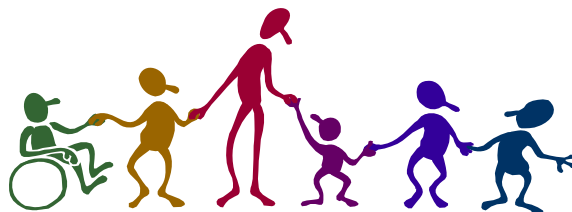

**DISABILITY DISCRIMINATION ACT 1995
[AS AMENDED BY THE
DISABILITY DISCRIMINATION (NI) ORDER 2006]**

DISABILITY ACTION PLAN

JANUARY 2008



Foreword

The North West Regional College's Disability Action Plan confirms the College's commitment to and proposals for fulfilling the statutory obligations in compliance with Sections 49A and 49B of the Disability Discrimination Act 1995 [as amended by the Disability Discrimination (NI) Order 2006].

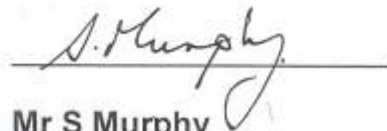
This Act places new duties on public authorities, when carrying out their functions to have due regard to the need to:

- promote positive attitudes towards disabled people; and
- encourage participation by disabled people in public life.

This plan outlines how the College can more effectively mainstream disability issues within policy decision-making. The College has already consulted with a number of key stakeholders both locally and at a sector level in the development of this plan and looks forward to receiving the views of and working with consultees to help bring about change for people with disabilities.



Mr E Beattie
Chairperson, Governing Body



Mr S Murphy
Director

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1 Introduction

1.1 Under Section 49A of the Disability Discrimination Act 1995 (DDA 1995) (as amended by Article 5 of the Disability Discrimination (Northern Ireland) Order 2006), the North West Regional College as a public authority will, when carrying out its functions, have due regard to the need to:

- promote positive attitudes towards disabled people; and will
- encourage participation by disabled people in public life ('the disability duties').

1.2 Under Section 49B of the DDA 1995 (as amended by Article 5 of the Disability Discrimination (Northern Ireland) Order 2006), the North West Regional College is also required to submit to the Equality Commission a Disability Action Plan showing how it proposes to fulfil these duties in relation to its functions. This action plan will also encompass College efforts in relation to the Special Educational Needs and Disability (NI) Order 2005 (SEND0).

1.3 Commitments:

The Chairperson of the Governing Body, Director and Senior Management Team of the College are committed to implementing effectively the disability duties and the North West Regional College Disability Action Plan.

1.3.1 Mainstreaming the Duties

The proposals contained in this plan are important not only as a commitment to our statutory obligations but also as an effective plan for mainstreaming equality issues within our policy decision-making and implementation, thus ensuring that they are central to policy and decision-making within the College.

1.3.2 Consultation

Consultation with those in the community who are affected by our policies, functions and duties is central to the successful operation of the plan and the College welcomes this opportunity for them to contribute to the College's decision-making process. (See Appendix One)

1.3.3 Resources

The College is committed to allocating the necessary resources (in terms of people, time and money) in order to implement effectively this plan and build objectives and targets relating to the disability duties into annual operating plans. The budget allocation will be determined on an annual basis based on the action plan.

1.3.4 Internal Arrangements

The College is committed to ensuring that internal arrangements are in place in order to ensure that the disability duties are complied with and this Disability Action Plan is effectively implemented.

1.3.5 Communication to staff

The College will ensure the effective communication of the plan to staff. Staff will be provided with information on the plan via team brief and email.

1.3.6 Consultation

The College is committed to ensuring meaningful and effective public involvement and participation. To inform the development of this Disability Action Plan, the College has engaged with Disability Action.

The College will ensure that it consults with disabled people when implementing and reviewing our annual Disability Action Plan. This will be achieved in partnership with Disability Action who have identified a group made up of disabled people who will assist with development, implementation and monitoring of the Disability Action Plan.

1.4 Reporting Arrangements

The College is committed to reviewing and updating annually the implementation of our Disability Action Plan to the Equality Commission for Northern Ireland.

The College is committed to carrying out a five year review of the Disability Action Plan.

A copy of this plan, the annual progress reports and the five year review of this plan will be made available for all staff to access on the College's website at www.nwrc.ac.uk.

1.5 Point of Contact

Responsibility for implementing, reviewing and evaluating this Disability Action Plan and the point of contact within the North West Regional College will be:

Mrs Kate Duffy

Assistant Director – Human Resources

North West Regional College

78 – 80 Strand Road

LONDONDERRY

BT48 7AL

Telephone: 02871 276060 Fax: 02871 363245

Email: kate.duffy@nwrc.ac.uk Textphone: 02871 276167

1.6 Alternative Formats

If you require this plan in an alternative format (such as in large print, in Braille, on audio cassette, easy read or on computer disc) and/or language, please contact Mrs Kate Duffy to discuss your requirements.

1.7 The College is committed to promoting equality of opportunity and good relations in accordance with Section 75 of the Northern Ireland

Act 1998. This policy should be interpreted in a manner consistent with the aforementioned legislation.

2 The North West Regional College – its Role, Functions and Policies

2.1 The aim of the North West Regional College is to:

2.1.1 provide academic, vocational, community education and leisure courses at a number of centres throughout the Derry, Limavady and Strabane areas;

2.1.2 provide Jobskills Traineeship, Modern Apprenticeship, and New Deal courses at a number of centres throughout the Derry, Limavady and Strabane areas;

2.1.3 provide apprenticeship and job ready training under the Training for Success scheme across College sites;

2.1.4 provide specific tailored courses for business and industry.

2.2 Functions

In performance of the above roles the North West Regional College carries out functions in the following areas:

2.2.1 The acquisition and maintenance of premises and equipment to provide suitable accommodation and facilities in which the learning experience can take place.

2.2.2 The recruitment and ongoing staff development of suitably qualified and experienced staff to deliver the education and training associated with the courses offered and to support this learning process.

2.2.3 The recruitment of students onto courses designed to meet their specific needs.

2.2.4 The commitment to safeguarding and promoting the welfare of children and young people.

2.3 Policies

To support and implement the above functions/services, the North West Regional College operates within policy guidelines laid down by the Department for Employment and Learning, and according to policies as agreed through sectoral negotiation and through the College Governing Body.

2.4 Organisational Structure

2.4.1 The North West Regional College is an incorporated College of Further and Higher Education which is governed by a Governing Body, appointed by DEL to serve a term of 4 years.

The Governors are drawn from local industry and commerce, as well as staff and students of the College. There are a number of specialist sub-committees of the Governing Body to deal with specific areas such as Finance, Staffing, Strategic Planning and Audit.

2.4.2 The Director of the College, who is also the Accounting Officer, is responsible for the operational management of the College, while the Governing Body provides governance and the strategic direction for the College.

