



Equality, Diversity and Inclusion Report

2019 – 2020



Be kind. Stay safe.

Please follow these guidelines while at college.



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 would normally encourage all students to get involved in the wider community, through volunteering or work experience, to broaden horizons and life awareness. However, 2019-2020 was an unprecedented year that brought unique challenges. The COVID crisis meant that our usual extra-curricular activities had to go online or stop all together.

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 have continued 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, Diversity 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?

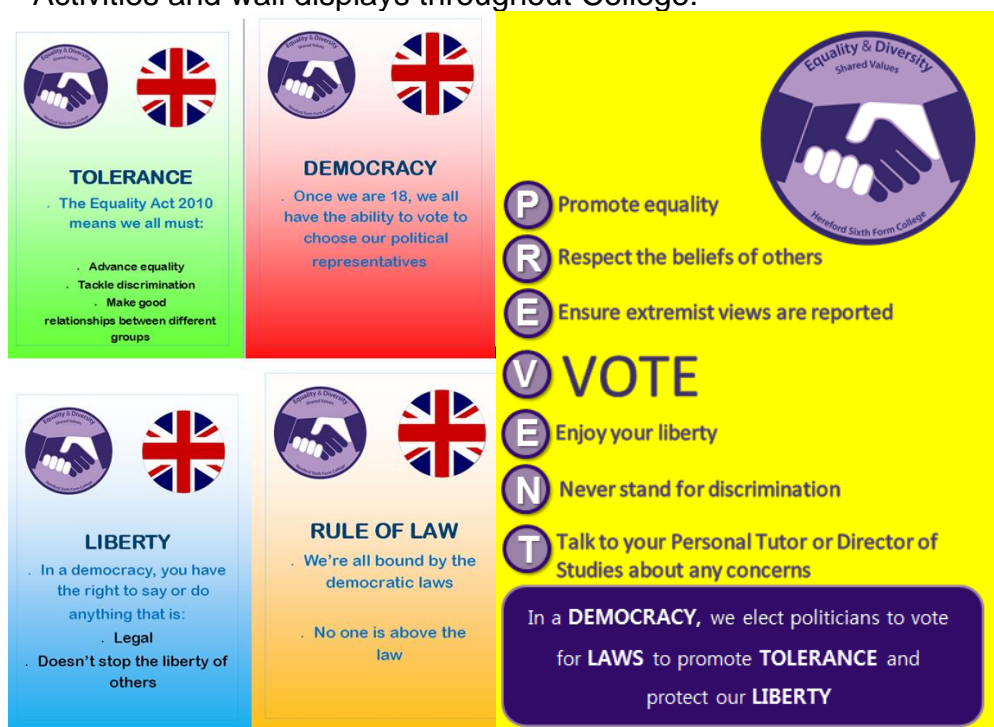
There is an annual election of Equality Officer on the Student Representative Council and the Governor responsible for Equality and Diversity is Michelle Balcombe.

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;
- E4L and 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* is available on The Equality and Diversity page on our website.

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. A traffic light report is generated to highlight those students causing concern or serious concern (amber or red traffic lights – an example below), grouped according to protected characteristic.

Current Progress Traffic Light Summary for students with Protected Characteristics 12 Jun 2017
(Data on Protected Characteristics derived from most recent Enrolment Questionnaire.)

Are you currently undergoing gender reassignment?

A 3D bar chart titled 'Are you currently undergoing gender reassignment?'. The vertical axis represents the percentage from 0% to 100% in 25% increments. The horizontal axis has three categories: 'I prefer not to respond', 'No', and 'Yes'. For each category, there are four bars representing different genders: Male (purple), Female (green), Transgender (yellow), and Another gender (red). The data is as follows:

Response	Male	Female	Transgender	Another gender
I prefer not to respond	10%	55%	25%	5%
No	15%	55%	25%	5%
Yes	40%	20%	20%	35%

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5. Equality, Diversity and Inclusion: Events 2019 - 2020:

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 2019-2020, 71% of students agree or strongly agree that Equality and Diversity (REGARDS) are raised in lessons when the opportunity arises. The grid below shows a record of additional activities that have taken place throughout 2019-2020 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 2019-2020, 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. A significant majority 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 BHM

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
Learning Lunch Staff Development: Supporting Trans Students: Ali Webb delivered a follow up training session for staff (REGARDS)	Staff	25 colleagues attended
Drama and Theatre Studies - About Face theatre group performers are all adults with learning disabilities visited College to raise awareness (REGARDS: disability)	Drama and Theatre Studies students	Raised awareness of the possibilities of non-traditional theatre space and diversity in performance
Shared Freedom – Shared Futures exhibition: student/pupil led project and film “Shared Freedom-Shared future”, about the role of the Polish Community in WW2 (REGARDS/FBVs)	Film shown in College and all members of the community invited	Widely distributed across Herefordshire School leading to greater awareness of this aspect of history
November		
Event	Audience	Impact
Learning Lunch Staff Development: Faith in the Classroom – delivered by Lana Silk, Chaplain (REGARDS – Religion)	Staff	Staff considered links to religion across their curriculum areas.
Period Poverty: targeted emails to girls who declared Ever6 (REGARDS: gender & economic background)	Eligible female students	Raised awareness
Website Accessibility Statement updated and available online Accessibility > Website accessibility Hereford Sixth form college (REGARDS: disability)	All visitors to College website	Raised awareness
Children in Need: cake and sweet sale (FBVs)	All members of the College	£661 raised. Message transmitted via social media
December		
Event	Audience	Impact
Carol Concert: took place in Pav (REGARDS: religion)	Whole College	College Community could celebrate together
World AIDS Day: display in Well-Being Corridor (REGARDS)	Whole College	Raised awareness
Democracy lesson in E4L: outlining how to make a political decision, how to register to vote and how to take part in an election (FBVs)	All first year students	Very positive feedback. Awareness raised
January		
Event	Audience	Impact
Accessibility Plan: completed, considered at SMT and uploaded to website (REGARDS: disability)	All visitors to website	Compliance with legal duty;
Disability Confident employer scheme through DFE: College has signed up to Level 1 Disability Confident: how to sign up to the employer scheme - GOV.UK (www.gov.uk) (REGARDS: disability)	All applicants to College	Clear message about core values for those applying to the College

Learning Lunch Staff Development: Hope Not Hate invited to deliver a talk to help staff spot the signs of hate speech and far right radicalisation (REGARDS: belief/FBVs/Prevent)	Staff	Raised awareness and very positive feedback
BREXIT: Information to European students about from the Home Office (REGARDS: ethnicity)	All students via Tutorial	Awareness raised about rights after transition period
Inter-faith Tutorial: Chaplain visited all E4L lessons	All first year students	Awareness of “all faiths and none” work of Chaplain and discussion of wider issues of faith in society
February		
Event	Audience	Impact
LGBTQ+ History Month: LGBTQ+ discussion around College and fundraising event Library display (REGARDS: sexual orientation)	Whole College	Raised awareness and funds raised for LGBTQ+ charity
New Hygiene Room: DDA compliant hygiene room in ground floor of Risbury, part funded by Herefordshire Council (REGARDS: disability)	Students needing hygiene facilities	Accessibility improved
March		
Event	Audience	Impact
COVID: IT Response to lack of computer or wifi access at home for some students during lockdown (see below) (REGARDS: economic disadvantage)	Economically disadvantaged students	IT provisions put in place
COVID: College study space available for students with Education Health Care Plans; those from economically disadvantaged backgrounds; looked after children.	Students from these contexts	A small number of students worked in the Library throughout this period
April		
Event	Audience	Impact
COVID: Sanitary products made available at Reception for local students to access (REGARDS: gender; economic disadvantage)	Girls entitled to Free School Meals, EMA and Bursary	Sanitary products available for girls to collect (if local)
COVID: Free College meals money continued to be paid into students’ bank accounts (£30 per week) (REGARDS: economic disadvantage) (see below)	82 students entitled to free College meals	Financial support continued during this period
COVID: Reach Programme online access made available for university preparation material Reach Session 4: Personal Statements- a guide, examples, hints, tips and FAQ! - YouTube (REGARDS)	Students on Reach programme	Widening participation in competitive universities

