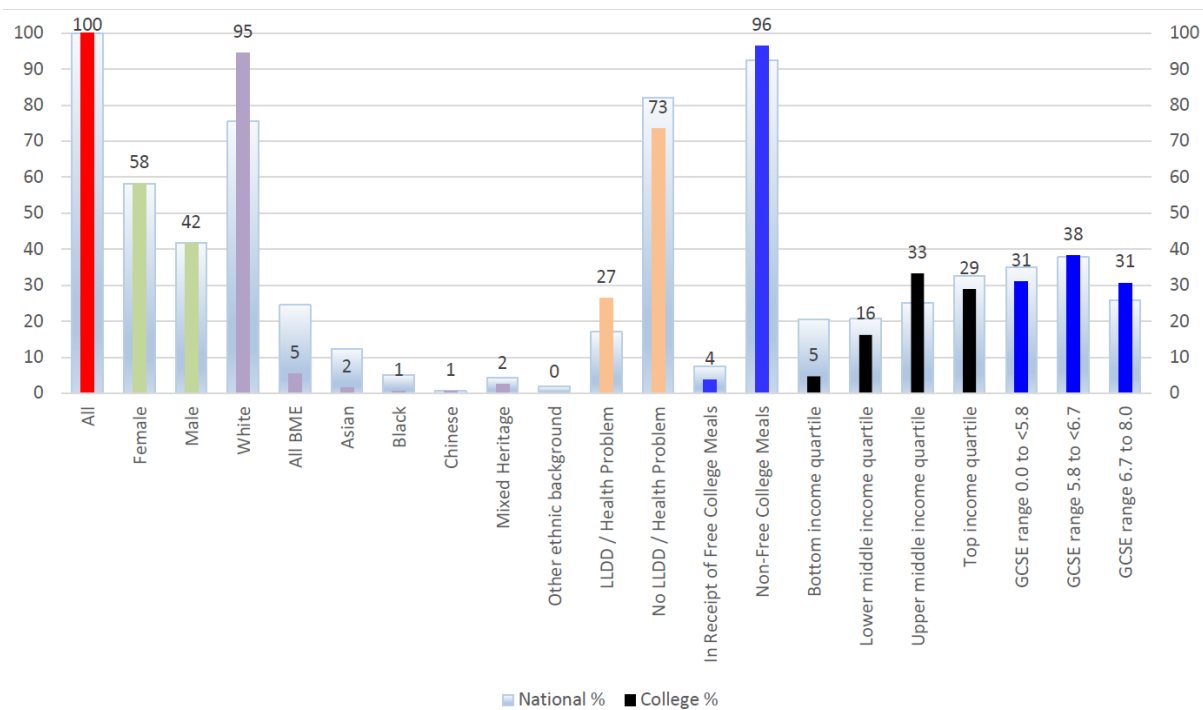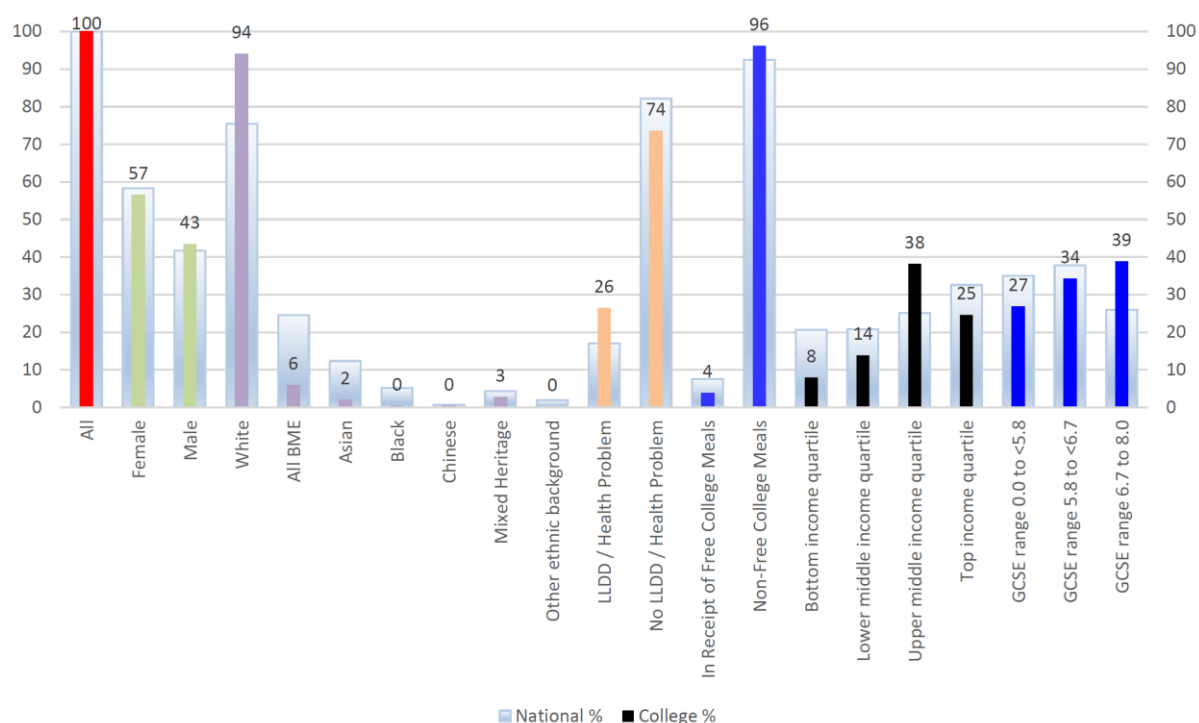
2021
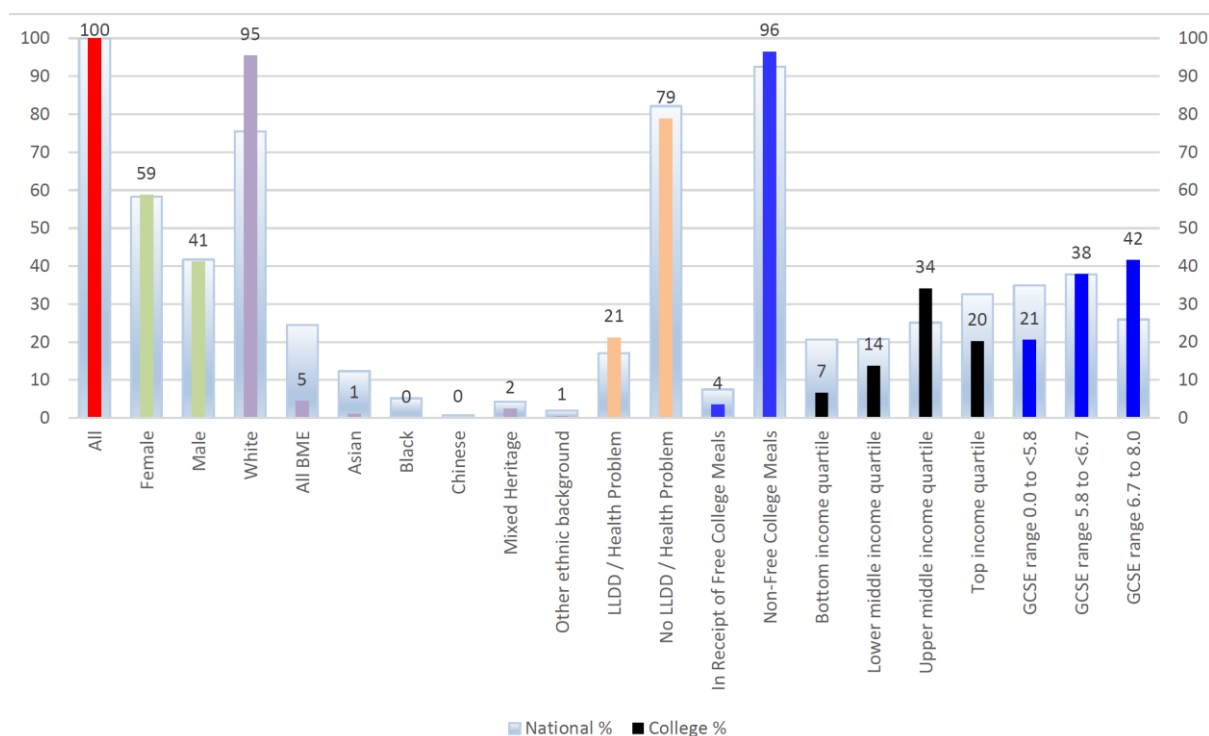
Comments

- Proportions of male to female are relatively stable with notably fewer male students. This reflects the national picture across sixth form colleges.
- The proportion of BME is relatively stable at 5%, this is considerably lower than the sixth form college average but notably higher than the proportion in Herefordshire which is 2%.
- There is some variation in the proportion of students with health problems, ranging from 21% to 27%.
- The proportion of students in receipt of free college meals stays very consistent at 4% of the student population, as does the proportion of students in income quartiles with 21-22% coming from the lower two.
- The average GCSE score has risen considerably over the based 2 years because of the grade inflation associated with the CAG and TAG process.

