

Shetland Island's Council: in partnership with Shetland College; Shetland Licensing Board; Shetland School's Service and ZetTrans

## Disability Annual Report 2008

“The only **disability** in life is a bad attitude.”<sup>1</sup>



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<sup>1</sup> Scott Hamilton – Olympic Gold Medallist

**Access to the report**

Copies of this report can also be made available in large print, Braille or on audiotape.

Copies can also be translated into various languages, on request.

Please contact;

Policy Unit  
32 Hillhead  
Lerwick  
Shetland

01595 74 3728

Or email

[policy@shetland.gov.uk](mailto:policy@shetland.gov.uk)

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## Foreword

### Shetland Islands Council

The Council is committed to fulfilling the duties laid out under the Disability Discrimination Act 1995 and working towards disability equality.

Shetland's community statement contains the following statements:

- We'll seek to create fulfilling, well paid jobs for all, whatever their talent
- Foster confident, thriving communities across Shetland Islands Council
- Promote justice and equality, here and overseas
- Expand knowledge, extend opportunities and improve access

The Chief Executive of the Shetland Islands Council States;

"I strongly welcome the Disability Discrimination Act and its related duty. We, in the Shetland Islands council are committed to ensuring that no unlawful discrimination occurs throughout any of our Services.

Shetland already ranks highly in Scotland for social welfare, health and safety. However, we are aiming to be high ranking on an international stage. We also recognise that not everyone in Shetland shares this good experience.

The talent and potential of many disabled people is not always valued or recognised. Therefore we aim to ensure that when we deliver our services we think about how we can best meet the diverse needs of disabled people.

We will continue to acknowledge the skills and abilities of disabled people who apply for our jobs and are employed by the Shetland Islands Council.

Thank you to all disabled peoples, representatives from disability organisations and our partners from the voluntary, public and private sectors who were involved in developing this report.

Lets continue to raise awareness and promote Disability Equality throughout our services, partner agencies and the wider Shetland community.”

### **Shetland College**

Shetland College is committed to ensuring that all people within Shetland should be able to access further and higher education. Our mission is to make a major contribution to the local economy through provision of high quality and higher education and training which meets the needs of the population and employers.

Director of Shetland College, states;

“I warmly welcome our legal duty to promote Disability Equality and to take account of the needs of all people in our decision making across the whole organisation. With the support of Shetland Islands Council we aim to demonstrate best practice in recruitment and retention by providing excellent support for staff. Again, in partnership with agencies such as Shetland Council of Social Service, we are committed to addressing any inequalities and discriminations which might hinder individuals and communities from achieving their full potential.

Shetland College is committed to ensuring that all students, staff and users of the college have equality of opportunity in whatever aspect of activity they are engaged in and will work to ensure that that opportunity is not compromised through any form of discrimination. The College will work with Shetland Islands Council to address the objectives and actions identified in Shetland Islands Council’s Disability Equality Scheme action plan, including those objectives and actions particular to the College;

- Build on existing information systems within the college to ensure full and required data is gathered re student population and college workforce
- Establish appropriate consultation mechanisms, including an equalities committee
- Carry out Impact assessments of all policies and procedures within the college
- Address any underrepresentation by disability of decision making bodies within the college”

**George Smith**  
**Director – Shetland College UHI**

## Introduction

### THE DISABILITY DISCRIMINATION ACT 1995

The Disability Discrimination Act 1995 provides:-

1. A legal definition of disability.
2. Disability discrimination laws.

The Disability Discrimination Act 1995 seeks to eliminate discrimination through two areas, goods and services, and employment. It effectively means that:

- (i) It is unlawful for businesses and organisations providing services to treat disabled people less favourably than other people for a reason relating to their disability.
- (ii) It is also unlawful for any employer to discriminate against a disabled person when choosing someone for a job or considering people for promotion, dismissal or redundancy.

### The Disability Equality Duty/ “General Duty”

All public authorities in Scotland must be able to provide evidence of progress towards eliminating discrimination, as well as promoting equality between the disabled and non-disabled.

The Act states that the General duty requires ‘public authorities to have “**due regard**” for the need to take steps to take account of disabled persons’ disabilities, even where that involves treating disabled persons more favourably than other persons.’

For instance;

A disabled student may need a dedicated car parking space because he/she is unable to use public transport. Non-disabled users might also want a parking space, but will not suffer the same degree of disadvantage if they do not get one: the disabled student will be prevented from attending the course if he/she does not have the space,

whilst the non-disabled student will merely be inconvenienced. More favourable treatment is necessary to provide equality of access to the course.

To support progress in delivering the general duty, there is also a series of 'specific duties', which apply to listed public authorities, as specified in the Order made by Scottish Ministers. These set out the exact steps those authorities should take to help them meet the general duty. The specific duties require listed bodies to;

- A description of the current provision for disabled people
- A description of how disabled people have been **involved** in the development of the Disability Equality Scheme and Action Plan 2007 - 2009 and how they will continue to be **involved** in the monitoring of the actions under the plan.
- The Action Plan [AP] for the period 2007 – 2009
- There must be an annual review and report of progress against the plan, published by 4<sup>th</sup> December each year. Each subsequent 3-year period must have its own scheme and action plan.

