



**Hereford**  
SIXTH FORM COLLEGE

**Equality, Diversity and Inclusion Report 2016 - 2017**



**National Centre for Diversity**

**Top 100 2016**

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

## 1. Principal's Introduction & Mission:



### **Our Mission**

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

### **Our Vision**

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

P. Cooper

## 2. Equality, 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:

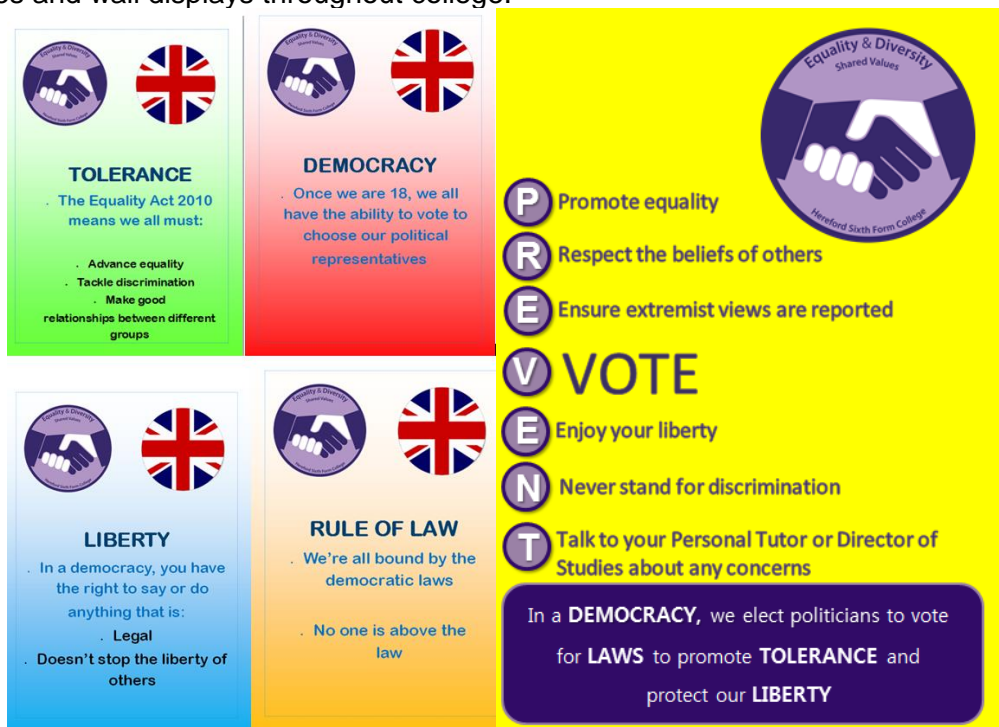
**What is the actual and potential impact of what we do on staff and students with protected characteristics?**

### 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, General Studies lessons 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;
- Departmental Equality Champions to advance equality and celebrate diversity in curriculum areas;
- Activities and wall displays throughout college:



The Director of Studies responsible for Equality, Diversity and Inclusion is also the Single Point of Contact for the Prevent Duty, to reflect the combined operational structure of Community Cohesion and the Prevent Duty within Herefordshire Council.

The *Prevent Duty Protocol* is available upon request.

#### 4. Equality and Diversity Policy and Procedures:

- a. *Equality Diversity and Inclusion Policy (including) Disability, Disclosure and Confidentiality Policy & Procedures September, 2017* is available on our website <https://www.hereford.ac.uk/supporting-you/equality-and-diversity>.

**b. Equality and diversity procedures:**

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

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

Equality and diversity procedures are monitored, as appropriate, by all meetings across the College and the 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*.

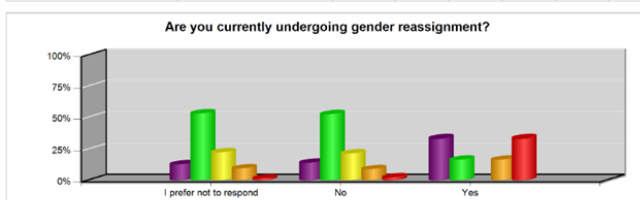
**c. Performance monitoring:**

Throughout the academic year, the performance of groups of students is monitored closely by the Directors of Studies. A weekly traffic lights 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. A weekly summary report is also generated and presented in SMT for consideration (below).

[illegible]

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

Question	Response	Students	Excellent	On Track	Slight Concern	Concern	Serious Concern
Are you currently undergoing gender reassignment?	Yes	3	33%	17%	0%	17%	33%
	No	1957	14%	53%	22%	9%	2%
	I prefer not to respond	22	13%	53%	23%	10%	2%
	<b>Total</b>	<b>1982</b>	<b>14%</b>	<b>53%</b>	<b>22%</b>	<b>9%</b>	<b>2%</b>



Question	Response	Students	Excellent	On Track	Slight Concern	Concern	Serious Concern
What is your religion or belief?	Buddhist	14	7%	40%	44%	4%	4%
	Christian	665	16%	54%	20%	8%	2%
	Hindu	4	31%	23%	23%	23%	0%
	Jewish	1	0%	0%	0%	100%	0%
	Muslim	6	0%	65%	0%	24%	12%
	Sikh	2	0%	50%	50%	0%	0%
	None	1228	14%	52%	22%	9%	3%
	Other	70	15%	45%	25%	9%	6%
	<b>Total</b>	<b>1990</b>	<b>14%</b>	<b>53%</b>	<b>22%</b>	<b>9%</b>	<b>2%</b>

## 5. Equality, Diversion and Inclusion: Events 2016 - 2017:

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. Where opportunities arise, teachers will make explicit reference to these themes in lessons and learners are reminded of them in Tutorials. The grid below shows a record of additional activities that have taken place throughout 2016-2017 as well as their link to "REGARDS", the Prevent Duty and Fundamental British Values (FBVs).