2.4.3 The North West Regional College currently has seven Academic departments supported by a number of administrative business units within the organisation. However this will change to 12 Schools in the next year. The Assistant Director – Curriculum, will oversee the 12 Curriculum Schools. The Assistant Director – Human Resources is responsible for HR Management, Staff Development and Equality. The Assistant Director – College Development, has responsibility for Strategic Planning, Estates, Administration & Staff Services and Quality. The Assistant Director - Client Services oversees the MIS & Computer Services functions, Marketing and Student Services. The Assistant Director - Finance is responsible for Finance Management, Purchasing and Accounting Officer issues.

3 Implementation

- 3.1 For the purposes of this Plan the term 'policy' has been deemed to include all the ways in which the North West Regional College carries out or proposes to carry out its duties and functions both statutory and non-statutory, written and unwritten.
- 3.2 Implementing the Disability Action Plan will be a continuing process that will be kept under annual review. Consideration will also be given to the diversity of disabled people in terms of other equality dimensions.
- 3.3 The College will consider the impact of their policies, or proposed policies, on the participation by disabled people in public life and will promote positive attitudes towards disabled people. This will be achieved by assessing the impact during the screening process.
- 3.4 In the course of implementing the 'equality duties' the College will detail their progress and future planned actions in the Disability Action Plan and other College performance plans as appropriate.
- 3.5 The North West Regional College is committed to the fulfilment of its DDA obligations and its implementation into all parts of its organisation. Overall responsibility rests with the Governing Body. Operational responsibility lies with the Director, who is responsible for the implementation of administrative arrangements to ensure that the DDA duties are complied with.

3.6 The North West Regional College is responsible for ensuring compliance with the Disability duties. Mrs Kate Duffy, Assistant Director – Human Resources, has responsibility for reporting on the Disability Action Plan and its implementation, and will act as first point of contact for people who may seek further information in relation to the Disability Duties.

4 Consultation

4.1 The North West Regional College, when drafting, implementing and reviewing the annual Disability Action Plan, is committed to consulting with people with disabilities through representative groups. The College has planned to engage with a group of people with disabilities (facilitated by Disability Action) to act as consultees in respect of the action plan and ongoing monitoring and review.

4.2 When consulting, the College will ensure that measures are taken to ensure engagement with disabled people. Consultation will be carried out in accordance with the seven Guiding Principles on consultation, as set out in the Section 75 Guide of the NI Act.

4.3 In addition to consulting with disabled people the College will also consult internally and on a sectoral basis with Further Education Forums. The Sector will continue to work in collaboration with and consult organisations representing those with disabilities within the Further Education Sector e.g. Skill NI.

4.4 The College will work with groups and individual representatives of those with disabilities in order to identify how best to obtain their views where an under-representation of views is apparent.

4.5 In consulting on any matter to which the Disability Action Plan relates, the College may use any of the following methods (this list is not exhaustive):

- letter;
- attitude surveys of service users and potential service users;
- press releases and advertisements;
- internet;
- public meetings;
- standing or ad hoc consultative fora;
- consultative panels;
- direct invitation to groups;
- questionnaires;
- face to face meetings;
- small group meetings;
- focus groups;
- discussion papers.

4.6 The College will ensure that there are no barriers to the consultation process. Information may be made available on request in accessible formats (such as in large print, in Braille, on audio cassette, easy read or on computer disc) and/or language to meet the

needs of those who are not fluent in English. The College will ensure that systems are put in place to make information available in accessible formats and in a timely fashion.

5 Public Life Positions

The range of public life positions over which the college has responsibility includes user forums and partnerships with the voluntary and community sectors which inform the design and delivery of services and policy development.

A number of College staff are also members of a wide range of partnerships. They will use their influence to raise issues in relation to the participation of people with disability where under-representation is apparent.

6 Previous Measures

Previous measures taken by the North West Regional College to promote positive attitudes towards disabled people and encourage the participation of disabled people in public life are indicated below. However it is recognised that some of these actions were as a direct result of legislative requirements based on the Disability Discrimination Act, Section 75 and SENDO. The College has always endeavoured to work within the spirit of the legislation therefore the activities listed have gone beyond that which was required. On this basis the following are identified as examples of the

practices of positive attitudes towards and participation of disabled people in the work of the College.

6.1 Promoting positive attitudes towards disabled people

Promoting positive attitudes has been achieved predominantly by the provision of training to raise awareness, increase knowledge and promote equality. Representation on relevant groups also helps to have equality champions within the College to embed promoting positive attitudes.

6.1.1 Work Placements

The College has been committed to offering work placements to students with disabilities; this has been twofold to create opportunities for students but also to raise awareness to the needs of those with disabilities and promote positive attitudes towards them. In the last year the number of work placements facilitated by Departments are as follows:

Department	Number
Administration	1
Human Resources	1

6.1.2 Policy Screening

All policies have been equality screened to assess if there is the potential for adverse impact but also to determine how best to promote equality on each of the equality categories to include disability. The screening template has been amended to incorporate

the new duties as detailed in Sections 49A and 49B of the Disability Discrimination Act. During the last year a number of policies have been amended when screened to further promote equality and positive attitudes. Some examples include the availability of policies in accessible formats on request, provision of support during investigations for disabled people and waiving the need for essential experience for job applicants with a disability therefore allowing automatic selection for interview where other aspects of the criteria have been met.

6.1.3 Student Disability Policy

In the last year (June 2006) the College developed a Student Disability Policy designed to promote equality of opportunity and to avoid discrimination. This policy ensures that relevant support is provided to enable students with disabilities to complete their course of study in the College.

6.1.4 Staff Disability Policy

A Staff Disability Policy (October 2006) was developed and approved by the Negotiating Committees to ensure compliance with the DDA and other relevant legislation. The policy identifies the College's commitment to both potential and existing employees with a disability. All staff have been made aware of this policy and its requirements.

6.1.5 Training / Staff Development

During the last year the following staff development programmes and training workshops have been provided to raise awareness of

disability issues and to assist staff when dealing with specific conditions.

- SENDO Training

All staff have been provided with training on SENDO. The training incorporated a brief overview of disability legislation, individual and organisational responsibilities under SENDO, reasonable adjustments, anticipatory duty, disclosure, confidentiality, risk assessments and various case studies.

SENDO has also been incorporated into the induction programme for all new staff ensuring awareness of the legislation requirements at an early stage in employment. This training clearly complements the duty to promote positive attitudes towards persons with a disability.

- Inclusive Learning in the Classroom – becoming an Inclusive Practitioner

The LSDA (NI) provided a full day's training to 28 staff members on inclusive learning in the classroom – becoming an Inclusive Practitioner. Participants were taken through the SENDO legislation, reasonable adjustments, the focus on the learner and assessing needs, meeting the needs of individuals/groups and preferred learning styles. Participants were also updated on adapting learning materials and improving accessibility, working with other professionals, establishing the ethos in the classroom and looking at practical strategies for e.g. sensory impairment, mental health issues, physical disabilities and learning disabilities.

- Autism and Asperger's Syndrome

The College offered staff the opportunity to attend a course on the theme of Autism and Asperger's syndrome. Twelve staff undertook the course which looked at the signs and symptoms of autistic spectrum disorders and covered classroom management techniques and ways of developing appropriate responses to the needs of students. Autism Awareness sessions have also been delivered to staff members.