More information on the Disability Discrimination Act 1995, this can be found by contacting the Equality and Human Rights Commission –  
More information on the Disability Discrimination Act 1995 can be found by contacting the Equality and Human Rights Commission –

Equality and Human Rights Commission Helpline Scotland  
Freepost RRLL-GYLB-UJTA  
The Optima Building  
58 Robertson Street  
Glasgow  
G2 8DU

0845 604 5510 - Scotland Main  
0845 604 5520 - Scotland Textphone  
0845 604 5530 - Scotland – Fax

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

## **The Local Framework 2005-2008**

The Equality Scheme was implemented within the following framework.

### **Monitoring and Evaluation**

- We will increase our knowledge of the workforce in relation to equality and diversity
- We will increase our knowledge of the profile of the Shetland population
- We will monitor and evaluate progress on all activity

### **Energising the Organisation**

- We will ensure all corporate communication is easily accessible to all employees
- We will demonstrate a commitment to equality and diversity
- We will ensure our organisation is able to adapt to individual needs

### **Involving Communities**

- We will ensure all existing mechanisms are promoted and accessible to service providers
- We will ensure the 6 main equality strands are represented

### **Service Delivery**

- We will improve access to services
- We will monitor complaints received and conclusions by the 6 main equality strands

## Disability: Know the Facts

- 1. Scotland is estimated to have 1 million disabled adults likely to be covered by the DDA. About one in five of the population, and this is increasing by 2% each year.** <sup>3</sup>
2. The most common Disability, is the “unseen” disabilities, such as asthma, dyslexia, etc<sup>4</sup>
- 3. More than nine out of 10 companies say that employing blind and partially-sighted people would be 'difficult or impossible', according to a report by the Royal National Institute of the Blind (RNIB).**<sup>5</sup>
4. Unemployment is at its lowest for 20 years, there are 600,000 unfilled vacancies, yet three-quarters of blind and partially sighted people are without work.<sup>6</sup>
- 5. Disabled people hold only 2% of all public posts.**<sup>7</sup>
6. One in five disabled people in the UK are unemployed but want to work; this compares to one in 15 of non-disabled people<sup>8</sup>
- 7. There are around 120,000 people with learning disabilities in Scotland**<sup>9</sup>
8. Unemployment rates are doubled for people with epilepsy compared to those without a disability, even though up to 70 per cent of diagnosed epileptics can achieve seizure control with medication.<sup>10</sup>
- 9. One in five disabled Scots have experienced harassment because of their disability.**<sup>11</sup>
- 10. 6% of first class honour degrees are gained by students known to have a disability.**<sup>12</sup>

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[http://83.137.212.42/sitearchive/DRC/About\\_Us/drc\\_scotland/library/research/disability\\_in\\_scotland\\_2004-1.html](http://83.137.212.42/sitearchive/DRC/About_Us/drc_scotland/library/research/disability_in_scotland_2004-1.html)

<sup>4</sup> <http://www.leeds.ac.uk/disability-studies/archiveuk/DRC/Disability%20in%20Scotland.pdf>

<sup>5</sup> <http://www.leeds.ac.uk/disability-studies/archiveuk/DRC/Disability%20in%20Scotland.pdf>

<sup>6</sup> <http://www.leeds.ac.uk/disability-studies/archiveuk/DRC/Disability%20in%20Scotland.pdf>

<sup>7</sup> Economic and Social Data Service - Quarterly Labour Force Survey, June - August, 2005

<sup>8</sup> <http://efd.org.uk/disability/disability-facts>

<sup>9</sup> <http://www.leeds.ac.uk/disability-studies/archiveuk/DRC/Disability%20in%20Scotland.pdf>

<sup>10</sup> [http://www.epilepsyscotland.org.uk/news\\_events/media/facts\\_figures/facts\\_figures.htm](http://www.epilepsyscotland.org.uk/news_events/media/facts_figures/facts_figures.htm)

<sup>11</sup> <http://www.leeds.ac.uk/disability-studies/archiveuk/DRC/Disability%20in%20Scotland.pdf>

<sup>12</sup> <http://efd.org.uk/disability/disability-facts>.

## **Positive about Disability Employer: Two Ticks**

These are just some of the reasons why the Shetland Islands Council have agreed to make a positive commitment to employment, retention, training and career development of disabled people.

The Shetland Islands Council has been accredited as a positive disability employer. That is why we are allowed to use the positive disability symbol, or the two ticks symbol.

For this we have committed,

- to interview all disabled applicants who meet the minimum criteria for a job vacancy and to consider them on their abilities
- to ensure there is a mechanism in place to discuss, at any time but at least once a year, with disabled employees, what both parties can do to make sure disabled employees can develop and use their abilities
- to make every effort when employees become disabled to make sure they stay in employment
- to take action to ensure that all employees develop the appropriate level of disability awareness needed to make sure these commitments work
- to review these commitments each year and assess what has been achieved and ways in which to improve on them.