May		
Event	Audience	Impact
COVID: Initial Equality Impact Assessment – Return to Work Provisions was carried out to consider the impact of returning to work for staff with different protected characteristics. This was discussed and then approved at SMT (REGARDS) (see below)	SMT	Discussion about the impact of COVID took place and if necessary, measures taken
June		
Event	Audience	Impact
Black Lives Matter statement – Chaplain’s statement on the College website expressing our support for the BLM movement, in response to student requests https://www.hereford.ac.uk/supporting-you/equality-and-diversity/	All visitors to College’s website and social media; students via Tutorial and staff	Clear message on social media outlining our core values
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. 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.

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

This report covers the 2019-20 academic year, affected by the COVID crisis and so uses data students completing their Centre Assessed Grades in summer 2020. Quantitative data about students' protected characteristics is gathered from the Application Form and from the Enrolment Questionnaire. Data about students' results are taken from three main sources:

Strata programme from the College's ILR.

ALIS: A' Level Information Service:

Strata: Software tool used to aggregate and analyse Qualification and Achievement for schools and Colleges

The source for each data set is shown and where available, a 3 year comparison is given.

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.

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

a. Race and 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, 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

Supporting BME students was the first of the College's Equality Objectives for last year.

What we needed to do:	How will we know if we have achieved this?	By when?
1. Targeted intervention by DOS for underperforming BME students.	Intervention recorded Achievement in line with or above College average.	Sept 20

These targets were met over the academic year 2019- 2020. Directors of Studies monitored the progress of BME students. As can be seen from the following grid, achievement of all ethnic groups was in line with College average and no statistical significant differences in ALIS result were recorded.

Race and ethnicity Results 2019/20:

ALIS residuals	1718		1819		1920	
	Starts	Residual	Starts	Residual	Starts	Residual
English/Welsh/Scottish/Northern Irish/British	4062	0.10	3165	-0.06	3495	0.15
Irish	0		0		10	0.25
Gypsy or Irish Traveller	0		0		3	0.80
Any other White background	189	0.12	175	0.02	222	0.38
White and Black Caribbean	28	0.03	27	0.07	8	0.06
White and Black African	9	0.18	21	-0.23	17	-0.05
White and Asian	43	-0.26	49	-0.05	62	0.68
Any other Mixed/Multiple ethnic background	25	-0.21	5	-0.79	13	0.27
Indian	21	0.34	21	-0.12	27	0.16
Pakistani	0		0		8	
Bangladeshi	0		2	1.07	8	0.94
Chinese	15	-0.48	16	-0.73	10	0.14
Any other Asian background	31	0.27	40	0.08	28	0.02
African	17	-0.11	10	-1.07	7	-0.28
Caribbean	2	-0.45	9	-0.66	2	-1.28
Any other Black / African / Caribbean background	8	-0.74	7	-1.48	3	-0.12
Arab	6		4		1	
Any other ethnic group	28	0.24	6	0.56	25	-0.15
Not Known / Not Provided	0		2	-0.20	7	0.67
	4484	0.10	3559	-0.06	3956	0.17

However, we continue to recognise the importance of monitoring how BME students progress in the College and to battle racial injustice. Therefore, we have set an Equality Objective for the coming year.

5. Develop a BME forum	A forum has been established.	March 21
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About speaking English, do you...?

ALIS residuals	1718		1819		1920	
	Starts	Residual	Starts	Residual	Starts	Residual
(...and your family) speak English all the time	4142	0.10	3296	-0.06	3565	0.17
Speak English at school/college/work but another language at home	245	0.01	236	-0.10	251	0.33
Not Known	97	0.24	27	-0.15	140	-0.19
	4484	0.10	3559	-0.06	3956	0.17

Source: ALIS

Students who speak a language other than English as their first language continued to achieve in line with College average.