- Dyslexia Training

Special Needs Co-ordinators have been provided with training on Dyslexia Support. The training covered areas such as current legislation, practical strategies in the classroom, learning styles, visual dyslexia, support procedures and tutor support.

- Promoting Positive Behaviour Training

Training on promoting positive behaviour is offered annually to those staff who lecture on link programmes that cater specifically for pupils between 14 and 16 years of age. The majority of these pupils present a wide range of behavioural problems.

- Deaf Awareness

Training on deaf awareness is offered annually to all staff. Due to industrial action there was no uptake in the last year.

- Sign Language

A number of front line staff completed a sign language course to improve customer service and promote positive attitudes. Following a successful programme in June 2004 the College has continued to offer and encourage attendance at the various sign language courses provided in the College.

- Harassment Training

All staff have been trained on harassment which focused on understanding the importance of respect and dignity at work. The training included an overview of equality legislation and resolution of harassment matters.

- Needs Assessment Training

The College agreed to nominate staff to attend Needs Assessment Training for Learning Support at the Brite Centre. This has not yet taken place but was committed to in October 2006.

- Attention Deficit Hyperactivity Disorder (ADHD) Training

Training on the developmental disorder ADHD was provided to interested staff. Twelve people participated in the training which

provided them with better knowledge of the disorder and coping skills to deal with the symptomatic behaviour in the classroom.

6.1.6 Mental Health Policy

The College introduced a Mental Health Policy to promote positive mental health and to identify and reduce/prevent potential risk to mental health of College employees. This policy was developed by a group representing the College, Steer Mental Health and Health Promotion. The Health Promotion Agency delivered mental health awareness training to the Equality Working Group.

Training was also made available to all staff to assist with the implementation of the policy but unfortunately due to industrial action attendance was poor.

6.1.7 College Representation on Various External Groups

The North West Regional College has representatives in a number of forums that have an equality focus.

- The College has a representative on the Learning Support Coordinators Forum which provides an opportunity to share best practice in accordance with SENDO and other related legislation.
- The College has a representative in the Equality Coordinators Forum which is a group of staff from the FE Sector charged with ensuring compliance with Section 75 obligations.

- The College has a representative on the Inclusive Learning Panel which is a sector group established to assist Colleges in fulfilling their commitments.

6.2 Special Educational Needs and Disability (NI) Order 2005 Requirements (SENDO)

SENDO complements the Disability Discrimination Act and Section 75 in respect of Disability. For this reason a number of activities associated with SENDO relate directly to the requirement of promoting positive attitudes.

Due to the introduction of SENDO the College established a framework to ensure compliance with the legislation, ensure staff were supported and informed about requirements and also to ensure complex cases were given due consideration.

6.2.1 SENDO Committee

The North West Regional College established a SENDO Committee made up of Senior Managers. The Committee has worked during the reporting period not only to ensure compliance but also to achieve best practice. The terms of reference of the Committee are as follows:

- to establish, implement and review College procedures to deal with issues that arise in relation to SENDO;

- to review existing guidelines, policies, decisions and practices in relation to implementing and ongoing compliance with legislation i.e. SENDO;
- to consider recommendations from academic departments in respect of adjustments to accommodate students with a disability and make decisions about what is reasonable;
- to identify good practices in respect of SENDO implementation;
- to ensure compliance in the spirit of the SENDO legislation;
- to maintain records of reasonable adjustments made and report annually to the Senior Management Team and Governing Body.

6.2.2 Procedure and Guidance

The SENDO committee has been responsible for the development of procedures and guidance to support staff and ensure the implementation of SENDO in an inclusive and transparent manner. These procedures support staff with a view to ensuring that the needs of disabled students are made in a positive and encouraging manner.

6.2.3 SENDO Training

For details see Page 17.

6.2.4 Inclusive Learning in the Classroom – becoming an Inclusive Practitioner

For details see Page 17.

6.2.5 Marking of Students' Work

Due to the high number of students with dyslexia a guidance document has been developed to assist staff when marking students' work.

6.2.6 Raise Awareness

Human Resources developed and produced a booklet on the main requirements of SENDO and guidance on implementation. This has been provided to all staff and forms part of the induction process. This booklet and a list of designated advisers for the implementation of the SENDO legislation were made available for access on the College's Intranet.

6.2.7 SENDO Leaflet

Human Resources developed a SENDO leaflet which was circulated to staff to raise awareness of the obligations and to give guidance on communication with students who are deaf/hard of hearing and/or blind/partially sighted.

6.2.8 Students with Disabilities

The SENDO Committee has dealt with a number of cases requiring facilitation and adjustment. On one occasion this resulted in the provision of a dedicated restroom area for disabled students. The restroom includes specialised lifting equipment and a couch/bed. It also provides toilet facilities. On another occasion a student who had restricted mobility was given the use of appropriate equipment in assessment that had never been used before. Another student on a

National Diploma programme who was profoundly deaf had a support worker with him for the duration of his course.

- Adjustments made for students on mainstream programmes
- In the last year 274 students in mainstream programmes received support for a disability. Details are provided below in relation to the support provided.

Nature of Disability	Number supported	Breakdown of Adjustments Made
Hearing Impaired	7	3 Interpreters. 2 Note takers. 2 Software adjustments.
Visual Impaired	1	Large print handout and software.
Physical Disability	21	1 DSA supported and transport provided. 5 Carers. 4 Extra tutorial support. 11 No additional support required.
Mental Illness	1	Extra Tutorial Support.
Behaviour	7	Increased Tutorial Support.
Specific Learning Disability	215	67 Individual support. 148 in small support group guidance to staff.

- In the last year, support has been provided as follows for students in discrete groups.

Nature of Disability	Number supported	Breakdown of Adjustments Made
MOUS Excel	6	Interpreters provided.
Lip Reading	2 groups (14 students)	Small group support.
Mental Illness	6	Small group/Individual support.
Learning Difficulties Moderate/Severe	397	Small group support. Additional staffing where necessary.
Full-time groups Moderate/Mild Learning Difficulties	42	Small groups/extra staffing. 5 Carers are engaged providing a wide arrange of support. MENCAP engaged to do specific work-related training.

Students with a disability who are enrolled in mainstream programmes have experienced a wide variety of adjustment in order that they may complete their programmes. Whilst some of the disabilities are severe, of the individual students requiring very significant adjustments the vast majority of them (over 80%) have specific learning difficulties, in the main dyslexia. As noted above these students have had individual and small group support.

- Examination Support for Students

This year the examination department has recorded adjustments made for up to 111 students who required support during external

examinations. This support mainly took the form of extra time but also included the provision of scribes, readers, large print, coloured paper, rest breaks etc. It is likely that a similar number received support for internal examinations but unfortunately this is not recorded at present.

6.3 Participation in Public Life

6.3.1 Participation in public life is difficult for Colleges to achieve within the FE Sector in relation to public appointments as it is a Department for Employment and Learning responsibility to appoint Governing Body members. However the College will encourage the involvement of disabled people in internal working groups, partnerships and focus groups. Staff involved in partnerships will use this influence to maximise the involvement of disabled people in public life.