August		
Event	Audience	Impact
Induction Day lesson for all new students delivered by induction tutors <b>(REGARDS/ Prevent/FBVs)</b>	All new students	All new students made aware of Prevent and REGARDS. 79% agreed that "I found the Equality & Diversity session in my enrolment group informative"
Governor for Equality & Diversity completes online Prevent training course <b>(Prevent/FBVs)</b>	E&D Governor	Training completed

September		
Event	Audience	Impact
3 LGBT students staffed an information stall at the Fresher's Fayre to welcome new <b>LGBT+</b> students.	All new students	Raised awareness of LGBT+ support
Initial staff training on ASD <b>(Disability)</b>	All new staff	Training completed
Prayer survey to students, letting them know about support available e.g. Prayer Room, Christian Union etc. <b>(Religion)</b>	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 <b>(Religion)</b>	All students	Group established and meets regularly
Debate: This house believes that religion has no place in modern society <b>(Prevent/FBVs)</b>	All students	94 attended
Debate: This house believes that the UK should bring back the death penalty <b>(Prevent/FBVs)</b>	All students	108 attended
<b>LGBT+</b> Group established	All students	Between 20 – 40 students take part

October		
Event	Audience	Impact
Information regarding Black History Month delivered in all tutorial sessions <b>(Ethnicity)</b>	All students	Raised awareness of Black History Month
General Studies lesson – Debate of Immigration <b>(Ethnicity)</b>	All 2 <sup>nd</sup> year students	2 <sup>nd</sup> Year students have deeper understanding of the issues surrounding immigration
Debate: This house believes that cannabis should be legalised for commercial usage <b>(Prevent/FBVs)</b>	All students	219 attended
Speaker: Lord Burns: Head of Santander & former Chief Advisor to the Treasury <b>(Prevent/FBVs)</b>	All students	Over 200 attended

November		
Event	Audience	Impact
UK <b>Disability</b> History Month: short film ("No Shutting Up") shown in Tutorial ( <b>Disability</b> )	All students	All students in tutorial have seen the film and awareness raised about UKDHM
Ever 6 Working Party established ( <b>Economic and Social Status</b> )	Students identified as Ever6	A number of possible barriers to Ever6 students and ways forward identified for future action
Laptop bank established for <b>Ever6</b> students with coursework and without access to a PC at home ( <b>Social and Economic Status</b> )	Students identified by Bursary or Self-declared as Ever6	10 Laptops have been bought for student use with 8/10 taken by March
General studies lesson – Human Nature (Rwandan Genocide/Stanley Milgram) ( <b>Ethnicity</b> )	All 2 <sup>nd</sup> year students	Lesson completed
Speakers: World War 2 veterans visited an A Level History class ( <b>Age</b> )	All History students	Raised awareness
General studies lesson – World Culture ( <b>Ethnicity</b> )	All 2 <sup>nd</sup> year students	Lesson completed
Debate: This house believes that the badger culling policy is wrong and should be changed ( <b>Prevent/FBVs</b> )	All students	67 attended
Speaker: Professor Selezneva: "Russia 2016: People and Leaders" ( <b>Ethnicity</b> )	All students	84 attended

December		
Event	Audience	Impact
World Aids Day display in Well-Being Centre & students sold red ribbons ( <b>LGBT/Disability</b> )	All students	£61.85 (donated to the National Aids Trust)
Polish Christmas event run by a student for invited donations ( <b>Ethnicity</b> )	All students	£58 raised
General studies lesson – Social classes of the UK ( <b>Social and Economic Status</b> )	All 2 <sup>nd</sup> year students	Lesson completed
General studies lesson – British judiciary ( <b>Prevent/FBVs</b> )	All 2 <sup>nd</sup> year students	Lesson completed
Spirit of Christmas & Festival of Nine Lessons and Carols ( <b>Religion</b> )	All members of the community	200 attended

January		
Event	Audience	Impact
Prevent lesson delivered in E4L lessons ( <b>REGARDS/Prevent/FBVs</b> )	All students	Lesson completed; "Equal opportunities is taken seriously at the College" achieved 1.79 response in SPOC
New multi-faith prayer room available for Muslim students for Friday prayers ( <b>Religion</b> )	Muslim students	Room has been established for student use; Consultation with Muslim students increases Chaplaincy connection
General Studies lesson - World Religion ( <b>Religion</b> )	All 2 <sup>nd</sup> year students	Lesson completed



General Studies lesson – Trade/aid globalisation (first/second and third world issues) world debt <b>(Prevent/FBVs)</b>	All 2 <sup>nd</sup> year students	Lesson completed
Debate: This house believes Britain should remain part of the EU's freedom of movement.	All students	117 students attended

February		
Event	Audience	Impact
Senior Community Outreach and Engagement Officer for the Midlands/Women in Parliament Lead delivered talk for International Women's Day <b>(Gender)</b>	All students	Around 100 students attended
LGBT+ panel event with 6 LGBT+ students speaking about their experiences followed by a group chat and Q&A session <b>(LGBT)</b>	All students	Around 200 students attended
Politics and Law students visit Parliament and the Courts for 2 day trip <b>(FBVs)</b>	Politics and Law students	Approx. 30 students attended
General Studies lesson – FGM/Forced marriage <b>(Prevent/FBVs/Ethnicity)</b>	All 2 <sup>nd</sup> year students	Lesson completed

March		
Event	Audience	Impact
Equality Champions meeting <b>(Social and Economic Background/Ethnicity/Prevent/FBVs)</b>	Staff departmental representatives	Raised awareness of BME and Ever6 students' performance for future departmental action; PREVENT posters are more visible around college
Posters displayed on College bulletin screens encouraging students to register to Vote <b>(Prevent/FBVs)</b>	All students	Increased awareness of the importance of their right to vote in our democracy
Your Vote Matters – Have Your Voice Heard only if you register to Vote! You Tube clip circulated to Personal Tutors for showing in Tutorial. Link on how to register displayed on Bulletin <b>(Prevent/FBVs)</b>	All students	Raise awareness of the importance of voting
Plasma screen campaign to encourage students to register to vote <b>(Prevent/FBVs)</b>	All students	Raise awareness of the importance of voting.
Press Release – Students Photographed with PC Keith Palmer. <b>(Prevent/FBVs)</b>	All students	All students reminded of Prevent issues
Remembrance ribbons for tree in Pavilion to mark the terrorist attack in London <b>(Prevent/FBVs)</b>	All students	All students given the opportunity to reflect and remember those affected
Video produce of current student "coming out" and posted on website with link to FFLAG <b>(LGBT)</b>	All students	External communication of our Shared Values and increased support for