Performance by ……..

The following are all in house calculations for value added based on the ALIS methodology. The sample size for ALIS has reduced over recent years and the data is only available for a pre Covid cohort. Therefore, the individual values can't be used to judge performance across these cohorts. However, in the absences of better data, the trends can be considered to give us a picture of performance by protected characteristic as the same methodology was used across the College.

Gender

ALIS residuals	1819		1920		2021	
	Starts	Residual	Starts	Residual	Starts	Residual
Female	2089	-0.08	2298	0.24	2270	0.17
Male	1470	-0.04	1741	0.12	1578	-0.04
Prefer not to say	0		24	-0.21	20	0.22
	3559	-0.06	4063	0.19	3868	0.08
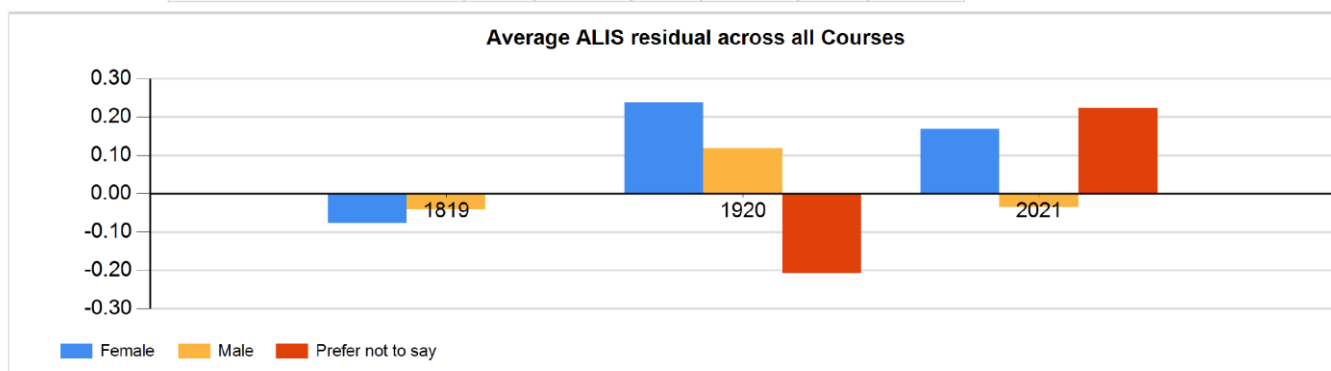
Comments

- The group with the better value-added alternates, with male students achieving better in 2019 but worse in the following two years. There is not enough evidence from this to identify an issue in performance for either gender.
- Prefers not to say is a small cohort and again this cohort alternates from least good to best.

English as an additional language

Average ALIS residual across all Courses

Legend:
- (...and your family) speak English all the time
- Speak English at school/college/work but another language at home
- Rarely speak English and struggle speaking it
- Not Known
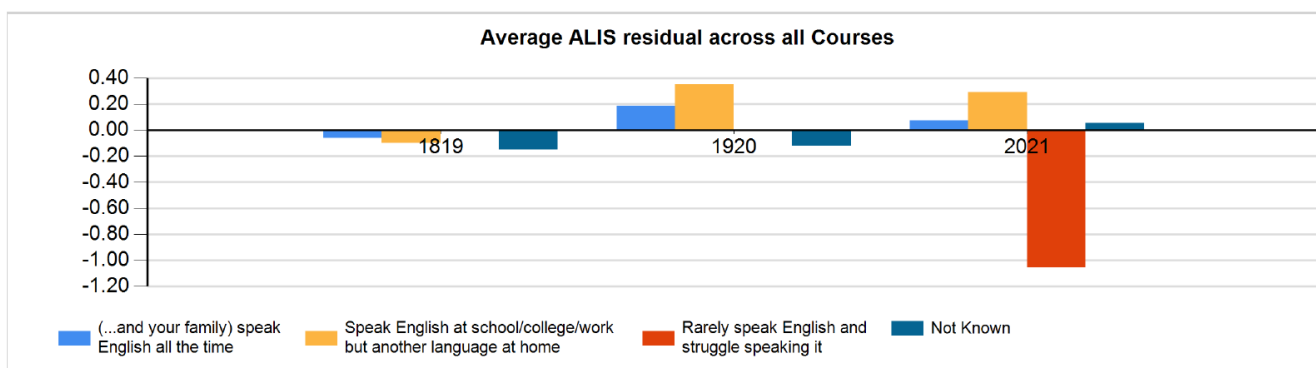
Comments

- The information for this was self-declared at the enrolment questionnaire.
- The group with the best value-added alternates, with speak English all the time achieving better in 2019 but worse in the following two years. There is not enough evidence to identify an issue in performance for this group.
- Those who rarely speak English is a very small cohort of 2 students in 2021. They both followed the ESOL programme at college and would have received additional support.

Ethnicity

The 2011 census showed that 6.4% of Herefordshire is not White British (3.9% White Other; 0.2% Black; 0.8% Asian). Although the proportion of the BME student population in the College is greater than in the county as a whole, our figures are small and statistically problematic: however, we strive to reduce the achievement gap between different ethnic groups and individual BME students' progress is monitored closely by Directors of Studies who intervene with individuals as necessary.

Nationally, Black African pupils make more progress over secondary school than their peers whereas Black Caribbean pupils fall back behind their peers throughout secondary school.

Source: Closing the Gap – Trends in Educational attainment and Disadvantage, Education policy Institute, Aug 2017

Developing a forum to support BME students was one of the college's Equality Objectives in 2020 – 21.

ALIS residuals	1819		1920		2021	
	Starts	Residual	Starts	Residual	Starts	Residual
English/Welsh/Scottish/Northern Irish/British	3165	-0.06	3592	0.17	3448	0.07
Irish	0		10	0.25	13	-0.16
Gypsy or Irish Traveller	0		3	0.80	4	-0.08
Any other White background	175	0.02	229	0.40	219	0.27
White and Black Caribbean	27	0.07	10	0.08	5	0.34
White and Black African	21	-0.23	17	-0.05	19	0.33
White and Asian	49	-0.05	64	0.68	52	0.07
Any other Mixed/Multiple ethnic background	5	-0.79	13	0.27	20	-0.06
Indian	21	-0.12	27	0.16	14	0.48
Pakistani	0		8		4	1.21
Bangladeshi	2	1.07	8	0.94	3	0.20
Chinese	16	-0.73	10	0.14	3	1.20
Any other Asian background	40	0.08	28	0.02	31	0.22
African	10	-1.07	7	-0.28	4	-1.51
Caribbean	9	-0.66	2	-1.28	0	
Any other Black / African / Caribbean background	7	-1.48	3	-0.12	0	
Arab	4		1		4	2.37
Any other ethnic group	6	0.56	23	-0.15	14	0.65
Not Known / Not Provided	2	-0.20	8	0.69	11	-0.10
	3559	**-0.06**	**4063**	**0.19**	**3868**	**0.08**

Average ALIS residual across all Courses

Legend:
- English/Welsh/Scottish/Northern Irish/British
- Irish
- Gypsy or Irish Traveller
- Any other White background
- White and Black Caribbean
- White and Black African
- White and Asian
- Any other Mixed/Multiple ethnic background
- Indian
- Pakistani
- Bangladeshi
- Chinese
- Any other Asian background
- African
- Caribbean
- Any other Black / African / Caribbean background
- Arab
- Any other ethnic group
- Not Known / Not Provided

Average ALIS residual across all Courses

Legend:
- BME
- White/Not Known

Comments

- Data in the first grid indicates small numbers of students in most ethnic groups and it is important to keep in mind that 3 "starts" represents 1 "student". The ALIS Residuals alternate considerably but is notable the negative residual for African and Caribbean students, although very small in number. Directors of Studies have met students concerned and a range of extenuating circumstances explain lower performance.
- The graph (immediately above) compares the performance of all BME and White students. Again, the group with the better value-added alternates: white achieving better in 2019 but worse in the following two years. There is not enough evidence from this to identify an issue in performance for either gender.