6.3.2 Equality Working Group (EWG)

The College's Equality Working Group is made up of Senior Management, Trade Union Representatives, teaching and non-teaching staff and students. The Group has a disabled student who acts as a representative for the student body and also provides the group with invaluable feedback on his ongoing experiences as a disabled service user.

6.3.3 Student Equality Group

A Student Equality Group that reports regularly to the Equality Working Group was established to facilitate identification of student issues. The terms of reference for this group are as follows:

- promote and improve equality of opportunity for all students;
- create a forum which allows for open discussion and consultation with all students;
- have regular consultation with the Equality Working Group.

This group also contains disabled membership.

6.4 Accessibility

6.4.1 William Keown Trust Award for Accessibility

The College has undertaken extensive work on physical access and in 2003 was awarded a prestige access award from the William Keown Trust in recognition of its achievement to promote the dignity of people with disabilities.

Due to the installation of wheel-chair lifts, automatic doors, ramps, handrails and the provision of loop systems for the hard of hearing and Braille numbering on doors, the William Keown Trust awarded this honour to the College in recognition of its contribution to an accessible user-friendly environment. All of

this work has contributed significantly to improving how the College promotes equality on the grounds of disability.

The College has since become a corporate member of the William Keown Trust.

6.4.2 Planning for New Build

An exciting £12 million new build development at the College will begin later this year including redevelopment of the Lawrence Building site and Boating Club Lane. The planning process has incorporated all requirements in respect of access in keeping with the extensive work already undertaken on the main College sites. This will include provision of disability access, lifts, automatic doors, loop system, ramps etc.

6.4.3 Accessibility Audit

The SENDO Committee requested that an Accessibility Audit be conducted on all out centres used by the College. This was conducted during the year 2006/07. The Continuing Education and the Arts (CEA) Department are currently preparing contingency plans for facilities used with limited access.

6.5 Human Resource Issues

6.5.1 Support for staff on return from long-term sick leave

All staff are referred to the College's Occupational Health Service following 6 weeks absence due to sickness. Following

receipt of the medical report the Head of Department and Human Resource Manager meet with the staff member to discuss how a return to work can be facilitated. In a number of occasions these meetings involve discussing disabilities that staff have developed and a number of adjustments are made to facilitate a return to work such as adjustments to working hours, working pattern, allocation of trolleys to avoid lifting, provision of PC etc. This is an ongoing process designed to offer necessary support to staff and identify the adjustments necessary to facilitate a return to work.

6.5.2 Recruitment and Selection

All applicants invited to interview for a position in the College who indicate they have a disability are asked if they require additional support. This has involved a number of adjustments such as the provision of signers, interpreters, provision of questions in large print, loop system etc.

In addition, following an Equality Impact Assessment, the recruitment and selection policy was amended to ensure disabled applicants were not required to meet the essential experience aspect of the criteria. This was agreed as a positive measure with a view to increasing the number of applicants with disabilities which hopefully would also increase the number of appointees.

All documents are offered in alternative formats on request. The application form and associated recruitment documentation have been amended fully consulting with Disability Action to ensure no adverse impact for persons with disabilities. Amendments include increased font size, clarification on waiving of experience and enhanced guidance notes.

Human Resources contact all new appointees offering support to those who have declared they have a disability. This ensures that all staff are aware that support is available to ensure there is no adverse impact due to their disability.

6.5.3 Equal Opportunities Report

Each year following completion of the FE Return in March 2007 an Equal Opportunities Report is prepared to analyse the findings and trends. The report format has been amended to incorporate all 9 equality categories including disability.

6.6 Curriculum

6.6.1 It is important that the extensive curriculum on offer by the College is accessible to disabled students. To facilitate this it is often necessary to invest in additional software and training to make this a reality.

6.6.2 Software

The College purchased IT software specifically for the blind and had two staff trained on the delivery of same. The training was aimed at familiarising IT tutors with the JAWS screen reading software which enables blind/visually impaired students to access IT courses. This improved opportunities for persons with disabilities.

6.6.3 Foyle New Horizons

The College's outreach provision continues to offer a wide variety of courses to the wider community which includes work with organisations such as Foyle New Horizons. They are a Voluntary Group that act as a rehabilitation centre for people recovering from mental illness.

6.7 Miscellaneous

6.7.1 NICIS – MIS System

From 2006/07 the College collects information from all students and staff regarding the 9 equality categories. A request has been made to update the NICIS system to facilitate monitoring.

6.7.2 Student Equality Survey

Each year the College has surveyed students about equality and the findings have resulted in changes to practices. In one survey it was identified that some students were not aware of the financial support available for students with disabilities.

This was subsequently provided in the format of an information leaflet.

On another survey a student suggested that as opposed to a stair lift being used in one of the College sites that consideration be given to fitting a ramp. However due to the limited use of the premises in the long-term this would not be feasible.

6.7.3 Graduation Ceremonies

Each year interpreters are used at graduation ceremonies to ensure no member of the student body or the public are disadvantaged.

7 Action Measures, Implementation Timescales and Performance Indicators

- 7.1 In accordance with Section 49B of the Act, the North West Regional College is committed to the development of a Disability Action Plan which will relate to all disabled people including disabled employees, customers, clients and service users as well as disabled students. This action plan will also incorporate and build on previous College efforts in relation to the Special Educational Needs and Disability (NI) Order 2005 and cross-reference with the policy aspect of Section 75 of the NI Act to ensure the full mainstreaming of all duties.

- 7.2 The actions that the College intends to take over the next five years (January 2008 to December 2012) are outlined in table on page 34. This action plan has been shared with all the consultees identified in Appendix One. In addition Disability Action facilitated additional consultation with a group identified specifically for the purpose of supporting the North West Regional College in respect of the development and completion of the Disability Action Plan.
- 7.3 When implementing this plan the College will take account of the varying needs of people with different disabilities.
- 7.4 Whilst the following Action Plan is to provide actions for a 5-year period it is acknowledged that many of the proposed actions listed can be developed further over a number of years.