		LGBT+
Mock election held by students <b>(Prevent/FBVs)</b>	All students	200 attended hustings
LGBT – Let's Get Beyond This performance delivered by Lived Experience <b>(LGBT)</b>	All students	20 attended
Information added to the website on the Equality & Diversity page and the Learning Support page regarding who to contact in college for support with physical disabilities <b>(Disability)</b>	All students	External communication of our Shared Values and increased support for applicants and students with disabilities
General Studies lesson – Politics of the UK <b>(Prevent/FBVs)</b>	All 2 <sup>nd</sup> year students	Lesson completed
General Studies lesson – Human Rights <b>(Prevent/FBVs)</b>	All 2 <sup>nd</sup> year students	Lesson completed

April		
Event	Audience	Impact
Student Voice published <b>(FBVs/Democracy &amp; Liberty/Equality &amp; Diversity/Gender)</b>	All students	Shared Values communicated externally; gender issues explained to wide audience.
Autism Awareness month. NAS You Tube clip and message on Bulletin. Link shared on social media. Circulated to Personal Tutors for inclusion in Tutorial. <b>(Disability)</b>	All students	Raise awareness and aid understanding about how stressful and exhausting it is to be an Asperger/Autistic young person in a neuro-typical world.
Talking Head for BTEC IT filmed with student Vince Mojares <b>(Ethnicity)</b>	Prospective students	Raised awareness of diversity within college to all prospective students.
Panel and presentation by students with Asperger's <b>(Disability)</b>	All students	Raising awareness of Autism; attended by approx. 50 staff and students.

May		
Event	Audience	Impact
All 18 year olds emailed to encourage them to register to vote <b>(FBVs)</b>	18+ students	All 18 year olds have information as to how and why to vote
Poster campaign promoting black, male Oxbridge applicants <b>(Ethnicity)</b>	All students	Posters challenge stereotypes & are displayed prominently around college
Text sent to all BME students from DoS asking how revision is going and offering support if needed <b>(Ethnicity)</b>	BME students	DOS have intervened when help is requested and intervention is recorded
Text sent to all Ever6 and Bursary students from DoS asking how revision is going and offering support if needed <b>(Social and Economic Background)</b>	Ever6 and Bursary students	DOS have intervened when help is requested and intervention is recorded
Information board and session in the Pavilion regarding Oxfam awareness	All students	Raised awareness of volunteering opportunities

and volunteering opportunities <b>(FBVs/Democracy)</b>		
Imam Sohayb in college to speak to staff regarding basic beliefs and being a Muslim in Herefordshire and the needs of Muslim students <b>(Religion)</b>	Staff attending	Learning Lunch completed

June		
Event	Audience	Impact
JISC Accessibility Audit – access for electronic material <b>(Equality &amp; Diversity)</b>	All students and especially those with disabilities	Deeper understanding of accessibility of online and electronic services; action plan to improve accessibility and inclusion for all users
NPQSL Research project on Ever6 students to form basis of Learning Lunch	Staff attending , then information shared with all staff	Learning Lunch has taken place to raise awareness of the needs of Ever6 students
Students vote for the SRC President. Manifestos for 3 candidates available on Student portal with online vote <b>(Democracy/FBVs)</b>	All students	

July		
Event	Audience	Impact
ASD transition day to help students on the autistic spectrum orientate themselves to the college <b>(Equality &amp; Diversity)</b>	ASD applicants	15 students with ASD from partner schools attended

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

This report covers the 2016-17 academic year and uses data students completing their exams in summer 2017. Quantitative data about students' protected characteristics is gathered from the Application Form and from the Enrolment Questionnaire. Below are student value-added results (ALIS residuals) according to protected characteristics - "REGARDS" - for the last three years:

### 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 as a whole, our figures are small and statistically problematic: however, we strive to reduce the achievement gap between different ethnic groups and individual BME students' progress is monitored closely by Directors of Studies who intervene with individuals as necessary.

ALIS residuals	1415		1516		1617	
	Starts	Residual	Starts	Residual	Starts	Residual
Speak a language other than English at home	255	-0.04	261	0.11	231	0.17
11: Asian/Asian British -	9	0.34	9	-0.39	0	
12: Asian/Asian British -	22	0.08	33	0.08	28	0.25
13: Asian/Asian British - Pakistani	16	0.39	5	1.49	0	
14: Asian/Asian British - Any other Asian	35	-0.16	27	0.04	27	0.01
15: Black/Black British - African	15	-0.35	13	-0.74	6	-0.60
16: Black/Black British: Caribbean	5	-0.10	3	0.86	5	0.76
17: Black/Black British: Any other Black	0		7	0.32	12	0.30
18: Chinese	27	0.09	18	0.33	16	-0.23
19: Mixed - White & Asian	71	0.14	88	-0.13	58	0.14
20: Mixed - White & Black African	27	-0.11	15	0.56	10	0.82
21: Mixed - White & Black Caribbean	35	0.45	35	-0.21	17	-0.19
22: Mixed - any other Mixed background	50	0.45	57	0.00	36	0.36
23: White - British	6734	0.17	6203	0.03	4248	0.18
24: White - Irish	22	0.82	17	0.68	9	0.91
25: White - Any other White background	196	-0.02	228	-0.01	206	0.18
33: White - Gypsy or Irish Traveller	4	-0.23	4	-0.21	0	
47: Other - Arab	9	0.48	4	-0.59	0	
98: Any Other	22	-0.51	27	0.08	23	0.06
99: Not known/not provided	28	-0.01	17	0.00	15	-0.13
	<b>7327</b>	<b>0.16</b>	<b>6810</b>	<b>0.03</b>	<b>4716</b>	<b>0.18</b>

