

## **KCC DISABILITY STATEMENT 2010 – 2011**

*This Disability Statement should not be read in isolation, but cross-referenced with the College's Equality & Diversity Policy, Disability Equality Scheme, Confidentiality Policy, and Mental Health Statement.*

### **Introduction**

Knowsley Community College is committed to ensuring that disabled people, including those with learning difficulties, are treated fairly. All reasonable adjustments to provision will be made to ensure that disabled students and other disabled people are not substantially disadvantaged.

The College will strive to:

- provide a support package designed to meet the needs of the individual and
- enable students to maximise their potential.

### **Arrangements for Admission**

All initial enquiries to the College should be made through Student Services (see Appendix 1) or by completing an Interview Request form. The Interview Request form asks all people who are considering coming to the College to state if they have a support need and give details (if appropriate). This information is treated in the strictest confidence and is used only to ensure that the most suitable member of staff will deal with your enquiry.

An initial interview will be arranged with a member of the Student Services team, a member of the Learning Support team and a member of the teaching staff from the programme area, if possible. The purpose of this interview is to allow each student and their advocate to:

- visit the College,
- discuss course options and
- discuss support needs.

An advocate may be a parent or guardian, a Care Manager, a Personal Adviser, a friend, a teacher from school, a Learning Mentor, a Key Worker or anybody else who can assist in ensuring the enquirer's needs are communicated to the College.

During the initial interview, each person can expect the following information:

- an explanation of the College ethos,
- comprehensive details of the College's programmes,
- financial assistance available for students with disabilities,
- transport arrangements,
- methods of study,
- the Student Union and
- College facilities and specific reference to facilities for students with support needs.

If a student or their advocate does not wish to enrol at the College, alternative regional and national opportunities will be outlined.

Those who do wish to enrol at the College may be asked to give further details of their support need and to take part in another visit to the College. The appropriate Learning Adviser(s)/Care Adviser will gather information from a variety of sources including the student, Care Managers, schools, Connexions and people who have supported or are supporting the student.

After this process has been completed, the student will take part in a discussion with a member of the Learning Support team to agree one or more of the following:

- a Care Plan,
- a Learning Support Plan and/or
- an Individual Learning Plan.

Each of these plans will detail the specific, individual support arrangements offered by the College to the potential student during their learning programme. A regular review of each plan will take place to ensure that support is appropriate and effective, the frequency of which will depend on support need and will be agreed by the student and/or their advocate and the member of the Learning Support team.

Whenever possible and/or appropriate, the College will devise a Transition Plan both for assisting students to settle into the College environment and also to promote a smooth transition to other education providers (e.g. HE), employment or other services.

### **Responsibilities and the Role of Staff at Knowsley Community College**

It is the responsibility of all staff in the College to ensure that all students are appropriately supported during their learning programme. This is particularly so for students with disabilities. The philosophy of Inclusive Learning is embedded into the range of job roles throughout the College. If a student discloses a disability to a member of staff, it is vital that this information is forwarded to a member of the Learning Support team. *For guidance on issues of confidentiality, please refer to KCC's Confidentiality Policy.* This process enables compliance with the requirements of the Disability Discrimination Act Part IV (2001) and ensures that support is designed to meet the needs of the individual.

## **Support Available to Students with a Disability**

At Knowsley Community College, the individual needs of each student are considered. Whilst it is the responsibility of each member of staff to support all students, the Learning Support team provide specialist and specific support and advice.

The following information is a guide to the typical support provided for particular disabilities and does not guarantee that this support will be available or appropriate to all students with a disability.

### **Learning Support**

The Learning Support team have specific responsibilities for areas of disability. They will develop a Care Plan, Learning Support Plan and/or Individual Learning Plan following an assessment of an individual student's needs.

Specific responsibilities related to disability include:

- Sensory Support
- Mental Health Difficulties
- Learning Difficulties and Disabilities
- Specific Learning Difficulties
- Medical Conditions and Physical Care
- Study Support

### **Sensory Support**

Support for students who are blind or partially sighted may include some of the following, in order to facilitate learning:

- Orientation around College premises
- Adaptation of materials into suitable formats including Braille, large print, audiotape/CD and tactile diagrams
- Colour overlays
- In-class support, e.g. note taker
- Special examination arrangements
- Access to a range of assistive technology including screen magnifiers and reading software, voice recognition systems, large screens, etc.
- Dictaphones
- CCTV
- Portable magnifiers
- Additional tutor support
- Advice for teaching staff

Support for D/deaf or Hard of Hearing students (please refer to Appendix 3 for clarification of terms used) may include some of the following, in order to facilitate learning:

- Adaptation of materials, particularly modification of language
- In class support, e.g. Communication Support Worker
- Special examination arrangements and additional preparation for assessment
- Access to a range of communication technology
- Portable loop systems
- Communication via text phone
- Additional tutor support
- Advice for teaching staff

## **Mental Health Difficulties**

Support for students with mental health difficulties may include some of the following, in order to facilitate learning:

- A named worker to contact
- Guidance in flexible and neutral places, for example, in a day centre, the person's own home, etc
- Orientation around College premises and other transitional activities
- Guidance completing enrolment forms, etc
- Copies of all notes taken if requested, e.g. ILP
- An opportunity to discuss any issues relevant to learning
- Where possible, a flexible learning environment and attendance arrangements:
- Consideration of preferences within the classroom, e.g. sitting by an open door/window
- The option to have regular progress reviews
- Access to resources mentioned in other sections of this document
- Advice for teaching staff
- Liaison with teaching staff
- Special exam arrangements, e.g. separate room, extra time, etc
- Liaison and referral with relevant mental health agencies

## **Learning Difficulties and Disabilities**

This area covers a whole range of learning difficulties and/or disabilities including Autism, Asperger's Syndrome, Down's Syndrome, Cerebral Palsy, etc, as well general learning difficulties.

In order to facilitate learning, support for students with a learning difficulty and/or disability may include:

- Pre-course visits and opportunities for taster sessions during transition
- Liaison with agencies and parents/carers
- Assessment of need prior to entry
- Adaptation of resources, e.g. using symbols, audiotape/CD
- In-class support with Care Assistants, Learning Support Assistants (note takers, readers, etc)
- Care Assistants to assist students with personal care and supervision at break times
- Special examination arrangements
- Access to a range of assistive technology including touch screens, tracker balls, lap top computers, interactive whiteboards, etc
- Small groups of students
- Structured teaching techniques
- Additional tutor support
- Advice for teaching staff

## **Medical Conditions and Physical Care**

Support for students with medical conditions and in need of physical care may include some of the following, in order to facilitate learning:

- A health-related interview to assess care support needs
- Liaison with school nurses and other health professionals
- Liaison with parents and carers to identify needs and agree provision
- School visits to assess individual care and resource needs
- An assessment of equipment needs
- A detailed Individual Care Plan and thorough risk assessment

- Day-to-day care needs met by a trained team of Care Assistants, including the administration of medicines (with consent) and attending to a range of personal care needs
- Assistance with managing medical conditions whilst in College, e.g. diabetes, epilepsy, allergies, etc
- Mobility support
- Access to a medical room
- First Aid administered by fully trained cross-college staff

### **Specific Learning Difficulties**

Specific learning difficulties include Dyslexia, Dyspraxia, Dyscalculia and Dysgraphia. In order to facilitate learning, support for students with a specific learning difficulty may include:

- A diagnostic assessment
- Intuitive overlay assessment
- Full assessment of individual needs to support students with their study
- Individual, small group or drop in support for literacy, numeracy, organisation and coursework
- Access to and training in a range of assistive technology including laptop computers, dictaphones, spell checkers, specialist dictionaries, Texthelp, voice-activated computer packages, Inspirations, reading-pens, Units of Sound reading and spelling programmes, etc
- Adaptation of resources, for example: enlargement of texts, colour paper, audiotape/CD, etc
- Guidance and support with the choice of course, transition into higher education and future careers
- Special examination arrangements
- Additional tutor support
- Advice for teaching staff

## **Disclosure Statement**

Knowsley Community College is keen to ensure that students with a range of disabilities, including hidden disabilities, disclose their support needs and receive support that is appropriate to individual need, enabling students to maximise their potential.

However, we also accept that students with a disability have the right to keep their support needs confidential. Where students do not disclose their disability, it is clear under DDA4 that the College cannot be expected to make any reasonable adjustments.

KCC will endeavour to:

- Ensure that all students are made aware of our (DDA4) definition of disability,
- Encourage students to disclose a disability,
- Create a culture that enables all students with disabilities to feel comfortable in so doing,
- Ensure that our systems are robust enough to deal effectively with disclosure and
- Inform all students of the impact of non-disclosure of disabilities.