ACTION PLAN

ACTION MEASURES	OUTCOME	RESPONSIBILITY	TIMEFRAME
Provision of Disability Equality Legislation and Disability Awareness Training.	All staff trained and fully aware of legislation.	Assistant Director - HR	December 2008
College plans will include objectives and targets relating to the disability duties.	The needs of disabled people are considered in key College documents.	Senior Management Team	February 2008
A survey of staff and students to establish whether attitudes towards disabled people have improved following the implementation of the duties.	Survey outcomes demonstrate implementation in respect of the attitudes of staff and students.	Assistant Director – HR	December 2008
The College will endeavour to influence the Department for Employment and Learning to ensure participation of disabled people on the Governing Body of the College.	Membership of the Governing Body will include those with a disability.	Director	January 2008

ACTION MEASURES	OUTCOME	RESPONSIBILITY	TIMEFRAME
The College will endeavour, where possible to influence public bodies e.g. Government Departments, other statutory bodies and Local Councillors, to ensure the participation of disabled people in public life.	The participation of disabled people in public life.	Senior Management Team	January 2008
Update Recruitment and Selection Training to incorporate new duties, legislation and case law.	Panel members receive refresher training.	Assistant Director – HR	Annually
Prepare a flyer for panels regarding legislative requirements.	All panel members fully aware of legislative requirements.	Assistant Director – HR	March 2008
Review the membership of College groups to encourage participation of disabled people.	Participation and involvement of disabled people on internal College groups.	Senior Management Team	September 2008
Ongoing consultation with disabled persons regarding policy, procedure and practices. (Timetable of Policies to be agreed with the Equality Commission)	Disabled persons input into the development of College policies, procedures and practices.	Assistant Director – HR	April 2008

ACTION MEASURES	OUTCOME	RESPONSIBILITY	TIMEFRAME
Monitor the implementation of the Disability Action Plan with the group established by Disability Action for this purpose.	Effective implementation of the Disability Action Plan.	Assistant Director – HR	June 2008
Documents provided in accessible formats.	Disabled people have access to College documents in their required format.	Senior Management Team	January 2008
Marketing material to include positive images of disabled people.	An improved image of the College.	Assistant Director – Client Services	January 2008
Review documentation for use in recruitment of staff and students. To include documentation relevant to the North West Regional College such as: <ul style="list-style-type: none"> • Application Form; • Job Description Template; • Letter formats; • Advertising media. 	Increased number of disabled applicants.	Assistant Director – HR Assistant Director – Client Services	February 2008 ongoing

ACTION MEASURES	OUTCOME	RESPONSIBILITY	TIMEFRAME
Payment of travel expenses where a person with a disability requires specialised transport to attend interview, internal groups, meetings, focus groups and partnerships.	Improved access for disabled people.	Senior Management Team	March 2008
Increase work placements for persons with a disability by 100% up to 4 per year.	Improved employment opportunities for disabled people.	Senior Management Team	December 2008
Establish an external Equality Advisory Group.	Improved policies and procedures within the College.	Senior Management Team	January 2009
Produce an artistic display demonstrating the College's commitment to the disability duties to be displayed on all main campuses.	Increased awareness of College's commitment to Equality.	Assistant Director – Curriculum	September 2009
Improve complaint feedback mechanisms to ensure a quality service to staff and service users.	Quality of service provided to staff and service users.	Assistant Director – Client Services	December 2008
Student Equality Group to develop actions to address inequality.	Improved equality in the North West Regional College.	Assistant Director – HR Assistant Director – Client Services	September 2008

ACTION MEASURES	OUTCOME	RESPONSIBILITY	TIMEFRAME
Awareness Raising Campaign to include events which encourage positive interaction between disabled and non-disabled students.	Positive interaction and increase of positive attitudes between disabled and non-disabled students.	Assistant Director – Client Services	September 2009

8. Publication

Following submission to the Equality Commission, the College Disability Action Plan will be available by contacting the Assistant Director – Human Resources (contact details on page 7).

The Disability Action Plan can be made available in alternative formats such as large print, Braille, on audio cassette, easy read or on computer disc and/or language, by contacting above person. The Plan will also be made available on the College Website at www.nwrc.ac.uk.

A press statement will be issued following approval of the Plan.

CONSULTEE LIST

AEEU
Age Concern/Age Sector Reference Group
Ageing Well Roe Valley
Aghanloo Community Association
Alexander Road Community Association
Alliance Party
Al-Nur Craigavon Asian Association
Amalgamated Transport & General Workers Union (AT&GWU)
Arden Centre
Ardgarvin Community Group
Association for Spina Bifida & Hydrocephalus (ASBAH)
Association of Teachers and Lecturers
Ballykelly Community Association
Baptist Union of Ireland
Barnardos
Belfast Hebrew Congregation
Belfast Islamic Centre
Benbradagh Resource Centre
Benedy Community Association
Burnfoot Community Association
CARA FRIEND
Centre for Independent Living
Child Care Northern Ireland
Children's Law Centre
Chinese Welfare Association
Church of Ireland
CITB
Committee on the Administration of Justice
Community Education Unit
Community Relations Council Northern Ireland
Congregational Union of Ireland
COSO
Council for Catholic Maintained Schools
Counteract
Democratic Unionist Party
Department for Employment and Learning
Department of Culture, Arts & Leisure
Department of Education for NI

Disability Action
Drumachose Cross Community Association
Drumboughil Community Association
Drumsurn Community Association
Dry Arch Centre
Dungiven Community Hall
Dungiven Resource Centre
Eglinton Village Association
EGSA
Elim Pentecostal
Equality 2000
Equality Commission for Northern Ireland
Faughan Valley High School
Faughanvale Community Project
Faughanvale Women's Act Group
Feeny Community Centre
Foreglen Community Association
Foyle Women's Aid
Free Presbyterian Church of Ulster
Gaeloiliuint
Gay & Lesbian Youth in NI (GLYNI)
Gelvin Women's Group
Gingerbread Northern Ireland
Glennullin Women's Group
Glens Community Association
Glenshane Community Association
Glenullin Resource Centre
GMB
Gortnaghey Community Association
Greysteel Community Association
Greysteel Community Enterprises
Greysteel Vale Centre
Hallow Senior Citizens Club
Help the Aged, NI
Indian Community Centre
Irish National Teachers Organisation
Italian Society
Largy Community Association
Learmount Community Centre
Library Association
Limavady Community Development Initiative

Limavady Printing Company
Limavady Women's Group
Limegrove School
Magilligan Community Development Group
Manufacturing, Science and Finance (MSF)
MENCAP
Methodist Church in Ireland
Multicultural Group - Windsor Women's Centre
Multicultural Resource Centre
NASUWT
National Union of Students
NI Association of Youth Service Officers
NI Council for Ethnic Minorities
NI Council for Integrated Education
NI Council for Voluntary Action (NICVA)
NI Filipino Association
NI Human Rights Commission (NIHRC)
NI Women's Aid Federation
NI Women's Coalition
NI Youth Forum
NIACRO
NIGRA
NIPPA
NIPSA
North West Regional College - Governing Body Members
North West Regional College - Liaison Forum
North West Regional College - Senior Management Team
North West Regional College - Student Services
Northern Ireland African Cultural Centre
Northern Ireland Association for Mental Health
NSPCC
NUS-USI Student Movement in Northern Ireland
Oi Kwan Chinese Women Group (Belfast Base)
Park Women's Group
PHAB Northern Ireland
Presbyterian Church in Ireland
Probation Board for Northern Ireland
Progressive Unionist Party
Putting Children First
Rainbow Project
Relate