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

- b. Although not covered by the *Equality Act*, we continue to gather data and monitor the data according to **Economic and Social Background**. Due to a lack of standardised data about 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. However, we are exploring how we can improve the validity of this data and include the achievement of students eligible for Bursary and Welsh EMA. Below are the results for Ever6 students:

ALIS residuals	<b>1415</b>		<b>1516</b>		<b>1617</b>	
	Starts	Residual	Starts	Residual	Starts	Residual
Yes	505	0.20	480	-0.03	302	0.02
No	6303	0.15	6191	0.04	4300	0.19
Not Known	519	0.26	139	0.00	114	0.17
	<b>7327</b>	<b>0.16</b>	<b>6810</b>	<b>0.03</b>	<b>4716</b>	<b>0.18</b>

An examination of the national and local pictures reveals the following:

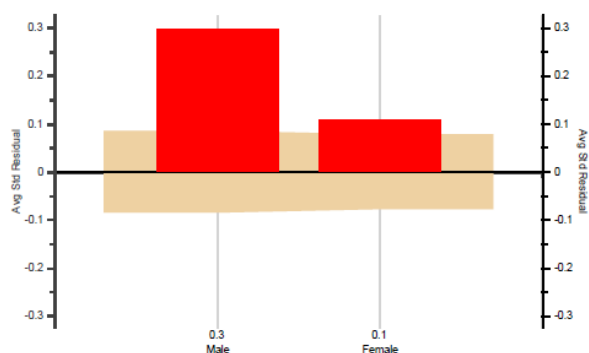
- Nationally, the achievement gap is closing very slowly (by 3 months between 2007 to 2016);
- The gap widens by 2 months each year, throughout the course of secondary school;
- On average nationally, disadvantaged pupils are 19.3 months behind their peers;
- 1/3 disadvantaged pupils did not achieve 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

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

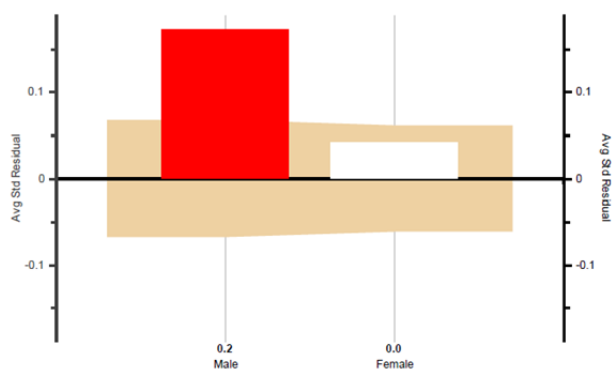
Gender:

2017:



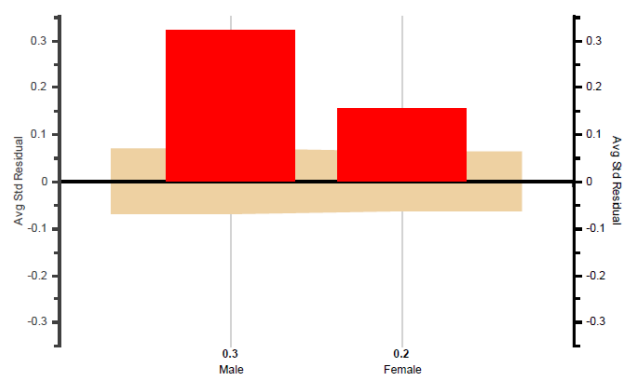
Gender	Number of Students	Average GCSE Score	Value-Added (Average Std Residual)	Error (99% Confidence)
Male	657	6.1	0.30	0.09
Female	808	6.3	0.11	0.08

2016:



Gender	Number of Students	Average GCSE Score	Value-Added (Average Std Residual)	Error (99% Confidence)
Male	849	6.1	0.17	0.07
Female	1055	6.3	0.04	0.06

2015:



Gender	Number of Students	Average GCSE Score	Value-Added (Average Std Residual)	Error (99% Confidence)
Male	835	6.0	0.32	0.07
Female	1031	6.2	0.16	0.06

Students who are Parents:

ALIS residuals	<b>1415</b>		<b>1516</b>		<b>1617</b>	
	Starts	Residual	Starts	Residual	Starts	Residual
Yes	4	1.22	0		0	
No	7218	0.16	6688	0.03	4622	0.18
Not Known	105	0.27	122	-0.15	94	0.10
	<b>7327</b>	<b>0.16</b>	<b>6810</b>	<b>0.03</b>	<b>4716</b>	<b>0.18</b>

Marital status:

There have been no married students at College over the last three years.

**d. Age:**

Our students are aged 16-19 when they enrol.

**e. Religion or belief:**

ALIS residuals	<b>1415</b>		<b>1516</b>		<b>1617</b>	
	Starts	Residual	Starts	Residual	Starts	Residual
Buddhist	32	0.78	30	0.02	31	0.04
Christian	2583	0.08	2316	-0.03	1585	0.16
Hindu	4	0.21	14	-0.13	11	0.06
Muslim	41	0.69	31	0.46	12	-0.32
Sikh	6	1.15	8	0.39	3	1.01
None	4288	0.19	4079	0.06	2835	0.19
Other	243	0.15	216	0.22	152	0.39
Not Known	130	0.43	116	-0.18	87	-0.01
	<b>7327</b>	<b>0.16</b>	<b>6810</b>	<b>0.03</b>	<b>4716</b>	<b>0.18</b>