Ethnicity - BME

ALIS residuals	1718		1819		1920	
	Starts	Residual	Starts	Residual	Starts	Residual
BME	233	-0.04	217	-0.23	219	0.28
White/Not Known	4251	0.10	3342	-0.05	3737	0.16
	4484	0.10	3559	-0.06	3956	0.17

b. **Economic and Social Background:**

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

National Collaborative Outreach Programme (NCOP)

The NCOP Adviser works on a 1-to-1 basis with students who meet the eligibility criteria, ie, from an area of low HE progression, etc. This has led to more students from this group progressing onto university and apprenticeships.

Evaluation of NCOP Careers Adviser Activity Sept 19 - April 20:

2nd year Students:

TOTAL : 59

- Total no. engaged: 54 (91.5%)
- Total no. met twice or more: 16 (27%) NB 7 of these students have been seen more than 3 times
- Number applied to Uni: 31 (52.5%) of which 30 have had 1:1 input (for example Careers Guidance, Personal Statement writing, CV and job application writing, interview practice, info and advice about contextual offers/widening participation opportunities including applications for bursaries and scholarships such as Access to Leeds)
- Number received Uni offers to date: 30 (97%). One student is awaiting replies from Unis and I'm currently working with another who is submitting a late application
- No. of early applicants who applied: 3; number who received offers: 1 (Oxbridge)

- Of the remaining students (i.e. haven't applied to Uni) many are applying for higher level apprenticeships and/or level 3 apprenticeships and College courses which can lead to level 4+, as well as employment

3rd Year Students:

TOTAL : 12

- Total no. engaged : 9 (75%)
- Total no. met twice or more: 5 (42%)
- Number applied to Uni: 6 (50%), of which I've interviewed 5, all at least once.
- Number received Uni offers: 6 (100%)
- The remaining students are applying for higher level apprenticeships and/or level 3 apprenticeships and College courses which can lead to level 4+, as well as employment

1st year students:

TOTAL : 96 BUT 2 have declined to take part in the project and do not want to be contacted

- Total no. engaged : 17, plus 3 students engaged in the Medicine Access Project. This is much lower than I would have hoped, I think largely because of lockdown and the few 'strange' weeks that preceded it, including during assessments. I'd have expected to see most/all first years by the end of this term.
- Total no. seen twice or more: 3

Offered interviews individually but declined/not attended/not responded: 29. All students have been offered interviews in generic whole cohort emails but there's been little take-up

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. This enables us to have an indication of the progress and achievement of economically disadvantaged students.

It is the right of young people from low income families to claim Free School Meals. Have you ever been entitled to Free School Meals when you were at school? (e.g. using a voucher instead of cash.)

ALIS residuals	1718		1819		1920	
	Starts	Residual	Starts	Residual	Starts	Residual
Yes	414	0.11	478	-0.08	468	0.09
No	3938	0.10	3011	-0.06	3157	0.19
Not Known	132	-0.01	70	-0.28	331	-0.09
	4484	0.10	3559	-0.06	3956	0.17

Source: ALIS

As can be seen above, ALIS value-added residuals for students who have been entitled to free school meals in the last six years are in line with College average. The number of “Not known” grew in this academic year, so we will re-consider the wording of this question.

In response to the COVID crisis and spring lockdown Of 2020, inequality of access to technology and financial support was thrown into sharp focus and the College needed to respond to this.

As a result, the following was put in place:

Student Laptops

9 laptops were loaned out to students during this year

4 of these 9 were issued due to student need as a result of the first lockdown.

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.

The Bursary can also provide support towards the cost of compulsory books, trips and equipment and gives a 50% reduction for PE Academy, Performing Arts Academy and Music Scholarship and Tuition Fees.

Meal vouchers, providing £3/day, can also be awarded through the bursary application where families are in receipt of certain benefits and have a net income not exceeding £7400/year.

However, applications can be made at any time during the academic year, if family circumstances change. This has been particularly relevant during the pandemic with redundancies and furlough. With the move to remote contact with students has involved more online work via Teams.