Roma, Gypsy or Traveller community

Average ALIS residual across all Courses

Legend: Yes, No, Not Known
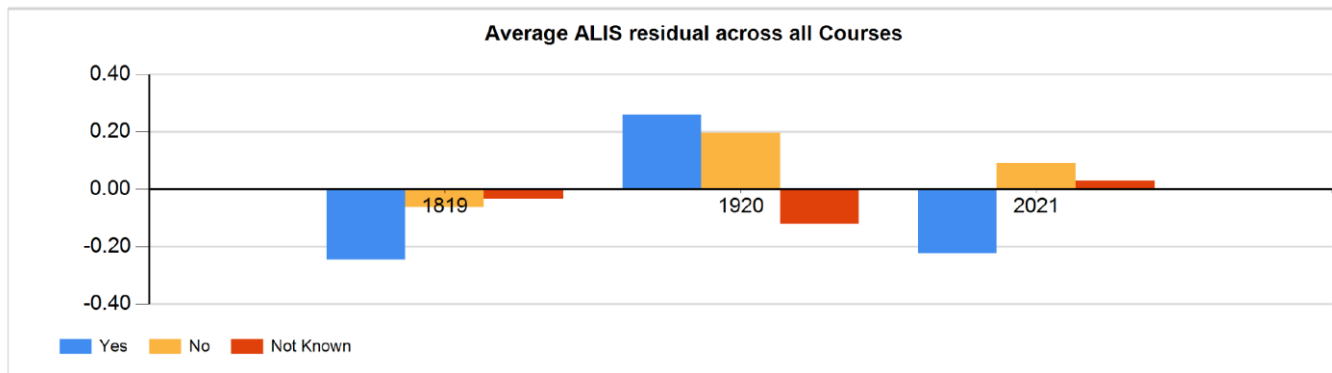
Comments

- Students self-declared at the enrolment questionnaire whether they identify as Gypsy, Roma or Traveller and again, we see an alternating picture, from a small number of students.

Disability

Summary of the College SEN Information Report for Hereford Sixth Form College
In accordance with Section 69 of the *Children and Families Act 2014*

Applications are welcome from students who may have a physical or learning difficulty, a medical condition or mental health issue and all learners are treated fairly with regards to race, economic or social background, gender, transgender, pregnancy, parenting, marital status, age, religion or belief, disability or sexual orientation.

Every local authority has a duty to publish information about education, health and social care services for all children and young people with SEND and their families in its area. This is called the "local offer" and it must include all post 16 education and learning options. Herefordshire's local offer can be found by following this link: https://www.herefordshire.gov.uk/info/200228/local_offer

Pre entry

Students are actively encouraged to disclose a learning difficulty, disability or medical condition on the application form and those that do are interviewed by a member of the Learning Support team; applicants who disclose a medical condition will be interviewed by the Medical Liaison Officer so we can plan for the necessary support when a student enrols at College.

Students have other opportunities to disclose a pre-existing condition at any time from Year 10 and 11 "taster days", during enrolment and induction and at any time during their Study Programme. Students with an Education and Health Care Plan are invited into College during the spring term for pre-entry assessments and a Transition Event is held in the summer term to ensure that support is in place once the student enrols.

At College

All students undertake a short online questionnaire when they enrol to help us identify those students who may need to undertake assessments in order for the Assessor to apply for exam access arrangements such as extra time and Learning Support. We will also contact the student's previous school to obtain copies of previous assessment reports (The assessments are carried out using tests designated by PATOSS and JCQ and a JCQ Form 8 is completed which provide necessary background history of the student's difficulties). During the meetings the student and the Learning Support Assessor will formulate an Individual Learning Plan to inform subject tutors about the student's learning profile, classroom requirements etc. All students will be encouraged to become an independent learner but support is always available.

The views of students receiving Learning Support are sought during an annual evaluation process. The results of this evaluation help to form the basis for continued improvement of the support provided.

Students discuss their progress formally with their subject tutors twice a year and then College reports are sent to parents, guardians or carers. These are followed by a series of Parents' Evenings during which time individual tutors are available for discussions.

Students with an Education, Health and Care Plan are reviewed regularly and reports are available for the appropriate Local Authorities to view in line with present statutory regulations. This focuses specifically on the next steps for students and the support they need to prepare for transition from College. An Annual and Final Review is held with every student who has an Education, Health and Care Plan.

Physical Access

The College is fully accessible and all of the buildings have lifts. There are no restrictions on choice of curriculum. A Personal Evacuation Plan, agreed with the student in advance, is provided for all students who require one.

Accessibility

All the College PCs have the Claro computer reader installed on them enabling all students to use the read back facility. Students who are entitled to use a reader in exams are encouraged to use Claro as it increases independence. BrowseAloud is enabled on the College website which is available from any computer or tablet.

Students who are entitled to use a scribe for exams and who are unable to word process are encouraged to use Dragon voice to text software, increasing independence. Several of the Learning Support laptops have Dragon installed on them and students can borrow these on a long-term loan.

Transition

Students with SEND are supported through the transition process to either Higher Education (HE), Further Education (FE) or employment. Students progressing to HE and FE are given advice and support with applying for the Disabled Students' Allowance (DSA). Information about the DSA is forwarded to all second year Learning Support students and information event is held in the Spring term of their second year.

External Support

The College has access to external services such as specialist Hearing and Visual Impairment Tutors. Directors of Studies also liaise with CAMHS and other health practitioners.
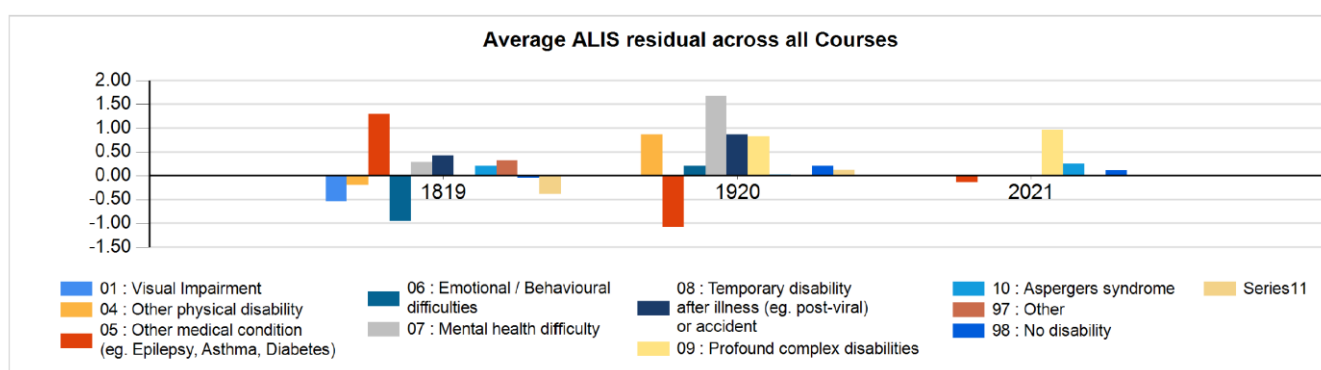
The Learning Support team

The Learning Support team includes highly qualified professional assessors, study skills mentors and Learning Support Assistants. The Head of Learning

Support has received extensive training and attended events in the implementation of the SEN reforms. Whole staff training on the new regulations took place during 2015. Governors' training took place in 2016. Members of the Learning Support team deliver in-house staff development sessions in learning Lunches.

What to do if things go wrong

The Directors of Studies is the first point of contact if a complaint is to be made. The Principal can also be contacted directly. If the problem is not resolved, you have the right to take your complaint to the Chair of Governors and still further to the Education Funding Agency (EFA) which has a duty to provide education for 16-19 year olds with learning difficulties or disabilities. A copy of the EFA's procedure for handling complains is available on the gov.uk website.

Average ALIS residual across all Courses

Legend:
- 01 : Visual Impairment
- 04 : Other physical disability
- 05 : Other medical condition (eg. Epilepsy, Asthma, Diabetes)
- 06 : Emotional / Behavioural difficulties
- 07 : Mental health difficulty
- 08 : Temporary disability after illness (eg. post-viral) or accident
- 09 : Profound complex disabilities
- 10 : Aspergers syndrome
- 97 : Other
- 98 : No disability
- Series11

ALIS residuals	1819		1920		2021	
	Starts	Residual	Starts	Residual	Starts	Residual
01 : Visual Impairment	5	-0.55	0		0	
04 : Other physical disability	1	-0.19	6	0.86	1	
05 : Other medical condition (eg. Epilepsy, Asthma, Diabetes)	1	1.30	7	-1.08	9	-0.15
06 : Emotional / Behavioural difficulties	2	-0.95	2	0.21	4	
07 : Mental health difficulty	14	0.29	3	1.68	1	
08 : Temporary disability after illness (eg. post-viral) or accident	7	0.43	2	0.86	0	
09 : Profound complex disabilities	3		1	0.82	2	0.95
10 : Aspergers syndrome	39	0.20	38	0.02	57	0.25
97 : Other	3	0.32	3		0	
98 : No disability	3296	-0.05	3136	0.20	2891	0.10

Comments

- There are some very small cohorts here. Asperger's syndrome is significant and that shows strong performance across all 3 years. This has been recategorised to Autism Spectrum Disorder in the following categories.