**f. Disability and Learning Support:**

ALIS residuals	<b>1415</b>		<b>1516</b>		<b>1617</b>	
	Starts	Residual	Starts	Residual	Starts	Residual
01 : Visual Impairment	16	0.48	6	0.56	5	0.35
02 : Hearing Impairment	9	0.42	4	-0.12	6	-0.54
03 : Disability affecting	6	-0.11	3	2.11	0	
04 : Other physical disability	9	1.37	9	1.48	3	0.45
05 : Other medical condition (e.g. Epilepsy, Asthma, Diabetes)	10	0.08	7	-0.20	3	1.77
06 : Emotional / Behavioural difficulties	0		2	-0.31	0	
07 : Mental health difficulty	13	-0.19	7	0.45	11	0.60
08 : Temporary disability after illness (e.g. post-viral) or accident	0		2	0.40	5	0.20
10 : Asperger's syndrome	63	0.81	35	-0.23	18	0.01
98 : No disability	7201	0.16	6735	0.03	4664	0.18
	0		0		1	0.20
	<b>7327</b>	<b>0.16</b>	<b>6810</b>	<b>0.03</b>	<b>4716</b>	<b>0.18</b>
ALIS residuals	<b>1415</b>		<b>1516</b>		<b>1617</b>	
	Starts	Residual	Starts	Residual	Starts	Residual
10 : Dyslexia	88	0.46	25	-0.22	8	0.74
19 : Other specific learning difficulty	1820	0.23	1460	0.08	988	0.31
20 : Autism spectrum	56	0.74	48	0.05	36	0.61
98 : No learning difficulty	5363	0.13	5277	0.02	3684	0.14
	<b>7327</b>	<b>0.16</b>	<b>6810</b>	<b>0.03</b>	<b>4716</b>	<b>0.18</b>

Below is contextual information about support for students with disabilities and learning support needs.



## **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](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 complaints is available on the gov.uk website. The College's Governor with responsibility for SEND is Shirley Tully.

**g. Sexual orientation:**

ALIS residuals	<b>1415</b>		<b>1516</b>		<b>1617</b>	
	Starts	Residual	Starts	Residual	Starts	Residua
Bisexual	186	0.03	238	0.02	166	0.00
Gay man	28	0.57	42	-0.02	51	0.07
Gay woman/lesbian	20	0.79	50	-0.03	47	0.05
Heterosexual/straight	6707	0.15	6041	0.03	4114	0.20
I prefer not to respond	277	0.49	313	0.21	246	0.15
Not Known	109	0.28	126	-0.19	92	-0.01
	<b>7327</b>	<b>0.16</b>	<b>6810</b>	<b>0.03</b>	<b>4716</b>	<b>0.18</b>

Herefordshire has very little provision for LGBT+ young people but the College has a thriving and visible LGBT+ community and a Society with over 40 members.

## 7. Staff Protected Characteristics:

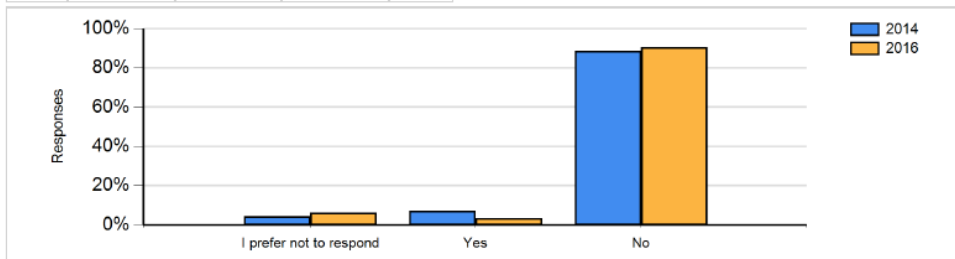
A staff well-being and protected characteristics survey is carried out every two years and the last one was carried out in 2016. The staff body is diverse and during the survey we invite colleagues to make requests for reasonable adjustments (e.g. on religious grounds or because of a disability).

### a. Staff diversity:

#### Protected Characteristic 2 - Disability

Do you have a disability that you wish to declare?

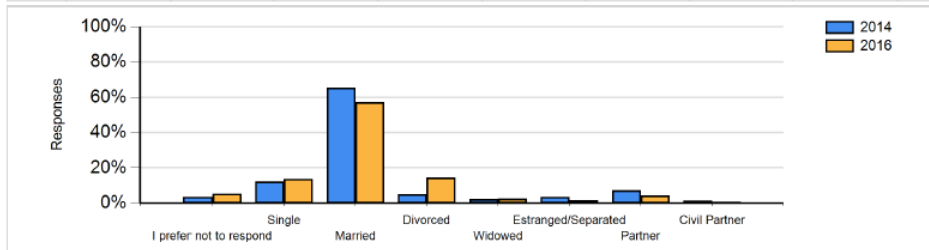
Year	I prefer not to respond	Yes	No	Total
2014	4.3%	7.1%	88.6%	140
2016	6.1%	3.5%	90.4%	115



#### Protected Characteristic 4 - Marriage and Civil Partnership

Please tick the appropriate box

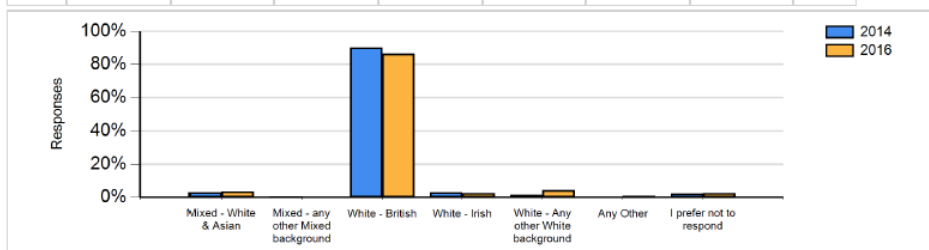
Year	I prefer not to respond	Single	Married	Divorced	Widowed	Estranged/ Separated	Partner	Civil Partner	Total
2014	3.5%	12.1%	65.2%	5.0%	2.1%	3.5%	7.1%	1.4%	141
2016	5.1%	13.7%	57.3%	14.5%	2.6%	1.7%	4.3%	0.9%	117



#### Protected Characteristic 6 - Race

How would you best describe your ethnic origin?