At the end of 2019/2020 there were 281 students who had made an application to the Bursary, including 8 who fell in to the Vulnerable Bursary category. The budget for the year was £215,000 which included £31,000 for Free School Meals. As no travel costs were incurred for the Summer term, due to lockdown, the balance remaining as at 16 June was £42,630. This enabled us to continue to provide FSM payments throughout the Summer break.

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.

At the end of 2019/20 71 students had been awarded EMA.

Hereford Food Bank

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.

c. Gender, parenting, marital status and gender identity:

Gender: The following Equality Objective was set for 2019-2020:

What we needed to do:	How will we know if we have achieved this?	By when?
3. Address the gender gap in ALIS Residuals	<p>Monitoring of progress and achievement are included in departmental minutes with any appropriate actions</p> <p>Achievement in line with or above College average.</p> <p><i>There was no statistically significant difference for the positive ALIS residuals for male (0.8) and female (0.23) students</i></p>	Sep 20

Gender

ALIS residuals	1718		1819		1920	
	Starts	Residual	Starts	Residual	Starts	Residual
Female	2583	0.07	2089	-0.08	2245	0.23
Male	1901	0.13	1470	-0.04	1691	0.08
Prefer not to say	0		0		20	-0.24
	4484	0.10	3559	-0.06	3956	0.17

d. Age:

Our students are aged 16-19 when they enrol.

e. Religion or belief:

Religion - Christian / Non-Christian

ALIS residuals	1718		1819		1920	
	Starts	Residual	Starts	Residual	Starts	Residual
Non-Christian	72	0.14	59	-0.16	57	0.53
Christian	1387	0.10	1004	-0.02	1091	0.17
None	2795	0.09	2300	-0.08	2527	0.18
Other	122	0.11	120	0.01	112	0.14
Not Known	108	0.18	76	-0.28	169	-0.12
	4484	0.10	3559	-0.06	3956	0.17

Source: ALIS

The ALIS residuals for all faith groups were in line with the College average in 2019/20.

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.

f. Disability and Learning Support:

Disability

ALIS residuals	1718		1819		1920	
	Starts	Residual	Starts	Residual	Starts	Residual
01 : Visual Impairment	5	-0.54	5	-0.55	0	
02 : Hearing Impairment	4	-0.99	0		0	
04 : Other physical disability	0		1	-0.19	6	0.86
05 : Other medical condition (eg. Epilepsy, Asthma, Diabetes)	7	-1.03	1	1.30	7	-1.08
06 : Emotional / Behavioural difficulties	6	-0.45	2	-0.95	2	0.21
07 : Mental health difficulty	26	0.24	14	0.29	3	1.68
08 : Temporary disability after illness (eg. post-viral) or accident	3	1.97	7	0.43	2	0.86
09 : Profound complex disabilities	0		3		1	0.82
10 : Aspergers syndrome	41	0.48	39	0.20	36	0.03
97 : Other	0		3	0.32	3	
98 : No disability	4330	0.10	3297	-0.05	3088	0.18
	62	0.08	187	-0.39	808	0.09
	4484	0.10	3559	-0.06	3956	0.17

Learning Difficulty

ALIS residuals	1718		1819		1920	
	Starts	Residual	Starts	Residual	Starts	Residual
10 : Dyslexia	5	-0.57	0		0	
19 : Other specific learning difficulty	1172	0.17	1052	0.00	1147	0.16
20 : Autism spectrum disorder	36	0.40	32	0.05	42	0.06
97 : Other	0		2	-0.74	8	0.78
98 : No learning difficulty	3250	0.07	2368	-0.08	2218	0.18
	21	-0.35	105	-0.38	541	0.12
	4484	0.10	3559	-0.06	3956	0.17

Source: ALIS

An Equality Objective set in the previous year regarding disability was not achieved due to the COVID situation but has been moved forward to academic year 2020-2021.

1. Re-work Accessibility Plan	<p>Work with wheelchair users to examine how the College site is accessible.</p> <p>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. <i>COVID stopped this so carried forward to 20/21</i></p>	<p>July 20</p> <p><i>July 21</i></p>
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Contextual information about support for students with disabilities and learning support needs below.

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 enrolls 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 enrolls.