Special Education Need and Disability) SEND

Average ALIS residual across all Courses
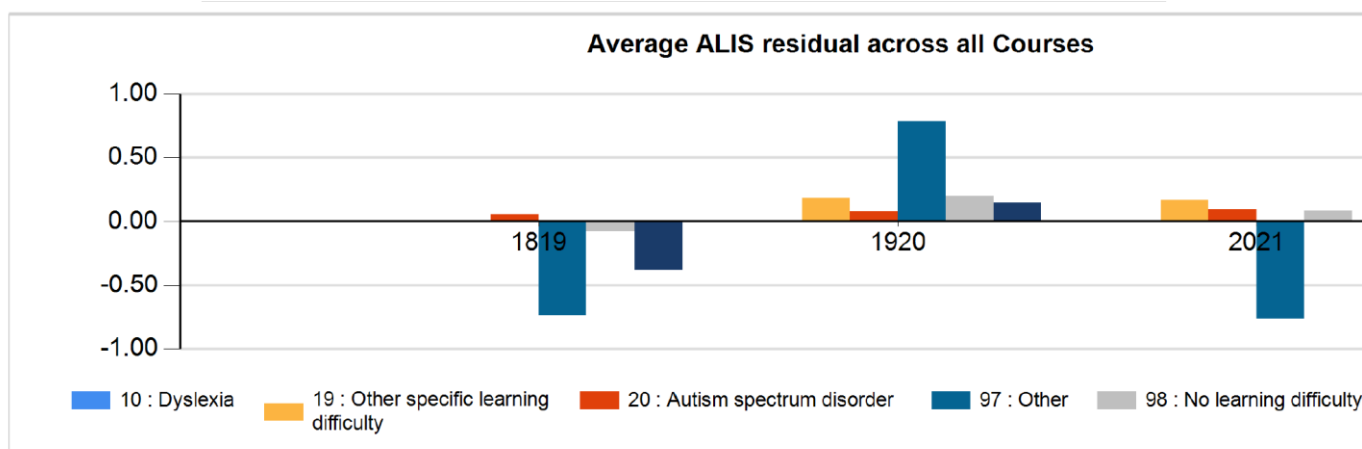
| ALIS residuals	1819		1920		2021	
	Starts	Residual	Starts	Residual	Starts	Residual
10 : Dyslexia	0		0		1	
19 : Other specific learning difficulty	1052	0.00	1159	0.18	913	0.17
20 : Autism spectrum disorder	32	0.05	50	0.08	32	0.09
97 : Other	2	-0.74	8	0.78	6	-0.76
98 : No learning difficulty	2368	-0.08	2274	0.20	2272	0.08
	105	-0.38	572	0.14	644	0.00
	3559	**-0.06**	**4063**	**0.19**	**3868**	**0.08**

Comments

- Students with Autism Spectrum Disorder show good achievement relative to the whole cohort.

Education, Health and Care Plan (EHCP) where a child's needs cannot be met by the college alone and so the EHCP is put together by professionals in education, health and social care to make sure children with SEND have a package of support to help them through to adulthood (until they are 25).

EHCP

ALIS residuals	1819		1920		2021	
	Starts	Residual	Starts	Residual	Starts	Residual
Yes	4	-0.23	23	-0.17	17	0.54
No	3555	-0.06	4040	0.19	3851	0.08
	3559	**-0.06**	**4063**	**0.19**	**3868**	**0.08**

Average ALIS residual across all Courses
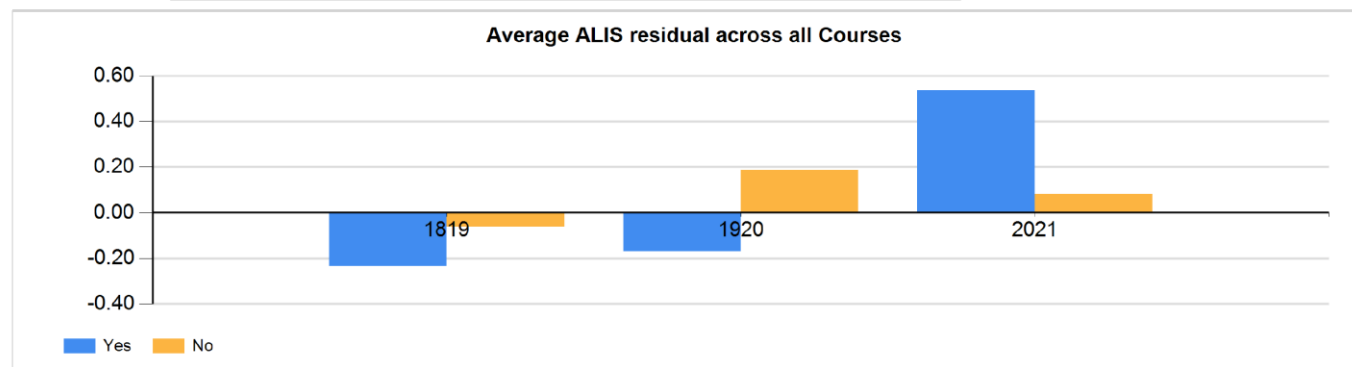
Comments

- Although the number of "starts" and so, the number of students is low, the performance of students with an EHCP varies over time.

Sexual orientation

Many years ago, following advice from external agencies, it was decided that at Enrolment, we would ask students their sexual orientation in order to:

- Acknowledge a diversity of sexual orientation
- Monitor the progress of that community

There is very little provision for LGBT+ in Herefordshire although we do work closely with *No Wrong Door* youth service, who run an LGBTQ+ group for 16 – 21 year olds. The College has a thriving and visible LGBT+ community and a Society with over 40 members.

The ALIS residuals for students from the LGBQ+ community are in line with the College average

ALIS residuals	1819		1920		2021	
	Starts	Residual	Starts	Residual	Starts	Residual
Bisexual	206	-0.15	200	0.20	228	0.20
Gay man	31	-0.34	28	0.24	28	0.38
Gay woman / lesbian	24	-0.39	26	-0.09	16	0.37
Heterosexual / straight	3045	-0.05	3378	0.19	2944	0.07
I prefer not to respond	219	-0.03	273	0.29	250	0.05
Not Known	34	-0.32	158	-0.20	402	0.07
	3559	**-0.06**	**4063**	**0.19**	**3868**	**0.08**

Average ALIS residual across all Courses
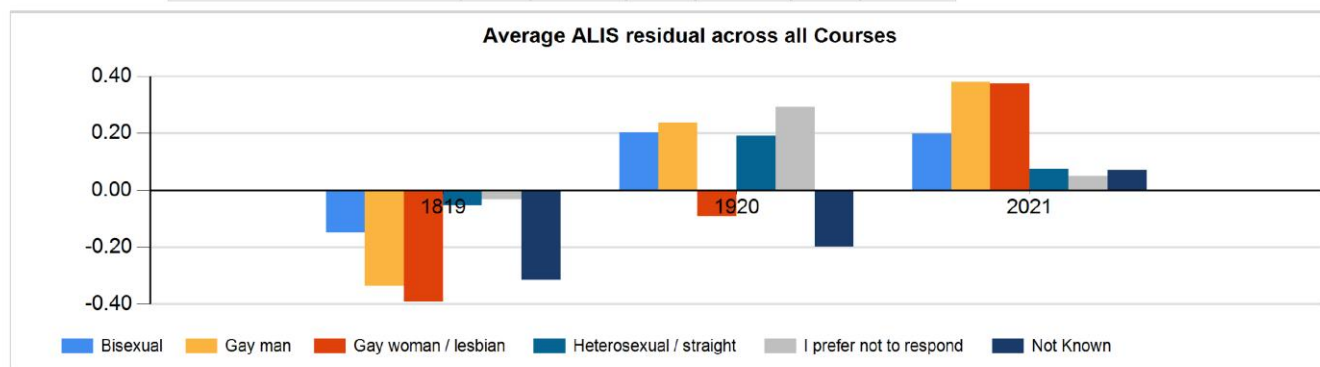
- The information for this was self-declared on the enrolment questionnaire and again, there is considerable variation of achievement over time.
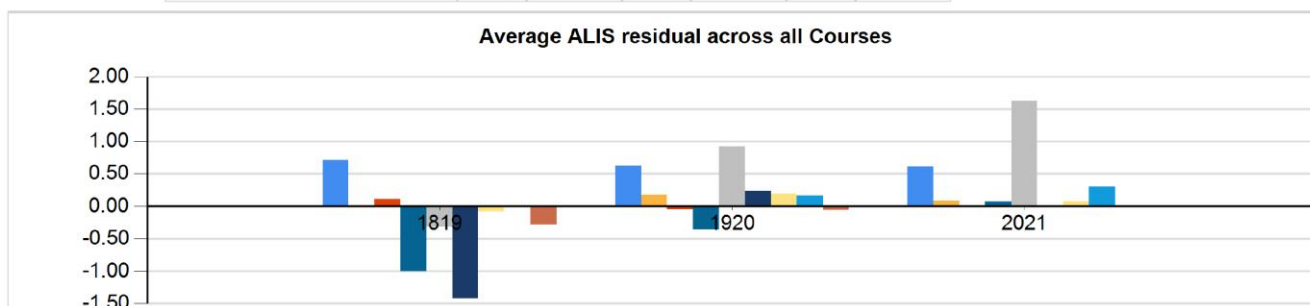
Religion