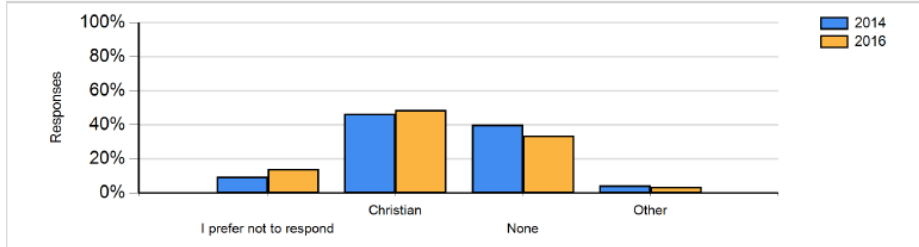
Year	Mixed - White & Asian	Mixed - any other Mixed background	White - British	White - Irish	White - Any other White background	Any Other	I prefer not to respond	Total
2014	2.8%	0.7%	90.1%	2.8%	1.4%	0.0%	2.1%	141
2016	3.4%	0.0%	86.3%	2.6%	4.3%	0.9%	2.6%	117



### Protected Characteristic 7 - Religion or Belief

What is your religion or belief?

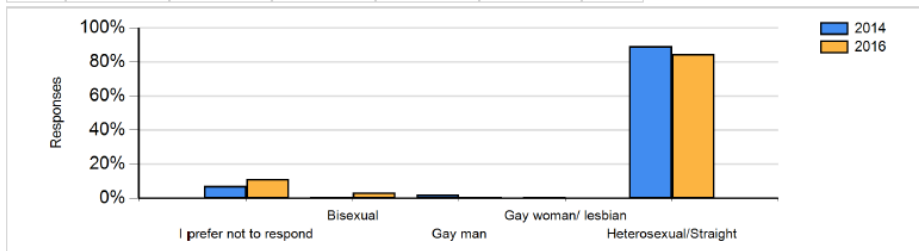
Year	I prefer not to respond	Christian	None	Other	Total
2014	9.4%	46.4%	39.9%	4.3%	138
2016	14.2%	48.7%	33.6%	3.5%	113



### Protected Characteristic 9 - Sexual Orientation

What is your sexual orientation?

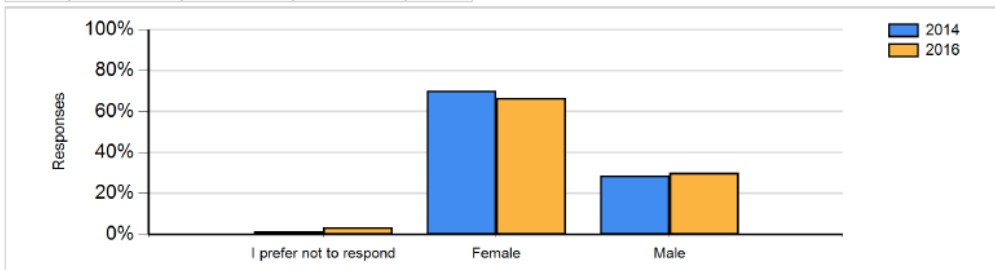
Year	I prefer not to respond	Bisexual	Gay man	Gay woman/ lesbian	Heterosexual/Straight	Total
2014	7.2%	0.7%	2.2%	0.7%	89.1%	138
2016	11.2%	3.4%	0.9%	0.0%	84.5%	116



### Protected Characteristic 8 - Sex (previously known as gender)

Please tick the appropriate box:

Year	I prefer not to respond	Female	Male	Total
2014	1.4%	70.0%	28.6%	140
2016	3.4%	66.7%	29.9%	117



A number of reasonable adjustments were requested and actioned. The next staff survey will take place in 2018.

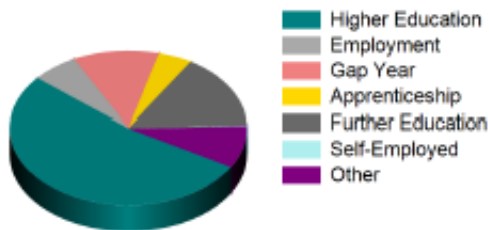
## 8. Destinations data:

### Destinations of Leavers (all leavers inc. level 2)

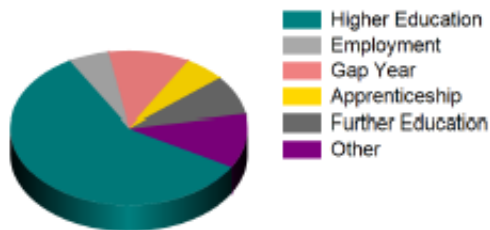
	1415		1516		1617	
Black and minority ethnic	No	Yes	No	Yes	No	Yes
Apprenticeship	41	2	61	2	49	3
Employment	57	2	97	2	111	3
Further Education	139	3	155	8	96	5
Gap Year	105	4	130	5	136	8
Higher Education	470	21	517	33	478	26
Other	79	4	56	2	70	5
Self-Employed	1		2		2	
Total	892	36	1018	52	942	50

	1415		1516		1617	
Black and minority ethnic	No	Yes	No	Yes	No	Yes
Apprenticeship	5%	6%	6%	4%	5%	6%
Employment	6%	6%	10%	4%	12%	6%
Further Education	16%	8%	15%	15%	10%	10%
Gap Year	12%	11%	13%	10%	14%	16%
Higher Education	53%	58%	51%	63%	51%	52%
Other	9%	11%	6%	4%	7%	10%
Self-Employed	0%	0%	0%	0%	0%	0%
Total	892	36	1018	52	942	50