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.

COVID Provision:

Throughout the lockdown, Learning Support continued to be fully operational. The High Needs Coordinator working in collaboration with Learning Support staff and Directors of Studies had weekly Teams or phone meetings with all high need's students during the lockdown. Individual risk assessments for each of our high needs students were completed as per the local authority guidelines. The assessors were in regular contact with their students offering study support and acting as liaison between students and teaching staff. They also started the assessment process with our new students completing the Initial Assessments over the phone. All medical records were updated and the team made a start on contacting new students. The team also offered study support to students who needed study skills during the lockdown.

Source:SAR

g. Sexual orientation:

What is your sexual orientation?

ALIS residuals	1718		1819		1920	
	Starts	Residual	Starts	Residual	Starts	Residual
Bisexual	183	0.15	206	-0.15	191	0.22
Gay man	57	0.09	31	-0.34	25	0.14
Gay woman / lesbian	19	-0.53	24	-0.39	26	-0.09
Heterosexual / straight	3902	0.10	3045	-0.05	3298	0.17
I prefer not to respond	253	0.00	219	-0.03	272	0.29
Not Known	70	0.26	34	-0.32	144	-0.27
	4484	0.10	3559	-0.06	3956	0.17

Source: ALIS

Although the statistical differences between the groups above are small and overall, LGB students performed in line with the College average, we recognise the trajectory for young gay women does not appear as positive. Therefore, we have set the following Equality Objective for the coming year:

What we needed to do:	How will we know if we have achieved this?	By when?
4. Develop LGBTQ+ support	Consult with students in LGBTQ+ society with a view to developing a programme of speakers, emotional support and psycho-education.	June 21 (depending on COVID)

h. 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.

8. Staff Protected Characteristics:

A staff well-being and protected characteristics survey is carried out every two years. Unfortunately, in 2020 due to COVID, we were not able to prioritise this survey. 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 number of reasonable adjustments were requested in 2019-2020 and were actioned.

9. Student Destinations:

The following destinations data shows that there are no statistically significant differences between female and male, and BME and non-BME students' destinations, the proportion of students eligible for Free Meals entering Higher Education has fallen (while at the same time, a greater proportion of those students are entering Further Education).

However, advice and guidance for students from low income families and for students who would be the first in their family to go to university is identified as a strength in the College Self-Assessment Report for 2019-2020, despite COVID lockdown. The Senior Progression Lead provided continued support during lockdown; the Reach cohort had weekly online lessons, including weekly YouTube video support to help students continue to achieve high grades and push them to consider themselves as academically able. Of the 31 students to receive offers from Oxbridge, 10 were the first in their family to go to university, 1 had been in care and 3 were BME.

Destinations of Leavers (all leavers inc. level 2)

	1718		1819		1920	
Black and minority ethnic	No	Yes	No	Yes	No	Yes
Apprenticeship	55	3	39	1	58	
Employment	100	4	115	3	79	1
Further Education	209	11	184	18	238	19
Gap Year	151	4	105	11	154	7
Higher Education	449	29	414	23	409	28
Other	104	9	127	9	75	2
Self-Employed			4		3	
Total No of Students	1068	60	988	65	1016	57

	1718		1819		1920	
Black and minority ethnic	No	Yes	No	Yes	No	Yes
Apprenticeship	5%	5%	4%	2%	6%	0%
Employment	9%	7%	12%	5%	8%	2%
Further Education	20%	18%	19%	28%	23%	33%
Gap Year	14%	7%	11%	17%	15%	12%
Higher Education	42%	48%	42%	35%	40%	49%
Other	10%	15%	13%	14%	7%	4%
Self-Employed	0%	0%	0%	0%	0%	0%
Total No of Students	1068	60	988	65	1016	57