## **Opportunities for Students to Disclose a Disability**

In order for a student to highlight any potential barriers to learning, opportunities are provided in a range of College procedures, including:

- Interview Request and Interview (as previously stated)
- Enrolment (enrolment form has question relating to support needs)
- Induction (discussion of the role of Learning Support)
- Initial Screening and Diagnostics (assessment tool which may act as an identifier and/or catalyst for disclosure)
- Progress Reviews and Tutorial system (Monitoring of attendance, punctuality, progress and achievement and opportunity to discuss these issues and any yet to be identified support needs)
- Examination arrangements
- Work Placement arrangements (through a discussion of needs)
- Referral for Learning Support (by the student, Personal Tutor, Course Tutor or Student Services Advisor)

## Complaints Procedure

Knowsley Community College is committed to providing a high quality service to all our students. Occasionally, things can go wrong and when this happens we want you to tell us about it. This can be done either through an informal discussion with your tutor, Section Manager, staff from Student Services or the Learning Support Manager or you can bring the matter directly to the attention of the Senior Management by:

- Completing a Complaint Form, available from Reception and sending it to:

John Oakes  
Vice Principal  
Knowsley Community College  
Kirkby Campus  
Cherryfield Drive  
Kirkby  
Merseyside L32 8SF,

- Making an appointment through Student Services to see Karen Christian, Director of Student Services

We welcome the use of an advocate if this is what you require.

Please refer to the Student Diary for a full outline of the Complaints Procedure.

## Physical Access to College Facilities

Knowsley Community College has a Building Plan that is committed to increasing comfort and accessibility across its campuses.

## Feedback on KCC's Disability Statement

Feedback is welcomed on ways in which to improve our Disability Statement. Please contact:

Karen Christian  
Director of Student Services  
Roby Campus  
Rupert Rd  
Merseyside  
L36 9TD  
0151 477 5812

[kchristian@knowsleycollege.ac.uk](mailto:kchristian@knowsleycollege.ac.uk)

Vicci Steele  
Equality and Diversity Co-ordinator  
Roby Campus  
Rupert Rd  
Merseyside  
L36 9TD  
0151 481 4603

[vsteele@knowsleycollege.ac.uk](mailto:vsteele@knowsleycollege.ac.uk)

**This Disability Statement was updated in consultation with students who have received Learning Support in 09/10.**

## **APPENDICES**

Appendix 1 – List of Contacts

Appendix 2 – Inventory of Equipment

Appendix 3 – Terminology and the deaf

## APPENDIX 1

### List of Contacts

Name	Title	Tel No	Email
Karen Christian	Director of Student Services	477 5812	<a href="mailto:kchristian@knowsleycollege.ac.uk">kchristian@knowsleycollege.ac.uk</a>
Vicci Steele	Equality and Diversity Manager	477 5803	<a href="mailto:vsteele@knowsleycollege.ac.uk">vsteele@knowsleycollege.ac.uk</a>
Pam Griffiths	Health and Safety Manager	477 5999	<a href="mailto:pgriffiths@knowsleycollege.ac.uk">pgriffiths@knowsleycollege.ac.uk</a>
Student Services		0845 1551055	<a href="mailto:stuinfo@knowsleycollege.ac.uk">stuinfo@knowsleycollege.ac.uk</a>
Jane Dickinson	Development Manager (Student Profile)	477 5818	<a href="mailto:jcdickinson@knowsleycollege.ac.uk">jcdickinson@knowsleycollege.ac.uk</a>
Sarah Turner	Learning Adviser (LDD)	477 5779	<a href="mailto:sturner@knowsleycollege.ac.uk">sturner@knowsleycollege.ac.uk</a>
Clare Griffiths	Learning Adviser (Mental Health)	477 5779	<a href="mailto:cgriffiths@knowsleycollege.ac.uk">cgriffiths@knowsleycollege.ac.uk</a>
Ann Dooley	Co-ordinator for Care	477 5779	<a href="mailto:adooley@knowsleycollege.ac.uk">adooley@knowsleycollege.ac.uk</a>
Sue O'Brien	Learning Adviser (Study Support)	481 4603	<a href="mailto:sobrien@knowsleycollege.ac.uk">sobrien@knowsleycollege.ac.uk</a>
Maria Edwards	Team, Leader (Lecturer Learning Support - SpLD)	477 5779	<a href="mailto:medwards@knowsleycollege.ac.uk">medwards@knowsleycollege.ac.uk</a>
	Sensory Support	477 5779	<a href="mailto:medwards@knowsleycollege.ac.uk">medwards@knowsleycollege.ac.uk</a>
Vicci Steele	Lecturer Learning Support (Assistive Technology)	481 4603	<a href="mailto:vsteele@knowsleycollege.ac.uk">vsteele@knowsleycollege.ac.uk</a>
Margaret Blake	Lecturer Pre-Foundation	481 4603	<a href="mailto:mblake@knowsleycollege.ac.uk">mblake@knowsleycollege.ac.uk</a>
Eve Green	Lecturer Pre-Foundation	481 4603	<a href="mailto:aburnett@knowsleycollege.ac.uk">aburnett@knowsleycollege.ac.uk</a>
Glyn Edwards	Lecturer Pre-Foundation	481 4603	<a href="mailto:gedwards@knowsleycollege.ac.uk">gedwards@knowsleycollege.ac.uk</a>
Georgie Hopkins	Lecturer Pre-Foundation	481 4603	<a href="mailto:ghopkins@knowsleycollege.ac.uk">ghopkins@knowsleycollege.ac.uk</a>
Cathy McVittie	Lecturer Pre-Foundation	481 4603	<a href="mailto:cmcvittie@knowsleycollege.ac.uk">cmcvittie@knowsleycollege.ac.uk</a>
Ann Richards	Lecturer Pre-Foundation	481 4603	<a href="mailto:arichards@knowsleycollege.ac.uk">arichards@knowsleycollege.ac.uk</a>
Stella Woodward	Lecturer Pre-Foundation	481 4603	<a href="mailto:swoodward@knowsleycollege.ac.uk">swoodward@knowsleycollege.ac.uk</a>