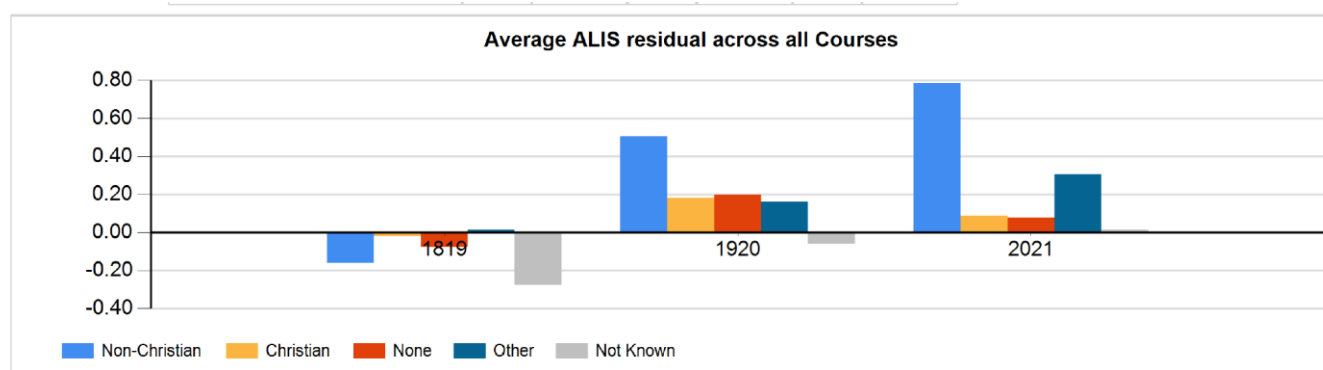The ALIS residuals for all faith groups were in line with the College average in 2020/21.

The Chaplaincy role covers spiritual wellbeing of students. It complements the mental/emotional and physical wellbeing support covered by the counsellors, wellbeing advisor and physical wellbeing advisor, ensuring support is offered to the whole person. The phrase 'all faiths and none' is key in that all students, regardless of their faith, can access the support of the Chaplain. All students who want to 'explore and express faith' can benefit from the Chaplain: provide a sounding board, point to resources, protect against prejudice and discrimination offer advice and prayer and facilitate expression of the students' faith (as long as it is within the rule of law.

A significant proportion of the student body claim to be Christians (20-25%). The CU is not exclusively for Christians but in practice it ends up with mostly Christian members and is an opportunity to meet Christians, draw support and friendship from likeminded students, learn about the Christian faith, and have space to pray, worship and read the Bible with other students on campus. The CU is also an opportunity for Christians to actively bless the college and the world around them by putting on events for other students (e.g. free pancakes on Shrove Tuesday) and raising money for key causes (e.g. environmental issues, local charities, national and international response to tragedy).

A prayer room for all faiths is available and links are made with representatives of local religious groups.

ALIS residuals	1819		1920		2021	
	Starts	Residual	Starts	Residual	Starts	Residual
Buddhist	15	0.71	30	0.63	15	0.61
Christian	1004	-0.02	1117	0.18	923	0.09
Hindu	10	0.11	6	-0.05	0	
Jewish	3	-1.00	2	-0.36	3	0.07
Muslim	26	-0.32	16	0.93	6	1.63
Sikh	5	-1.43	4	0.23	0	
None	2300	-0.08	2588	0.20	2402	0.08
Other	120	0.01	117	0.16	103	0.31
Not Known	76	-0.28	183	-0.06	416	0.01
	3559	**-0.06**	**4063**	**0.19**	**3868**	**0.08**

Average ALIS residual across all Courses

Average ALIS residual across all Courses

Comments

- The information for this self-declared on the enrolment questionnaire.
- There are some very small cohorts here, so the groups "Christian", "Non-Christian" and "None". This still leaves us with a small cohort for Non-Christian and again, there is an alternating pattern in achievement.

Free school meals

Although not covered by the *Equality Act*, we continue to gather data and monitor the data according to **Economic and Social Background.**

A recent examination of the national and local pictures reveals the following:

- Nationally, the achievement gap is closing very slowly (by 3 months between 2007 to 2016);
- The gap widens by 2 months each year, throughout the course of secondary school;
- On average nationally, disadvantaged pupils are 19.3 months behind their peers;
- 1/3 disadvantaged pupils did not achieve benchmark of 5 GCSES A* - c, despite making up 1/4 of pupils;
- Rural England sees the widest gaps;
- **Herefordshire secondary gap is 23 months** (worse than Shropshire and Somerset) and is 98th local authority for Attainment8;
- Disadvantaged EAL students end up closing the gap and exceeding the attainment of non-EAL peers.

Source: Closing the Gap – Trends in Educational attainment and Disadvantage, Education policy Institute, Aug 2017

Due to a lack of standardised data on economic disadvantage that covers Herefordshire and surrounding counties, we currently rely on self-reported data on whether students have been entitled to Free-School Meals in the last 6 years (Ever6) as an indicator of economic and social disadvantage

Had Free School Meals previously

ALIS residuals	1819		1920		2021	
	Starts	Residual	Starts	Residual	Starts	Residual
Yes	473	-0.08	532	0.13	367	0.07
No	3086	-0.06	3531	0.19	3501	0.09
	3559	**-0.06**	**4063**	**0.19**	**3868**	**0.08**

Average ALIS residual across all Courses
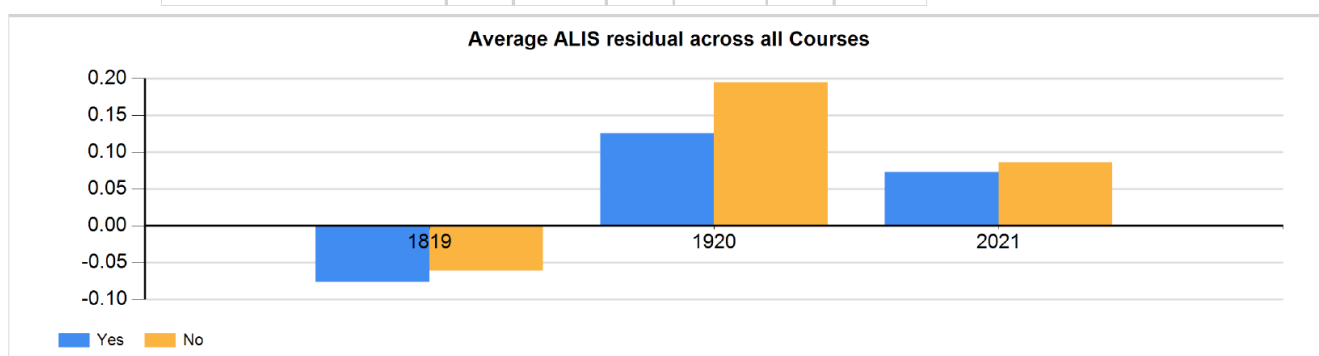
Comments

- In all 3 years, achievement for students in receipt of free school meals is lower than those students who do not. This does not mean that this group is not making progress: the gap closed slightly in 2021, although a gap remained.
- This is a clear area where we can target improvement.
- Research conducted by the SFCA found that disadvantaged students narrowed the gap throughout the CAG and TAG process. This indicates that they struggle to transfer progress into exam performance, which could, in turn, indicate that revision for exams is a problem.
- In this year's SAR Development Plan we have targeted this group. Apart from all of the normal interventions for any individual student who is underperforming we intend to run specific academic targeted revision support groups across a large range of subjects in both the February Half Term and the Easter Holidays. This will give these students a well-resourced area in which to revise along with the kind of academic support that some students can access via private tuition or courses. Further to this we will improve and expand the college's independent learning offering. We will increase the number of hours the library is open and consider various incentives for this group to come in early and revise successfully.

16-19 Bursary Fund Financial support is available to students from the 16-19 Bursary Fund. Discretionary bursaries are awarded where students meet the eligibility criteria for age and have made an application, providing evidence of household income. The income criteria is set by the College and has remained the same as last year for the 2020-21 academic year at £20,817 if there is only one child/young person in the household, rising to £23,077 if there are additional dependants. In addition to the discretionary awards, bursaries are also available for students in defined vulnerable groups; Looked After Children, Care Leavers, students in receipt of Universal Credit in their own right and students personally in receipt of Disability Living Allowance or Personal Independence Payments. Most discretionary bursary applications are submitted for support with travel costs. The cost of the subsidised travel pass, provided by Herefordshire Council, for this academic year is £828.00. The bursary award covers the cost of the travel pass upfront with a request of a parental contribution of £50/term.

Access to technology: In response to the COVID crisis, inequality of access to technology and financial support was thrown into sharp focus and the College needed to respond to this. Laptops (and dingles to allow wifi access at home) is available upon request.