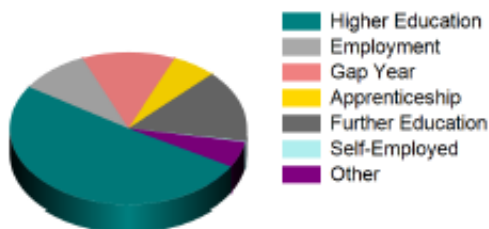
Destinations 1415 non-BME



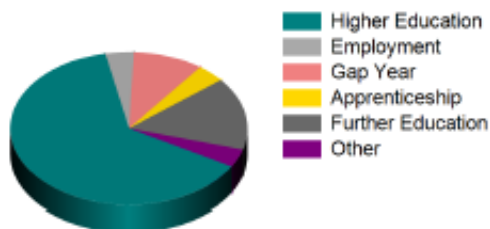
Destinations 1415 BME



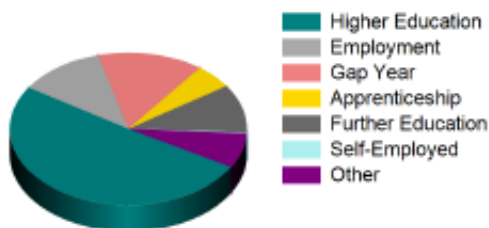
Destinations 1516 non-BME



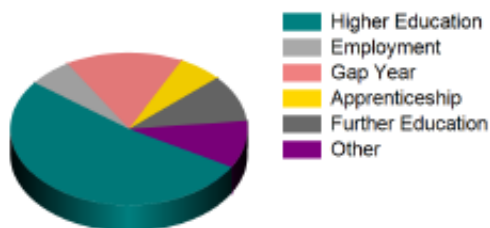
Destinations 1516 BME



Destinations 1617 non-BME



Destinations 1617 BME

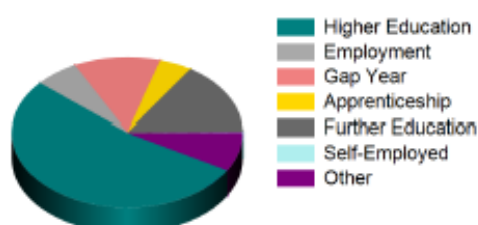


## Destinations of Leavers (all leavers inc. level 2)

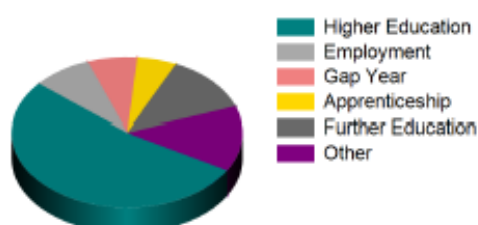
	1415		1516		1617	
Eligible for Free Meals (here or at school)	No	Yes	No	Yes	No	Yes
Apprenticeship	39	4	55	8	47	5
Employment	53	6	93	6	106	8
Further Education	133	9	140	23	88	13
Gap Year	104	5	125	10	135	9
Higher Education	454	38	507	43	481	23
Other	73	10	50	8	53	22
Self-Employed	1		2		1	1
Total	857	72	972	98	911	81

	1415		1516		1617	
Eligible for Free Meals (here or at school)	No	Yes	No	Yes	No	Yes
Apprenticeship	5%	6%	6%	8%	5%	6%
Employment	6%	8%	10%	6%	12%	10%
Further Education	16%	13%	14%	23%	10%	16%
Gap Year	12%	7%	13%	10%	15%	11%
Higher Education	53%	53%	52%	44%	53%	28%
Other	9%	14%	5%	8%	6%	27%
Self-Employed	0%	0%	0%	0%	0%	1%
Total	857	72	972	98	911	81

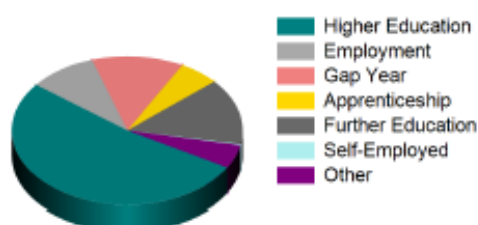
Destinations 1415 non-Free Meals



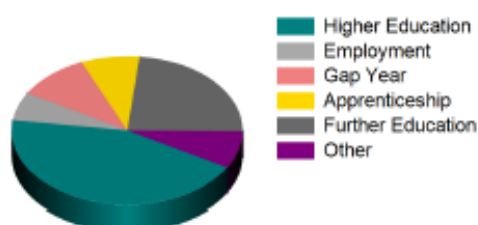
Destinations 1415 Free Meals



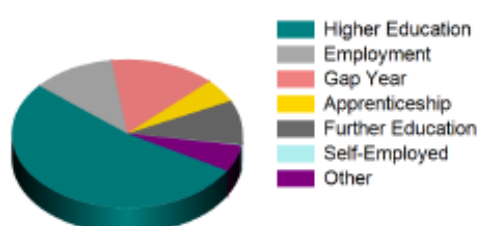
Destinations 1516 non-Free Meals



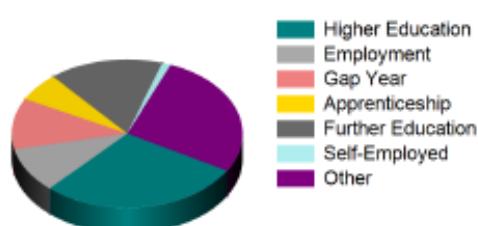
Destinations 1516 Free Meals



Destinations 1617 non-Free Meals



Destinations 1617 Free Meals



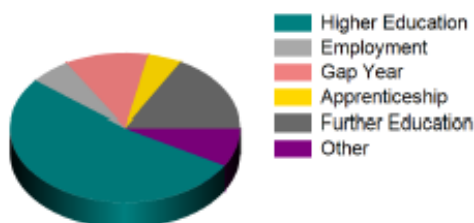


## Destinations of Leavers (all leavers inc. level 2)

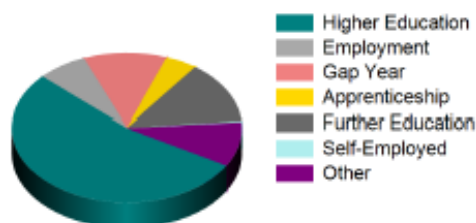
	1415		1516		1617	
Sex	Female	Male	Female	Male	Female	Male
Apprenticeship	24	19	26	37	28	24
Employment	29	30	46	53	57	57
Further Education	85	57	98	65	60	41
Gap Year	59	50	89	46	86	58
Higher Education	263	228	310	240	277	227
Other	42	41	27	31	40	35
Self-Employed		1		2		2
Total	502	426	596	474	548	444