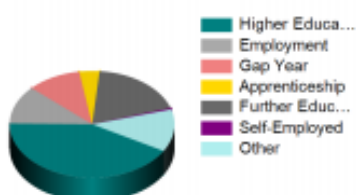
Destinations 1718 non-BME



Destinations 1718 BME



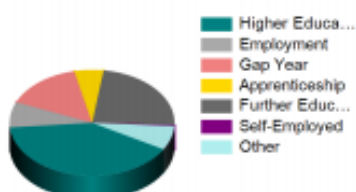
Destinations 1819 non-BME



Destinations 1819 BME



Destinations 1920 non-BME



Destinations 1920 BME



Destinations of Leavers (all leavers inc. level 2)

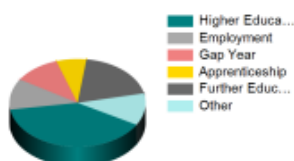
Sex	1718		1819		1920		
	Female	Male	Female	Male	Female	Male	Unkn wn
Apprenticeship	23	35	15	25	20	37	1
Employment	48	56	69	49	35	44	1
Further Education	125	95	127	75	149	106	2
Gap Year	101	54	69	47	113	48	
Higher Education	286	192	269	168	254	183	
Other	55	58	60	76	26	50	1
Self-Employed			3	1		3	
Total No of Students	638	490	612	441	597	471	5

Sex	1718		1819		1920		
	Female	Male	Female	Male	Female	Male	Unkn wn
Apprenticeship	4%	7%	2%	6%	3%	8%	20%
Employment	8%	11%	11%	11%	6%	9%	20%
Further Education	20%	19%	21%	17%	25%	23%	40%
Gap Year	16%	11%	11%	11%	19%	10%	0%
Higher Education	45%	39%	44%	38%	43%	39%	0%
Other	9%	12%	10%	17%	4%	11%	20%
Self-Employed	0%	0%	0%	0%	0%	1%	0%
Total No of Students	638	490	612	441	597	471	5

Destinations 1718 Female



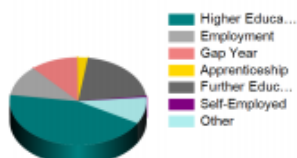
Destinations 1718 Male



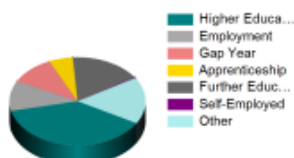
Destinations

No Data Available

Destinations 1819 Female



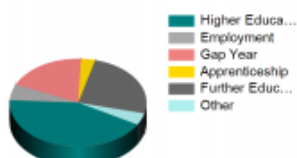
Destinations 1819 Male



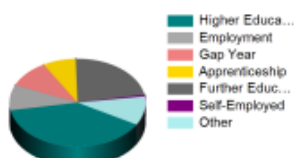
Destinations

No Data Available

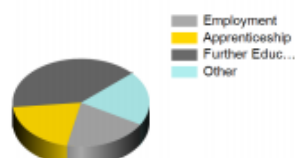
Destinations 1920 Female



Destinations 1920 Male



Destinations 1920 Unknown



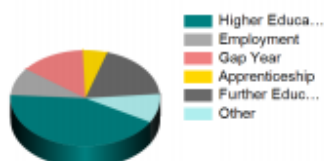


Destinations of Leavers (all leavers inc. level 2)

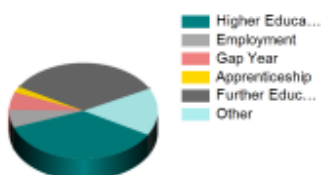
	1718		1819		1920	
Eligible for Free Meals (here or at school)	No	Yes	No	Yes	No	Yes
Apprenticeship	57	1	37	3	56	2
Employment	101	3	111	7	76	4
Further Education	203	17	189	13	232	25
Gap Year	152	3	113	3	156	5
Higher Education	460	18	422	15	422	15
Other	105	8	129	7	72	5
Self-Employed			3	1	3	
Total No of Students	1078	50	1004	49	1017	56

	1718		1819		1920	
Eligible for Free Meals (here or at school)	No	Yes	No	Yes	No	Yes
Apprenticeship	5%	2%	4%	6%	6%	4%
Employment	9%	6%	11%	14%	7%	7%
Further Education	19%	34%	19%	27%	23%	45%
Gap Year	14%	6%	11%	6%	15%	9%
Higher Education	43%	36%	42%	31%	41%	27%
Other	10%	16%	13%	14%	7%	9%
Self-Employed	0%	0%	0%	2%	0%	0%
Total No of Students	1078	50	1004	49	1017	56