Roe Valley Community Association
Roe Valley Community Education Forum
Roe Valley Enterprises
Roe Valley Women's Network
Roman Catholic Church
Row Valley Residents Association
Royal National Institute for the Blind (NI)
Royal National Institute of Deaf People (NI)
S.T.E.E.R
Salt Community Association
Save the Children
Seagate
Sinn Fein
Skill NI
Social Democratic Labour Party
Society of St Vincent De Paul
St Finlough's Community Group
St Mary's High School
St Patrick's & St Brigid's School
Staff Commission for Education & Library Boards
The Cedar Foundation
The Rainbow Project
The Volunteer Development Agency
Traveller Movement Northern Ireland
UCU
Ulster Democratic Party
Ulster Scotch Heritage
Ulster Teachers Union (UTU)
Ulster Unionist Assembly Party
Ulster Unionist Party
Union of Construction, Allied Trades & Technicians (UCATT)
Unison
University of Ulster
West Belfast Economic Forum
Women's Forum Northern Ireland
Women's Resource and Development Agency (WRDA)
Women's Support Network
Youth Action NI
Youth Council for NI
Youth Link NI
Youthnet

DISABILITY ACTION PLAN - CONSULTATION RESPONSE MATRIX

Name / Organisation	Comments	Action
COSO	Unfortunately due to time constraints and limited resources we are unable to take part at this time.	Noted.
Douglas Quantz	All groups should be encouraged to increase their respective personal development in all aspects of community development. A greater emphasis in creating a stronger, collective “voice” and welcoming all groups to participate in community planning. Funding should be allocated to this group to lobby councillors, MLA’s and Stormont to achieve this goal.	Noted.
Disability Action	1 Disability Action would ask for further specific details on how the mainstreaming approach will be operationalised.	Mainstreaming approach achieved by screening and policy development processes.
	2 Disability Action believes that objectives and targets relating to these disability duties are everyone’s’ business and should always be included in corporate and annual operating plans. Disability Action advises that the phrase “where appropriate” be deleted from this text.	Amended.
	3 Disability action further advises that the word “appropriate” be removed from the comment on internal arrangements. This is because Disability Action would question who deems arrangements appropriate or inappropriate and if such decisions are subjected to consultation.	Amended.
	4 Disability Action would advise that “all training and guidance” be replaced with a more positive phrase as the word “necessary” is sometimes used to limit rather than expand training and guidance.	Amended.

Name / Organisation	Comments	Action
Disability Action continued.	5 Disability Action has welcomed the opportunity to engage with the North West Regional College in the development of the Disability Action Plan.	Noted.
	6 Regarding 5 year reviews Disability Action believes that the College should examine the relevant sections of the Equality Commission for Northern Ireland's Section 75 Review and adjust the timescale accordingly.	Noted. The Disability Action Plan will be a live document and reviewed annually in addition to the formal five-year review.
	7 Disability Action would ask the College to provide us with details of the level of accessibility of its website and whether or not it meets current European Standards.	Noted.
	8 Disability Action welcomes the College's interpretation of its duties to consult with disabled people when implementing and reviewing and updating the Disability Action Plan. Disability Action believes that this is an example of a positive and proactive approach to the duties.	Noted.
	9 Regarding the word "appropriate" Disability Action refers the College to point 3.	Amended.
	10 Disability Action believes that the College should list the full range of alternative formats available for ease of reference.	Amended.
	11 Regarding public life positions Disability Action refers the College to point 16.	Noted and amended.
	12 Disability Action would advise that if people have intellectual disabilities the term used is learning disability, not difficulty.	Amended.
	13 Disability Action would advise the College to replace the statement "... who was confined to a wheelchair ..." with more positive language.	Amended.

Name / Organisation	Comments	Action
Disability Action continued.	14 Regarding physical difficulty Disability Action would advise the College that the accepted term to use is physical disability.	Amended.
	15 Disability Action is concerned with the College's total misinterpretation of the duty to encourage participation of disabled people in public life in that it states that it will ensure the views of disabled people are taken onboard by including those that "represent" the views of disabled people.	Paragraph re-written to reflect College's commitment to encourage participation in public life.
	16 Additionally, Disability Action disagrees with the statement that participation in public life is difficult to achieve within Further Education Colleges. Does the College nominate to any bodies? Does it never form sub-committees? In addition, there is a range of other actions the College could take including information dissemination, mentoring schemes and so on. The College has obviously not given consideration to how it can apply the public life duty.	Noted and amended.
	17 Disability Action welcomes and commends the previous measures taken to date however believes that these relate to and have been devised to fulfil its duties in relation to the Disability Discrimination Act 1995, Section 75, SENDO and that few refer to proactive measures to promote the two new duties.	Noted.

Name / Organisation	Comments	Action
Disability Action continued.	<p>18 Regarding the Disability Action Plan Disability Action would make the following comments:-</p> <ul style="list-style-type: none"> - the training measure is too general. The measure should be written in specific sections and quantifiable indicators / targets and real timescales added; - Disability Action welcomes the first survey of staff and students; - a complaints monitoring procedure must already be in place. This seems to be a duplication; - recruitment and selection panel must be trained not merely made aware of its equality legislation. These two measures are neither specific, measurable nor time-bound; - measure to ensure that persons with a disability are represented in all college groups and committees should be more specific and properly timetabled. The term “where possible” should be deleted; - the measure to consult with disabled persons regarding policy, procedure and practices is too general. This measure should be written in specific sections and a real timetable added. A sub-objective dealing with providing training and support to enable disabled people to participate in general and specifically in monitoring, reviewing and evaluation should be added; 	<p>Amended.</p> <p>Noted.</p> <p>Noted.</p> <p>Amended.</p> <p>Amended.</p> <p>Noted and amended.</p>

Name / Organisation	Comments	Action
Disability Action continued.	<ul style="list-style-type: none"> - Disability Action welcomes the measure to review recruitment documentation however this would need to be itemized to enable a response; - the College should not “consider” payment of travel for people with disabilities. It should agree a process and review its effectiveness within 18 months; - work placement measure should have quantifiable targets; - the establishing of an Equality Advisory Group should have a shorter timescale; - regarding the development of an innovative / creative demonstration of College commitment to equality Disability Action is unsure as to what this means; - the improvement to the complaint feedback mechanism requires a shorter timescale; - regarding events Disability Action believes that whilst recognising the value of a one-off consultation event, Disability Action advocates more regular interactions with disabled people and their organisations. Disability Action believes that this is the best way to build relationships and explore in greater depth issues important to disabled people and their social inclusion. 	<p>Noted and amended.</p> <p>Amended.</p> <p>Amended.</p> <p>Amended.</p> <p>Amended.</p> <p>Amended.</p> <p>Noted.</p>
	19 Disability Action can find no evidence of an action to encourage participation in public life.	Noted and amended.