Educational Maintenance Allowance (EMA) Students with a home address in Wales are able to apply to Student Finance Wales (SFW) for EMA. This gives students £30/week based on 100% attendance in College or by engaging in remote lessons. EMA is means tested with the same criteria as used for the 16-19 Bursary Fund and can be applied for at any time during the academic year.

Hereford Food Bank: Strong links have been forged with local food banks this year, in particular Hereford Food Bank. They have supported some of our families in crisis with a range of weekly food parcels, free school meal packages during holidays and Christmas hampers. Most Food Banks work on a referral from a partner agency such as College. The pandemic has caused considerable hardship to families already on low incomes and those with a sudden loss of income; the support received from the Food Bank has been a lifeline to some. Several collections have been organised during the year by the Chaplain to give donations of supplies to support the work the Food Bank is doing

Vulnerable students:

The Directors of Studies monitor the performance of students who are vulnerable because of personal welfare or safeguarding concerns. A separate safeguarding report is presented to the Directors each year.

7. COVID Initial Risk Assessment:

As a result of the COVID crisis, an Initial Impact Assessment was carried out and discussed, then agreed at SMT.

Coronavirus Returning to Work – Provisions:

Equality and diversity impact assessment Initial screening

	Age	Disability	Economic or Social Background	Gender	Gender Identity	Race	Religion or Belief	Sexual Orientation
Potential Impact	Yes	Yes	Yes	Yes	No	No	No	No

Age:

Older members of staff (those over 50) are considered more at risk from catching the virus and in rare cases, the symptoms are more likely to be severe. However, the risks to individual colleagues are mitigated by measures included in the provisions.

Members of staff caring for older relatives may need to work more flexibly. Adjustments to the working timetable will allow for more time for colleagues to work at home. Individual concerns should be discussed with line managers so that reasonable adjustments can be considered.

Disability:

Returning to Work – Provisions states the following:

Students with an underlying health condition(s) or who live with a family member with an underlying health condition.
Students in this position should contact their DOS and will be granted permission to work from home for their lessons. We are equipping all classrooms with a combined visualiser and webcam as quickly as possible. This allows for streaming of lessons via Teams Meetings. Also, staff will be able to use the device to video and project onto the whiteboard/screen which could help maintain social distancing for students inside classrooms e.g. students can watch any demonstrations from their seat on the large screen rather than having to gather closer together.

Colleagues with long standing conditions who have been informed that they should shield, will do so at home and where possible carry out appropriate tasks to ensure the continuation of departmental duties.

Navigation around College will involve a one-way system and other social distancing measures may impact on physical accessibility to some parts of College. Given the circumstances the measures have been put in place, we invite any individual with concerns about accessibility to contact jpp@hereford.ac.uk . This will be communicated to staff.

Individuals who are on the autistic spectrum will need particular support adjusting to new ways of working. Mel Powell, Mentor for Students on the Autistic Spectrum will support students as appropriate msp@hereford.ac.uk .

Where individuals have been diagnosed with anxiety and / or depression and whose concerns about returning to College are severe, this should be raised with their line manager (or DOS, in the case of a student), Kate Bateman, HR keba@hereford.ac.uk (in the case of a member of staff) or John Pratt jpp@hereford.ac.uk.

Economic or Social Background:

The College acknowledges that there is much evidence of the impact lockdown has had on those from disadvantaged backgrounds.

The College Bursary Officer continues to support students who are eligible to Bursary, Free College Meals and the EMA.

Free sanitary products continue to be made available for students, via Reception and those students from disadvantaged backgrounds are aware of this.

Gender, parenting, marriage:

The College acknowledges that women are more likely to be carers (for children, sick or elderly relatives) and the possible impact this can have on their ability to work. Caring for children can affect the ability to carry out work (e.g. siblings, where parents are at work).

Mitigation for this needs to be considered on an individual basis, in discussion with be discussed with their line manager (or DOS, in the case of a student), keba@hereford.ac.uk (in the case of a member of staff) or jpp@hereford.ac.uk.

Requirement for full impact assessment?

Not at this stage. Although the provisions aim to ensure that no individual or group is disadvantaged, the circumstances are such that we may become aware of the possibility of this as we return to work.

8. Staff Protected Characteristics:

A staff well-being and protected characteristics survey is carried out every couple of years (but recently, delayed due to COVID). The staff body is diverse and during the survey we invite colleagues to make requests for reasonable adjustments (e.g. on religious grounds or because of a disability).

a. Staff diversity:

2. Protected Characteristic 2 - Disability

●	Y	3
●	N	87
●	I prefer not to respond	3
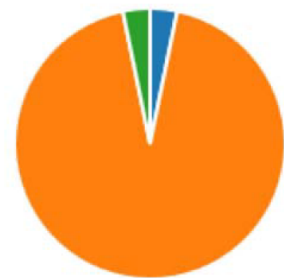
7. Protected Characteristic 4 - Marriage and Civil Partnership

●	Single	16
●	Married	51
●	Divorced	9
●	Widowed	3
●	Estranged/Separated	4
●	Partner	6
●	Civil Partner	1
●	I prefer not to respond	3
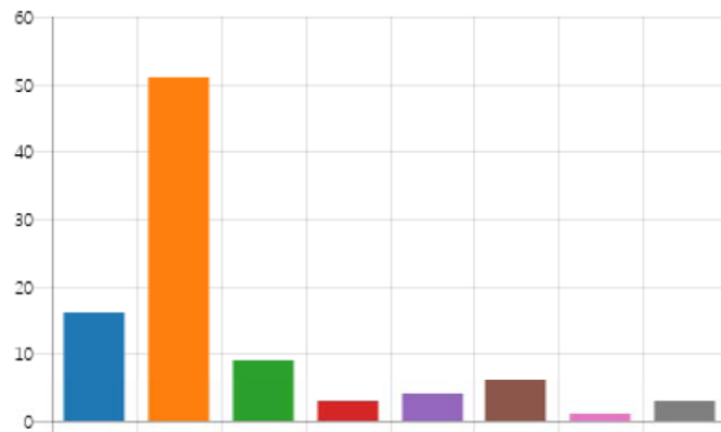
10. Protected Characteristic 6 - Race

🔵 Asian/Asian British - Banglade...	0
🟠 Asian/Asian British - Indian	0
🟢 Asian/Asian British - Pakistani	0
🔴 Asian/Asian British - Any othe...	0
🟣 Black/Black British - African	0
🟤 Black/Black British - Caribbean	0
🟣 Black/Black British - Any other...	0
⚪ Chinese	0
🟡 Mixed - White & Asian	2
🔵 Mixed - White & Black African	0
🔵 Mixed - White & Black Caribb...	0
🟠 Mixed - any other Mixed back...	2
🟢 White - British	80
🔴 White - Irish	2
🟣 White - Any other White back...	3
🟤 White - Gypsy or Irish Traveller	0
🟣 Other - Arab	0
⚪ Any Other	2
🟡 I prefer not to respond	2
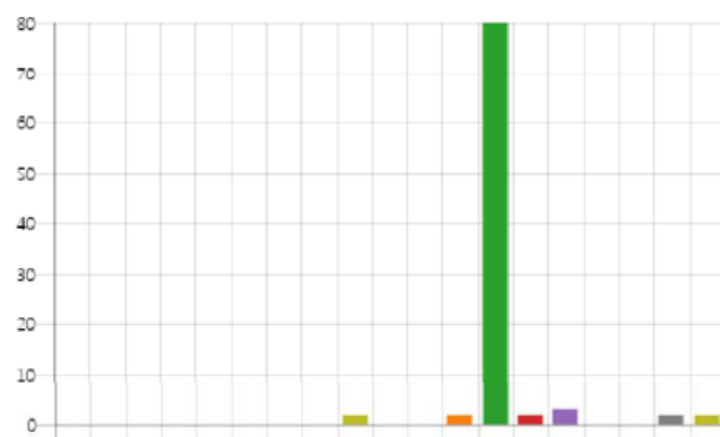
11. Protected Characteristic 7 - Religion or Belief

	Religion	Count
🔵	Buddhist	0
🟠	Christian	39
🟢	Hindu	0
🔴	Jewish	1
🟣	Muslim	0
🟤	Sikh	0
🩷	None	40
⚫	I prefer not to respond	11
🟡	Other	2
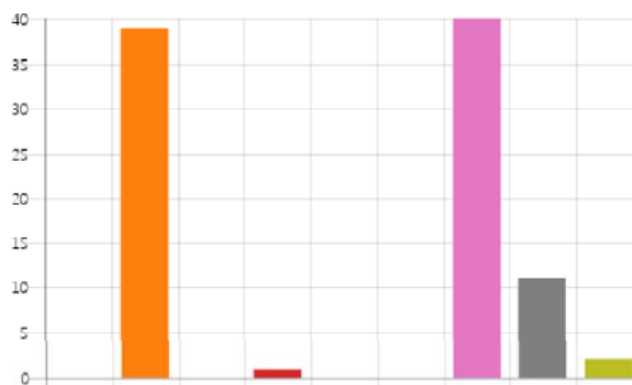
14. Protected Characteristic 8 - Sex (previously known as gender)

	Sex	Count
🔵	Female	64
🟠	Male	27
🟢	I prefer not to respond	2

16. Protected Characteristic 9 - Sexual Orientation

	Orientation	Count
🔵	Bisexual	3
🟠	Gay man	3
🟢	Gay woman/ lesbian	0
🔴	Heterosexual/ Straight	76
🟣	I prefer not to respond	11

A number of reasonable adjustments were requested and actioned. The next Staff survey will take place in 2022.

b. Gender Pay Gap:

Gender pay reporting legislation requires employers with 250 or more employees to publish statutory calculations every year showing how large the pay gap is between their male and female employees. The legislation requires that the following six calculations be published:

- • Average gender pay gap as a mean average.
- • Average gender pay gap as a median average.
- • Average bonus gender pay gap as a mean average.
- • Average bonus gender pay gap as a median average.
- • Proportion of males and females receiving a bonus payment.
- • Proportion of males and females when divided into four groups ordered from lowest to highest pay.