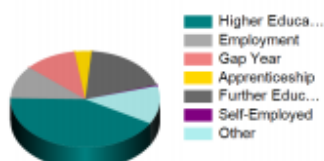
Destinations 1718 non-Free Meals



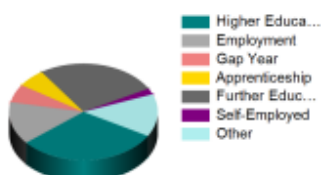
Destinations 1718 Free Meals



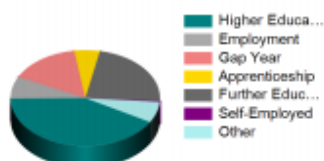
Destinations 1819 non-Free Meals



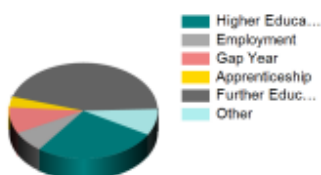
Destinations 1819 Free Meals



Destinations 1920 non-Free Meals



Destinations 1920 Free Meals



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 2019 - 2020:

What we needed to do:	How will we know if we have achieved this?	By when?
1. Targeted intervention by DOS for underperforming BME students.	<p>Intervention recorded</p> <p>Achievement in line with or above College average.</p> <p><i>Value-Added for all BME students (0.28) was slightly higher than all other students (0.16)</i></p>	Sept 20
2. Continue to raise awareness of EDI & FBV issues in lessons.	<p>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</p> <p><i>The OFSTED requirement on EDI and Fundamental British Values was raised by the Vice Principal at Full Staff Meeting in December 19. Theme within Staff Development Summer 21</i></p>	<p>Sep 20</p> <p><i>June 21</i></p>
3. Address the gender gap in ALIS Residuals	<p>Monitoring of progress and achievement are included in departmental minutes with any appropriate actions</p> <p>Achievement in line with or above College average.</p> <p><i>There was no statistically significant difference for the positive ALIS residuals for male (0.8) and female (0.23) students</i></p>	Sept 20
4. Re-work Accessibility Plan	Work with wheelchair users to examine how the College site is accessible.	July 20

	<p>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. <i>COVID stopped this so carried forward to 20/21</i></p>	<p><i>July 21</i></p>
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a. Equality Objectives 2020 – 2021:

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 2020 – 2021. 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 2021.

Equality Objectives 2020 - 21:

What we need 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.	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	Sept 21
3. Investigate neuro-diversity training & unconscious bias training for Staff Development	Staff Development activity on ADHD and/or ASD has been arranged Staff Development for unconscious bias training	June 21 (depending on COVID)
4. Develop LGBTQ+ support	Consult with students in LGBTQ+ society with a view to developing a programme of speakers, emotional support and psycho-education.	June 21 (depending on COVID)
5. Develop a BME forum	A forum has been established.	March 21 (depending on COVID)
6. Investigate the destinations of students eligible for Free Meals	An investigation has taken place and reported at SMT	July 21

10. Accessibility Plan:



HEREFORD SIXTH FORM COLLEGE ACCESSIBILITY PLAN 2020-2021

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 2021]**
- To continue investigating what assists disabled students to learn

[ASN; 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 **[PR; ongoing throughout year]**
- To ensure accessibility to different curriculum areas **[PR; ongoing throughout year]**
- To ensure the site is fully accessible to both disabled parents and adult users **[PR; ongoing throughout year]**

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 **[MJR; 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)

[MJR; by July 2021]

- To review self-service accessibility guides containing information about accessibility and study tools available to support students learning

[MJR and ASN; by September 2021]

- Remote access to ensure that assistive technology applications continue to be available within College can be used on personal devices both in and outside of College **[MJR; by July 2021]**

- To investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site **[MJR; by July 2021]**

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

[MJR; by September 2021]

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