## APPENDIX 2

### Inventory of Equipment

Equipment
4 bank Plug extension lead white
A4 paper holders
Braille model J - Earnest Type
Portable Projector
Cassette players
Compact keyboard and guard
Copy Clip Paper holder for PC
Digital Dictaphones
Dragon Naturally Speaking - talking programme for PC
Ear defenders
Footstool - black plastic
Genius Kids Ball Mouse
Giant Anti Glare Screen Holder
Hi Energy charger for batteries
Hoists – mobile and fitted
Inspiration - Professional Edition
Jaws for Windows
Keyboard stickers 1x pack 4 in the pack
Key Box Holder Grey
Kurzweil for Windows
Laptops
Maarntz tape recorder
Minicom Uniphone 1150
Olympus Camera Digital
Optical Glass Screen filters
Penfriend XP
Penny and Giles Roller Plus
Penny and Giles Joystick
PC Wrist Rest - gel type
PC Trac Rollerball
Phone amplifier
Sanyo Dictating Scribing System
Semerc Roller mouse
Sharp calculator
Various BSL resources
Dolphin pen - Supernova
Head Camera
Digital Movie Maker
Alpha Smart – Word Processor + carry case
Interactive Plasma Screen + height adjustable stand

<b>Equipment</b>
Clicker 5
Text Help Read and Write V5
Text Help Read and Write Gold
Myboard
Choose it Maker
Switch it Maker
Jigsaw - Maker
USB Pens
CCTV
Units of Sound
Count Me In
Talking Calculator
Pocket Speller
BigKeys
Coloured Overlays
Large Screens
FmGenie Radio Aid
Switches
Scanner
Mental Health resources
Writing with Symbols
Adjustable tables
Adjustable Computer Tables (2)
Zoom Text V8
Range of specialist teaching materials

## Terminology and the Deaf

**In the writing of this Disability Statement we have been mindful of the specific cultural identity of the deaf community. We have used the following guidelines in order to inform the terminology we have used throughout this document.**

When communicating with a deaf person, it is important to be aware of terminology that is acceptable or unacceptable so as to avoid upsetting or offending the individual.

There are several acceptable terms and it is always advisable to ask the deaf person their preference.

Please also be aware that terminology can change over time and what was once acceptable may become an unacceptable/offensive term.

### Acceptable

- deaf: this is a cover-all for all forms of deafness.
- Deaf: the preferred term for a person for whom British Sign Language (BSL) is their preferred language and who considers them self to be a member of a lingual/cultural minority group.
- Deafened: a person who has lost their hearing suddenly due to trauma or illness.
- Hard of Hearing: a person who has gradually lost some of their hearing; usually due to the onset of old age.

### Unacceptable

- Deaf and dumb: offensive due to the modern interpretation of dumb meaning stupid.
- Deaf mute: deaf people are not silent!
- Disabled: Deaf people who communicate using BSL identify themselves as being part of a lingual/cultural minority and consider that it is society that is disabling them by putting barriers up to accessing information, training, jobs....
- Handicapped: as above [disabled].
- Hearing impaired: this is no longer an acceptable term for many deaf people and should therefore be avoided.
- Mutt and Jeff: offensive
- Deaf as a post: offensive
- Cloth ears: offensive