2. The gender pay gap is not the same as equal pay. Ever since the Equal Pay Act of 1970, it has been illegal to pay different amounts to males and females doing the same work, unless there is a 'genuine material factor' for the difference. The Heart of Mercia Multi-Academy Trust (HOM) is committed to the equality of opportunity for all in matters of pay.

3. The gender pay gap measure is the difference in the hourly pay of all employees in an organisation and is expressed as a percentage of male employees' hourly pay. It reported on a mean and median basis.

4. The mean is the overall average of all employees' salaries and can therefore be skewed by any extremely high or low salaries. The median involves listing all salaries in order, from lowest to highest, and picking the salary in the middle.

5. The figures for March 2020 include employees of both Worcester Sixth Form College and Hereford Sixth Form College. The information for March 2021 includes King Edward VI College who joined the MAT on 1 February 2021.

6. Gender information has been taken from staffing and payroll information maintained by our outsourced payroll provider, Liberata. Information provided by Liberata is based upon positions (i.e. contracts) rather than headcount. This means that an employee may have more than one position (contract), for instance, exam invigilators at Worcester Sixth Form College hold three positions paid at three different hourly rates. Gender information is recorded from Liberata based upon information on the application form and the new starter form.

7. Bonuses are not paid therefore the 3rd, 4th and 5th measure are not applicable.

8. The hourly rate for teachers is calculated on a 1/1,265th basis of the annual full-time salary. For support staff, the hourly rate is calculated on a 1/1,929th basis.

9. HOM applies the Sixth Form College Association (SFCA) national pay scales for both teaching and support staff. Teachers start their careers on point one of the scale and progress by one point each year, based upon successfully

completing their objectives, up to point nine which is the highest point on the teachers' pay scale. Support staff are assigned to a range of points on the support staff pay scale which reflects the type of work and responsibilities undertaken. Support staff progress in a similar way until they reach the top of their range.

Summary of full report (full report available here **EQUALITYREPORT2019-2020 (6).pdf**):

Teaching hourly pay gap

16. In March 2020, female teachers earnt 96p for every £1 that males earnt when comparing the mean (average) hourly pay. Their mean hourly pay was 4% lower than for males. When comparing the median hourly pay, this was the same for both female and male teachers. **Using the median measure, there is no gender pay gap amongst teachers.**

17. The breakdown was:

	Mean pay gap		Median pay gap	
	2020	2021	2020	2021
HOM	4%	3%	0%	0%
Hereford	7%	5%	0%	0%

The Sixth Form Colleges Association Workforce Survey 2020, published in November 2020, found the average pay gap for female teachers to be 2%.

Support staff hourly pay gap

18. In HOM, female support staff 86p for every £1 that males earn when comparing the mean (average) hourly pay. Their mean hourly pay is 14% lower than male's. This decreased to 89p in March 2021.

19. When comparing the median hourly pay, the female median hourly pay is 15% lower than the male.

20. The breakdown was:

	Mean pay gap		Median pay gap	
	2020	2021	2020	2021
HOM	14%	11%	15%	0%
Hereford	15%	12%	17%	12%

The overall pay gap reflects our workforce composition rather than pay inequality. Heart of Mercia has robust procedures in place to ensure inclusion and equality for all staff. HOM is committed to reducing the Gender Pay Gap and will:
- • Ensure that recruitment and promotion procedures are transparent.
- • Ensure that pay progression and appraisal processes are inclusive.
- • Consider the career development and training needs of all employees.
- • Develop the leadership and management skills of our staff.
- • Review the flexible working policy.

9. Student Destinations:

BME:

Destinations of Leavers (all leavers inc. level 2)

Black and minority ethnic	2021 No	2021 Yes	2020 No	2020 Yes	2019 No	2019 Yes	2018 No	2018 Yes
Higher Education	468	23	409	28	413	23	449	29
Employment	127	7	79	1	115	3	100	4
Gap Year - Deferred entry to HE	65	2	71	2	47	3	65	1
Gap Year - Intended HE application	56	1	76	5	34	6	60	2
Gap Year - No HE planned	12		7		24	2	26	1
Apprenticeship	48	2	58		39	1	55	3
Further Education - Art Foundation	26		21	2	13		25	
Further Education	153	8	216	17	172	18	184	11
Self-Employed	4		3		4			
Other Full or Part-time Activity	2		12		10		4	
Unemployed or Seeking Employment	34	1	36	1	27	1	25	3
Other - not known	51	1	27	1	90	8	75	6
Total No of Students	**1046**	**45**	**1015**	**57**	**988**	**65**	**1068**	**60**

Black and minority ethnic	2021 No	2021 Yes	2020 No	2020 Yes	2019 No	2019 Yes	2018 No	2018 Yes
Higher Education	45%	51%	40%	49%	42%	35%	42%	48%
Employment	12%	16%	8%	2%	12%	5%	9%	7%
Gap Year - Deferred entry to HE	6%	4%	7%	4%	5%	5%	6%	2%
Gap Year - Intended HE application	5%	2%	7%	9%	3%	9%	6%	3%
Gap Year - No HE planned	1%	0%	1%	0%	2%	3%	2%	2%
Apprenticeship	5%	4%	6%	0%	4%	2%	5%	5%
Further Education - Art Foundation	2%	0%	2%	4%	1%	0%	2%	0%
Further Education	15%	18%	21%	30%	17%	28%	17%	18%
Self-Employed	0%	0%	0%	0%	0%	0%	0%	0%
Other Full or Part-time Activity	0%	0%	1%	0%	1%	0%	0%	0%
Unemployed or Seeking Employment	3%	2%	4%	2%	3%	2%	2%	5%
Other - not known	5%	2%	3%	2%	9%	12%	7%	10%
Total No of Students	**1046**	**45**	**1015**	**57**	**988**	**65**	**1068**	**60**

Free Meals:

Destinations of Leavers (all leavers inc. level 2)

Eligible for Free Meals (here or at school)	2021 No	2021 Yes	2020 No	2020 Yes	2019 No	2019 Yes	2018 No	2018 Yes
Higher Education	440	51	388	49	388	48	436	42
Employment	113	21	68	12	95	23	92	12
Gap Year - Deferred entry to HE	60	7	64	9	46	4	64	2
Gap Year - Intended HE application	47	10	71	10	35	5	56	6
Gap Year - No HE planned	11	1	7		23	3	26	1
Apprenticeship	47	3	54	4	34	6	53	5
Further Education - Art Foundation	22	4	14	9	12	1	20	5
Further Education	136	25	183	50	148	42	159	36
Self-Employed	4		1	2	3	1		
Other Full or Part-time Activity	2		10	2	7	3	3	1
Unemployed or Seeking Employment	28	7	31	6	23	5	24	4
Other - not known	45	7	21	7	80	18	65	16
Total No of Students	**955**	**136**	**912**	**160**	**894**	**159**	**998**	**130**

Eligible for Free Meals (here or at school)	2021 No	2021 Yes	2020 No	2020 Yes	2019 No	2019 Yes	2018 No	2018 Yes
Higher Education	46%	38%	43%	31%	43%	30%	44%	32%
Employment	12%	15%	7%	8%	11%	14%	9%	9%
Gap Year - Deferred entry to HE	6%	5%	7%	6%	5%	3%	6%	2%
Gap Year - Intended HE application	5%	7%	8%	6%	4%	3%	6%	5%
Gap Year - No HE planned	1%	1%	1%	0%	3%	2%	3%	1%
Apprenticeship	5%	2%	6%	3%	4%	4%	5%	4%
Further Education - Art Foundation	2%	3%	2%	6%	1%	1%	2%	4%
Further Education	14%	18%	20%	31%	17%	26%	16%	28%
Self-Employed	0%	0%	0%	1%	0%	1%	0%	0%
Other Full or Part-time Activity	0%	0%	1%	1%	1%	2%	0%	1%
Unemployed or Seeking Employment	3%	5%	3%	4%	3%	3%	2%	3%
Other - not known	5%	5%	2%	4%	9%	11%	7%	12%
Total No of Students	**955**	**136**	**912**	**160**	**894**	**159**	**998**	**130**