Name / Organisation	Comments	Action
Disability Action Continued.	20 Regarding performance indicators / targets Disability Action believes that it would be more beneficial if Action Plans establish outcome driven measures which are specific, measurable, achievable, realistic and time-bound. (SMART) This will enable Action Plans to be attainable and measured rather than creating unachievable, aspirational goals which although commendable rarely achieve real change.	Noted and amended.
	21 Whilst recognising the efforts to prepare this Plan, Disability Action believes that it requires significant redrafting and to support this Disability Action encloses its generic response to public authorities regarding the two new duties.	Noted and amended.
Equality Commission	<p><u>General Issues</u></p> <p>The Disability Action Plans should:-</p> <ul style="list-style-type: none"> - highlight that the measures identified in the Plan are new measures and have been explicitly considered in relation to meeting the new duties. New measures can build on previous Section 75 work, however, it should not necessarily be commitments already made in reporting on Section 75; - initiate screening only of a policy which is to be changed as a result of the disability duties; - train employees and office holders on Disability equality legislation and Disability awareness; - allocate resources in terms of actual budgets or specific actions allocated to individual people; 	<p>Noted.</p> <p>Noted.</p> <p>Noted.</p> <p>Noted.</p>

Name / Organisation	Comments	Action
Equality Commission continued.	<ul style="list-style-type: none"> - ensure measures are not in relation to government targets or policies in relation to disability issues in general but about the disability duties; 	Noted.
	<ul style="list-style-type: none"> - there should be evidence of prioritisation of measures. Performance indicators should also be developed which are relevant to the impact of the measures; 	Noted.
	<ul style="list-style-type: none"> - details should be provided on how the Plan is to be published. Furthermore the Plan should be written in plain English. 	Noted.
	<p><u>Public Appointments</u></p> <p>The Plan should:-</p> <ul style="list-style-type: none"> - encourage disabled people to apply for and participate in public life positions; - create opportunities for involving disabled people in public life; - encourage others to promote participation of disabled people in public life. 	Noted.
	<ul style="list-style-type: none"> - encourage others to promote participation of disabled people in public life. 	Noted.
	<p><u>Draft Action Plan</u></p> <p>Para 1.3.2 It would be useful to provide a list of consultees.</p>	Amended.
	1.3.3 What budget has been set aside for the implementation of the Plan?	The budget allocation will be determined on an annual basis based on the action plan. Disability Action Plan amended.
	1.3.6 How will the College consult with disabled people?	Consultation will be undertaken in partnership with disability action.

Name / Organisation	Comments	Action
Equality Commission continued.	3.3 How will the College consider the impact of their policies on the participation by disabled people in public life? Will this be carried out as and when policies are being reviewed?	This will be achieved by screening, monitoring and evaluation of policy impact.
	6.1 It would be useful to extend out the number of work placements as part of the Action Plan.	Amended.
	6.1.2 Not sure what is meant by the waiving of experience for job applicants with a disability. Does this mean that applicants with a disability have automatic selection for interview?	The need for essential experience for job applicants with a disability will be waived therefore allowing for automatic selection for interview where other aspects of the criteria have been met. Disability Action Plan amended.
	6.3 The College needs to show how they intend to encourage disabled people to apply for and participate in public life. The College could create opportunities for involving disabled people in public life.	Noted and amended.
	7.4 How will the College ensure that the views of persons with disabilities are represented in all College groups and committees?	The membership of Committees will be reviewed to encourage participation of disabled people.
	The College could also consider the following measures:- <ul style="list-style-type: none"> - influencing others to encourage the participation of disabled people in public life, (e.g. Ministers, Other Government Departments); - promotion of external communication policies; - encouragement of positive interaction between disabled and non-disabled people; 	Noted and amended.
		<p>Noted.</p> <p>To be achieved as a result of training.</p>

Name / Organisation	Comments	Action
Equality Commission continued.	<ul style="list-style-type: none"> - using positive action measures to create ring fenced positions for disabled people; - developing more initiatives with voluntary organisation to undertake more work placements; - developing accessible websites. 	<p>Due to an imbalance in the workforce this may have an impact on the affirmative action plan. Agreed for work placements.</p> <p>Noted.</p> <p>Noted.</p>
	<p><u>Action Measures</u></p> <ul style="list-style-type: none"> - The Action Plan should refer also to office holders. - Ongoing consultation with disabled persons regarding policy, procedure and practices is a responsibility of Section 75. - Marketing materials should include positive images of disabled people. - Travel expenses should not just be considered as this is not really an action point. This is only for interviews what about extending it to working groups, committees etc? - Could include a numeric goal for the increase of work placements. - What is purpose of the Equality Advisory Group? Why is this not being set up until 2009? - 'Development of an innovative demonstration of the College's commitment to equality' – not clear what this actually means. 	<p>Not applicable.</p> <p>Noted.</p> <p>Amended.</p> <p>Amended.</p> <p>Amended.</p> <p>Amended.</p> <p>A piece of art to be produced by students to demonstrate the College's commitment to the disability duties. It is planned to have this displayed on all main campuses.</p>

Name / Organisation	Comments	Action
Equality Commission continued.	<ul style="list-style-type: none"> - The timescales would need to be looked at as they are too spread out. - Other actions could be considered about influence on non-disabled students and more specific information could be provided about setting up committees. 	<p>Noted and amended.</p> <p>Noted.</p>
Age Concern Northern Ireland	Age Concern Northern Ireland believes that public authorities must commit to their Disability Action Plans not only at the most senior level but throughout all levels of the organisation.	Noted.
	To that end each authority should have in place appropriate internal arrangements to ensure that the plan is implemented, monitored and reviewed regularly.	Noted.
	Age Concern Northern Ireland recommends that the public authority formally commits to the provision of all necessary training and guidance for staff on the disability duties and reports on this in the Annual Progress Report.	Noted.
	Additionally, Age Concern Northern Ireland recommends that this training should not be a one-off but be ongoing and subject to review in each year thereafter.	Noted.
	Age Concern Northern Ireland believes that the public authority must clearly commit to offer the plans in alternative formats e.g. Braille, Large Print, Computer Disk, Audio Cassette etc. This commitment should be made in a highly visible manner in a prominent location in the Plan.	Stated at section 1.6 of plan.
	In relation to enabling discussion on the Disability Action Plans Age Concern Northern Ireland would recommend the use of a variety of methods to consult with disabled people including meetings, seminars, telephone and text phone discussions.	Noted.

Name / Organisation	Comments	Action
Age Concern Northern Ireland continued.	Age Concern Northern Ireland believes that each Annual Progress Report period provides the opportunity to monitor and review to inform the development of the next Disability Action Plan.	Noted.
	<p><u>Public Life Positions</u></p> <p>Disabled people are underrepresented in public positions as a result of barriers, whether real or perceived, in the advertising of public life positions, and/or the recruitment / selection process, (for example, essential / desirable criteria can rule out disabled people at the beginning of the process) or as a result of lack of confidence in disabled people caused by negative societal attitudes.</p> <p>Furthermore the actual operating systems of a public position may be inaccessible to disabled people – e.g. use of jargon, lack of opportunity for background reading, time commitment, duration and location of meetings, accessibility of venues, etc.</p> <p>Public authorities should not only focus on public life positions for which they have lead responsibility but should embrace the opportunity presented by the Review of Public Administration to create new structures and opportunities which involve disabled people in the development and delivery of policy.</p>	<p>Noted.</p> <p>Noted.</p> <p>Noted.</p>
	<p><u>Previous Measures</u></p> <p>In the creation of the Disability Action Plan the public authority should take account of comments received in previous consultations and in particular those recommendations which they have not yet addressed.</p> <p>It should be noted that whilst a public authority can take account of previous actions taken in response to their Section 75 duties and to the Disability Discrimination Act 1995 this Disability Action Plan must specifically address the two new duties.</p>	<p>Noted.</p> <p>Noted.</p>