	1415		1516		1617	
Sex	Female	Male	Female	Male	Female	Male
Apprenticeship	5%	4%	4%	8%	5%	5%
Employment	6%	7%	8%	11%	10%	13%
Further Education	17%	13%	16%	14%	11%	9%
Gap Year	12%	12%	15%	10%	16%	13%
Higher Education	52%	54%	52%	51%	51%	51%
Other	8%	10%	5%	7%	7%	8%
Self-Employed	0%	0%	0%	0%	0%	0%
Total	502	426	596	474	548	444

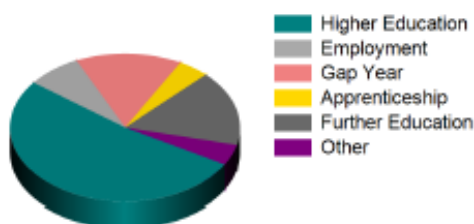
Destinations 1415 Female



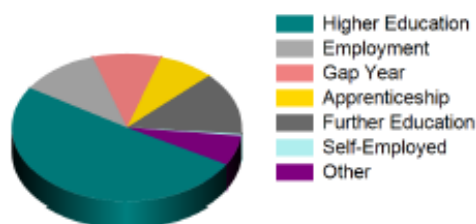
Destinations 1415 Male



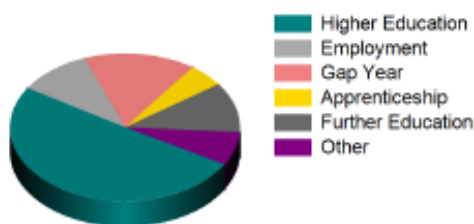
Destinations 1516 Female



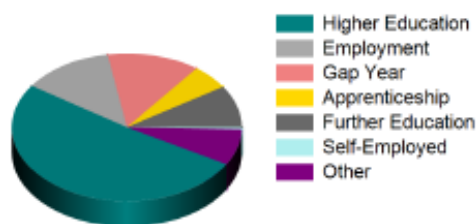
Destinations 1516 Male



Destinations 1617 Female



Destinations 1617 Male



## 9. 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 'user-friendly' so they are clear and familiar, rather than an administrative exercise.

The achievement of these objectives is monitored and reviewed throughout the year at meetings of the Senior Management Team and at the Staff and Students' Committee of the Governing Body.

### a. Report on Equality Objectives 2016 - 2017:

What we needed to do:	Have we achieved this?
1. Traffic Light monitoring for Ever6 students to help raise aspirations:	<p>Awareness of Ever6 students has been raised (e.g. with Heads of Department, Personal Tutors, Equality Champions);</p> <p>Performance Traffic Lights are monitored weekly by DOS.</p> <p><b>An improved and positive ALIS residual was achieved for these students in 2017.</b></p>
2. Working party to consider college-wide strategies to raise the success of Ever6 students	<p>A working party was established and a record is kept of their discussions and SMT minutes outline the progress of the working party.</p> <p>A Learning Lunch for Equality Champions took place to feedback on raising the achievement of Ever6 students.</p> <p>Bursary and programmes to raise aspirations have been targeted to Ever6 students</p> <p>Bank of laptops has been made available for loan by Ever6 students.</p> <p><b>An improved and positive ALIS residual was achieved for these students in 2017, although there remains a significant gap between Ever6 and non-Ever6 students.</b></p>
3. Departmental Equality Champions and Heads of Department to ensure consideration of the progress of BME	<p>Departmental minutes will keep a record of this.</p> <p>Individual action plans where appropriate.</p> <p><b>The ALIS residuals for most BME groups improved in 2017, although performance is relatively lower than for White British students.</b></p>
4. Improve the student response rate for: <b>'Equality and diversity (REGARDS) are raised in lessons when the opportunity arises'.</b>	<p>SPOC result in 2016-2017 <b>69% agreed/strongly agreed</b></p>

**b. Equality Objectives 2017 – 2018:**

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 2017 – 2018. 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 2018.

<b>What we need to do:</b>	<b>How we will know we have done it:</b>	<b>When we need to have completed this by:</b>
1. Improve the student response rate for: <b>'Equality and diversity (REGARDS) are raised in lessons when the opportunity arises'.</b>	SPOC student feedback data improves from 69%	Spring 2018
2. Improve the relative performance of girls, especially in STEM subjects	ALIS residuals	September 2018
3. Improve the relative performance of Ever6 and BME students	ALIS residuals	September 2018
4. Create new Equality and Diversity Induction film	The film will be ready to use	July 2018
5. Achieve Stonewall LGBT+ School Champions Bronze award	Award achieved	July 2018
6. Raise students' awareness of IT accessibility tools	Programme to raise awareness has been completed	July 2018

**10. Accessibility Plan:**



**HEREFORD SIXTH FORM COLLEGE  
ACCESSIBILITY PLAN  
2017-2018**

## 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 2018]**
  - 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 **[SSL; ongoing throughout year]**
  - To ensure accessibility to different curriculum areas **[SSL; ongoing throughout year]**
  - To ensure the site is fully accessible to both disabled parents and adult users **[SSL; 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 **[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 2018]**
  - To provide self-service accessibility guides containing information about accessibility and study tools available to support students learning **[MJR; by September 2018]**
  - Remote access will be provided so that assistive technology applications available within college can be used on personal devices both in and outside of college **[MJR; by July 2018]**
  - To investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site **[MJR; by July 2018]**
  - To investigate how more students can use assistive technology: we will develop a free accessibility toolbar showing up in portals + VLE if feasible **[MJR; by September 2018]**

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