Gender:

Destinations of Leavers (all leavers inc. level 2)

Sex	2021			2020			2019		2018
	Female	Male	Not known	Female	Male	Not known	Female	Male	Female
Higher Education	308	181	2	254	183		268	168	286
Employment	69	65		35	44	1	69	49	48
Gap Year - Deferred entry to HE	43	24		53	20		29	21	41
Gap Year - Intended HE application	35	22		57	24		24	16	42
Gap Year - No HE planned	6	6		3	4		16	10	18
Apprenticeship	24	26		20	37	1	15	25	23
Further Education - Art Foundation	19	6	1	23			13		17
Further Education	81	78	2	125	105	3	115	75	107
Self-Employed		4			3		3	1	
Other Full or Part-time Activity	1	1		3	9		4	6	2
Unemployed or Seeking Employment	14	21		11	25	1	11	17	12
Other - not known	23	29		12	16		45	53	41
Total No of Students	**623**	**463**	**5**	**596**	**470**	**6**	**612**	**441**	**637**

Sex	2021			2020			2019		2018
	Female	Male	Not known	Female	Male	Not known	Female	Male	Female
Higher Education	49%	39%	40%	43%	39%	0%	44%	38%	45%
Employment	11%	14%	0%	6%	9%	17%	11%	11%	8%
Gap Year - Deferred entry to HE	7%	5%	0%	9%	4%	0%	5%	5%	6%
Gap Year - Intended HE application	6%	5%	0%	10%	5%	0%	4%	4%	7%
Gap Year - No HE planned	1%	1%	0%	1%	1%	0%	3%	2%	3%
Apprenticeship	4%	6%	0%	3%	8%	17%	2%	6%	4%
Further Education - Art Foundation	3%	1%	20%	4%	0%	0%	2%	0%	3%
Further Education	13%	17%	40%	21%	22%	50%	19%	17%	17%
Self-Employed	0%	1%	0%	0%	1%	0%	0%	0%	0%
Other Full or Part-time Activity	0%	0%	0%	1%	2%	0%	1%	1%	0%
Unemployed or Seeking Employment	2%	5%	0%	2%	5%	17%	2%	4%	2%
Other - not known	4%	6%	0%	2%	3%	0%	7%	12%	6%
Total No of Students	**623**	**463**	**5**	**596**	**470**	**6**	**612**	**441**	**637**

10. Equality Objectives:

As part of the Public Sector Equality Duty (section 149 of the Act) there is a requirement to review and update our Equality Objectives at least once every four years. However, our Equality Objectives are set every year in the College's *Single Equality Scheme and Action Plan* which is published on the College website. As part of our successful bid for Investors in Diversity, it was agreed that the Equality Objectives should be succinct.
The Senior Management Team and the Directors' Staff and Students Committee monitor and review the progress of these objectives throughout the year.

a. Report on Equality Objectives 2020 - 2021:

Equality Objectives 2020 - 21:

What we ned to do:	How will we know if we have achieved this?	
1. Re-work Accessibility Plan	Work with wheelchair users to examine how the college site is accessible. Establish working party with Learning Support, Estates and DOS to consider accessibility issues across college for all students but especially those with seen and unseen disabilities. *Completed audit; re-worked Plan at next SMT*	July 21
2. Continue to raise awareness of EDI & FBV issues in lessons.	Continue to improve the average percentage of students who agree that Equality and Diversity (REGARDS) and Fundamental British Values are raised in lessons when the opportunity arises *Equal opportunities are taken seriously at the* *College.81% (2021 SPOC) which is lower than in past 3 years*	Sept 21
3. Investigate neuro-diversity training for Staff Development	Staff Development activity on ADHD and/or ASD has been arranged *Colin Foley to visit college summer 22*	June 21
4. Develop LGBTQ+ support	Consult with students in LGBTQ+ society with a view to developing a programme of speakers, emotional support and psycho-education. *Counsellor team have established links with LGBTQ+ Society and Mental Health Advisor*	June 21
5. Develop a BME forum	A forum has been established. *Students of Colour Society has been established*	March 21

b. Equality Objectives 2021 – 2022:

Following a review of the previous year's results and other matters that have arisen in the course of the year, the following Equality Objectives have been set for 2021 – 2022. These are available on our website. SMT will review these throughout the coming year and we will report on whether we have achieved these in September 2022.

What we ned to do:	How will we know if we have achieved this?	
1. Update Equality, Diversity and Inclusion Policy to include a specific section on how we can support Trans students	Policy updated and published on our website	December 21
2. Continue to raise awareness of EDI & FBV issues in lessons.	Improve the average percentage of students who agree that Equality and Diversity (REGARDS) and Fundamental British Values are raised in lessons when the opportunity arises	Sept 22
3. Neuro-diversity training for Staff Development	Staff Development activity on ADHD and/or ASD attended by most teaching and support staff	June 22
4. Review LGBTQ+ support	Well-Being Team have established additional LGBTQ+ support forum	June 22
5. Monitor Gender Pay Gap and review relevant policies (e.g. flexible working, staff development)	Discussed at SMT and response as appropriate	July 22
6. Establish forum to address low HE destinations data for students from low incomes	A forum is established and action points established	July 22

11. Accessibility Plan:

HEREFORD SIXTH FORM COLLEGE

ACCESSIBILITY PLAN

2021-2022

INTRODUCTION

The College aims to ensure that it is compliant with the requirements of the Equality Act 2010 so that disabled students can maximise learning opportunities and fulfil their potential.

Hereford Sixth Form College is committed to:

• Improve communication to ensure availability of relevant information to disabled students

• Providing full access to enable disabled students to fully participate in the curriculum

• Maintaining and improving a safe physical environment in College

• Ensuring reasonable adjustments are made to prevent disabled students being disadvantaged

In meeting the needs of disabled students we are committed to the following Accessibility Plan [**staff responsible; timescale**]:

1. Increasing the extent to which disabled students can participate in the college setting and curriculum

•To investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be ensured

[**SMT; ongoing throughout year**]

•To further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students [**SMT; by July 2022**]

•To continue investigating what assists disabled students to learn

[**HEAD OF LEARNING SUPPORT; ongoing throughout year**]

2. Improving the physical environment of the college to increase the extent to which disabled students can take advantage of education and associated services

•To investigate various improvements to the site [**ESTATES MANAGER; ongoing throughout year**] Auto doors fitted to Pavilion

•To ensure accessibility to different curriculum areas [**ESTATES MANAGER; ongoing throughout year**] 10 more fire doors with auto hold open fitted during lockdown.

•To ensure the site is fully accessible to both disabled parents and adult users

[**ESTATES MANAGER; ongoing throughout year**] Poston Entrance will need auto doors. (Funding needed £12k-£15k)

3.   Improving the delivery of written or electronic information to disabled students

•   To produce all literature in an appropriate font to help visually impaired students [**teaching staff; ongoing throughout year**]

•   To investigate alternative ways of providing access to information, software and activities [**DIRECTOR OF IT; ongoing throughout year**]

•   To investigate alternative ways of providing access to information, software and activities (such as access to texts through the RNIB Bookshare service)

[**DIRECTOR OF IT; by July 2022**]

•   To provide self-service accessibility guides containing information about accessibility and study tools available to support students learning. Completed – Study Skills Tools VLE page available to students.

[**DIRECTOR OF IT and HEAD OF LEARNING SUPPORT; by September 2022**]

•   Remote access will be provided so that assistive technology applications available within college can be used on personal devices both in and outside of college [**DIRECTOR OF IT; by July 2022**]

Completed – remote access available in and out of college with accessibility tools / assistive technology applications available.

•   To investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site [**DIRECTOR OF IT; by July 2022**]

Ongoing.

•   To investigate how more students can use assistive technology: we will develop a free accessibility toolbar showing up in portals + VLE if feasible

Completed - An Accessibility Chat Bot has been installed into Microsoft Teams and is available to all staff and students. This provides information on accessibility features available. This includes accessibility features in the Microsoft Edge browser meaning these can be used in the portals and VLE.

[**DIRECTOR OF IT; by September 2022**]

Generally, throughout the year we will review relevant policies and procedures to ensure we are further advancing equality between those who have disabilities and those who do not, such that we:

- Support students with disabilities from admission through to completion of their studies

- Maintain and continuously improve the College buildings and facilities

- Ensure the provision of appropriate first aid and emergency plans

- Challenge any discrimination faced by students, staff, parents or visitors with disabilities.

FURTHER INFORMATION

This plan is supported by the following College documents:

- *Equality, Diversity and Inclusion Policy, including Disability Disclosure and Confidentiality Policy & Procedures*

- Admissions Behaviour

- First Aid

- Learning Support

- Safeguarding

- Trips and Visits