Name / Organisation	Comments	Action
Age Concern Northern Ireland continued.	It is not sufficient to detail actions taken to address legal obligations rather it is an opportunity to identify what has and hasn't worked and to use that information to develop achievable objectives that move the aspirational into practical outcomes that can be effectively measured.	Noted.
	<p><u>Promoting Positive Attitudes towards Disabled People</u></p> <p>Promoting positive attitudes towards disabled people is not only the application of non-discriminatory practices such as required by the DDA 1995. These two new duties require a proactive approach to identify opportunities to influence staff, service users and members of the public towards people with disabilities. In an assessment of functions and policies that relate to the public authority all opportunities to promote positive attitudes towards disabled people should be explored. This must include training, provision of support services, mainstreaming of equality policies, employment of disabled people and portrayal of positive images.</p> <p>Care should be taken however that measures taken to address these two duties are undertaken in an inclusive fashion and are neither patronising or tokenistic.</p>	<p>Noted.</p> <p>Noted.</p>
	<p><u>Encourage the Participation of Disabled People in Public Life</u></p> <p>Participation in public life includes opportunities for disabled people to engage with policy makers; therefore consultation will be key to public authorities in meeting their duties.</p> <p>The public authority should also look to the provision of support mechanisms to enable that engagement and to the leadership it can offer to others in terms of models of good practice to influence change in other sectors.</p>	<p>Noted and amended.</p> <p>Noted.</p>

Name / Organisation	Comments	Action
Age Concern Northern Ireland continued.	<p><u>Measures</u></p> <p>Age Concern Northern Ireland believes it would be more beneficial that Action Plans establish outcome driven measures which are Specific Measurable Accurate Realistic Time-bound. This will enable the Action Plans to be achieved rather than creating unachievable aspirational plans which although commendable rarely achieve real change.</p> <p>Although each public authority's measures will be individual, Age Concern Northern Ireland recommends that each public authority adopt the following table format when developing their action measures.</p>	<p>Noted and amended.</p> <p>Noted and amended.</p>
<i>Specific Action</i>	<i>Expected Outcome</i>	<i>Methodology</i>
<i>Lead Responsibility</i>	<i>Location</i>	<i>Timescale</i>
<i>Performance Indicator / Target</i>	<i>SMART Objectives</i>	
Mencap Northern Ireland	<p><u>Promoting Positive Attitudes Towards Disabled People</u></p> <p>Mencap believes that the Disability Action Plan should state how the public body will:</p> <ul style="list-style-type: none"> - promote understanding of disability, including learning disability; - raise awareness of the contribution, skills and ability of disabled people, including people with a learning disability; - challenge the stereotypes and prejudice which may be held by others about disabled people, including people with a learning disability. <p>We suggest that the Disability Action Plan includes the following actions:-</p> <ul style="list-style-type: none"> - a public awareness campaign to promote greater understanding and greater recognition of the contribution and skills of disabled people and to encourage positive attitudes; 	<p>Noted.</p> <p>Noted.</p> <p>Noted.</p> <p>Noted.</p>

Name / Organisation	Comments	Action
Mencap Northern Ireland continued.	<ul style="list-style-type: none"> - activities targeted at disabled people, including people with a learning disability, to build confidence, such as the portrayal of positive role models to highlight the contribution they can and do make; - staff training – designed with and delivered by disabled people, including people with a learning disability; - inclusion of positive portrayals of disabled people, including people with a learning disability, within all publicity materials, newsletters, annual reports, public documents etc; - activities targeted at other groups involved with the public body, such as children and young people, to encourage respect from an early age for the skills, contribution and rights of disabled people. 	<p>Noted.</p> <p>Noted.</p> <p>Noted and amended.</p> <p>Noted.</p>
	<p><u>Encouraging Participation in Public Life</u></p> <p>Mencap believes that the Disability Action Plan should state how the public body will ensure equal access to:-</p> <ul style="list-style-type: none"> - information; - services; - work placement and employment opportunities; - consultation opportunities; - appointments to public life positions; - research / information collation about use and uptake of services, identification of future need; 	<p>Noted and amended.</p> <p>Noted.</p> <p>Noted and amended.</p> <p>Noted.</p> <p>Noted.</p> <p>Noted.</p>

Name / Organisation	Comments	Action
Mencap Northern Ireland continued.	<p>We suggest that the Disability Action Plan includes the following actions (for each of the areas above):</p> <ul style="list-style-type: none"> - the development of minimum standards and guidelines for ensuring the accessibility of facilities, services, opportunities available; - provision of additional assistance, in the form of other people, to act as guides, supporters etc. to facilitate access to each of the above areas; - training for staff – designed and delivered by disabled people, including people with a learning disability; - provision of easy to understand signage and information in a range of formats, including a website and intranet site accessible for all disabled people, including people with a learning disability; - training for disabled people, including people with a learning disability, on accessing information or services through any new technologies used, including the internet. 	<p>Noted.</p> <p>Noted.</p> <p>Noted.</p> <p>Noted.</p> <p>Noted.</p>
	<p><u>Public life positions</u></p> <ul style="list-style-type: none"> - Specific programme(s) targeted at disabled people about public life positions which would provide information/training about the role, criteria and application process, build the capacity, skills and confidence of people with a learning disability, so that more are encouraged to apply for public life positions. - Review criteria and experience required for public life positions and the development of opportunities to learn more about the tasks involved. 	<p>Noted.</p> <p>Noted.</p>

Name / Organisation	Comments	Action
Mencap Northern Ireland continued.	<u>Employment opportunities</u> <ul style="list-style-type: none"> - Review of recruitment, selection and appointment process for employment. This review would include an examination into the routes into employment. - The criteria and experience required for each post. - The duties and tasks within posts. - The impact of short term contracts on the ability to access additional employment support. - The difficulties faced by disabled people when public bodies recruit a “pool” of staff who are then allocated to a post as positions become vacant in difference locations throughout Northern Ireland. 	<p>Noted.</p> <p>Noted.</p> <p>Noted.</p> <p>Noted.</p> <p>Noted.</p>
	<u>Research, communication and consultation</u> <ul style="list-style-type: none"> - The Communication and outreach strategy to reach disabled people who may use separate, disability specific facilities and services. - Undertake research, data collection and monitoring to identify the distinct experiences and needs of people with a learning disability and the extent of their participation. - The allocation of adequate resources to ensure that participation by disabled people, including people with a learning disability, becomes a reality. 	<p>Noted.</p> <p>Noted.</p> <p>Noted and amended.</p>
	<u>Current Situation, Targets and Outcomes</u> <p>Mencap believes that the Disability Action Plan should identify the current situation, the measures or actions that will be undertaken, as well as the targets and outcomes which are to be delivered through the Action Plan.</p>	<p>Noted and amended.</p>