## **Disability; The Schemes**

### **The Schemes**

#### **The Council**

The Shetland Islands Council's Disability Equality Scheme, held within The Equality and Diversity Strategy and published December 4<sup>th</sup> 2006, detailed how the Council complied Disability Discrimination Act 1995 and accompanying regulations and best practice.

The Equality and Diversity strategy covers both recruitment and employment practices and access to all Council services.

The main stakeholders held within in the Strategy were:

- ❖ The general public,
- ❖ Council staff,
- ❖ Disability groups, and
- ❖ Community planning partners.

During development of the Equality and Diversity Strategy, we have taken into account a consultation exercise carried out with disabled people in 2005, during the improvement of the Shetland Disability Strategy.

<http://www.shetland.gov.uk/equalopportunities/documents.asp>

#### **The Schools Service**

In December 2006, The Shetlands Islands Council Schools Service published their Disability Equality Scheme therefore complying with current Equalities legislation. The main stakeholders held within the scheme were:

- ❖ Ex – Employees with a Disability
- ❖ Former Pupils with a Disability
- ❖ Current Service Users
- ❖ Parents and Pupils

During Development of the Schools Service Disability Equality Scheme, incorporating previous consultation work undertaken by the Disability Strategy was felt to be imperative due to the small numbers of people with a disability in Shetland. Therefore the management team of the Schools service did not want to cause 'involvement fatigue'

<http://www.shetland.gov.uk/education/DisabilityEqualityScheme.asp>

### **Shetland College**

In December 2006, The Shetlands College published their Disability Equality Scheme to comply with the current legislation. The main stakeholders held within the scheme were:

- ❖ Staff and Students of the College
- ❖ Disability Shetland
- ❖ S.N.A.G
- ❖ Shetland Link up

The Shetland College has also taken into account the work undertaken by the Shetland Disability Strategy during the production and monitoring of their Scheme.

[http://www.shetland.uhi.ac.uk/policies/DES\\_Final.pdf](http://www.shetland.uhi.ac.uk/policies/DES_Final.pdf)

### **Shetland Area Licensing Board**

In December 2006, The Shetland Area Licensing Board published their Disability Equality Scheme to comply with the current legislation.

### **Joint Partnership Scheme**

In December 2007, the Shetland Islands Council, Shetland College, and the Schools service decided to amalgamate our schemes together. At this point ZetTrans decide to come under the partnership scheme.

<http://www.shetland.gov.uk/equalopportunities/documents/DESLegal.pdf>

## Who are we?

### **The Council**

**Shetland** (formerly spelled **Zetland**; Old Norse,) is an Archipelago off the northeast coast of mainland Scotland. The islands lie to the northeast of Orkney, 280 Km from the Faroe Islands and form part of the division between the Atlantic Ocean to the west and the North Sea to the east.

Shetland constitutes one of the 32 council area of Scotland. The islands' administrative centre is Lerwick.

The current Population of Shetland is approximately 22,000.

Shetland Islands Council is a local authority established under the Local Government etc. (Scotland) Act 1994, as amended, and has its principal offices at the Town Hall, Lerwick, Shetland, ZE1 0HB.

As a listed public body we are required to produce a Disability Equality Scheme, which is reviewed at least every 3 years and report on progress made annually.

The Shetland Islands Council provides services throughout Shetland and all its inhabited Islands.

The Shetland Islands Council is made up of approximately 30 services, all of which are detailed in appendix **A**. Or you can go straight to the website to access the A to Z of Council Services.

<http://www.shetland.gov.uk/atoz/>

### **Schools Service**

The Shetland Islands Council is an Education Authority under the Education (Scotland) Act 1980 and through its Schools Service has a duty to ensure that there is, for their area, adequate and efficient provision of school education. The Schools Service includes 385 Teachers who deliver the curriculum to 1867 primary pupils and 1660 secondary pupils. A total of 31 central support staff offer financial, administrative and quality assurance support to 34 establishments. A policy of inclusion seeks to ensure that young people are educated in their local school as far possible and is consistent with meeting their needs. The Shetland Islands Council

Inclusion Services provides a range of services to children and young people, through: youth work delivered in youth centres and clubs across Shetland; the Bridges Project to enable young people aged 16-19 to access education, employment and training; the Local Support Network, which through early intervention provides children, young people and families with support at the earliest opportunity.

### **Shetland Islands Area Licensing Board**

The Licensing Board is a separate body from the Council and is constituted under the Licensing (Scotland) Act 2005 to carry out the function of regulating liquor licensing and other related functions in the Shetland Islands Area. Although separate from the Council, the Board is wholly comprised of members of the Council. It has no direct employees but it receives all its administrative and legal support from staff employed by the Council. The Board had, as it is required to do, adopted its own Disability Equality Scheme and is now considering joining the Joint Partnership Scheme.

### **Shetland College**

Shetland College is a non-incorporated college governed by a Board of Management consisting of 9 members, all of whom are appointed by the Council. Shetland College is a partner college within the UHI Millennium Institute and as an unincorporated College the responsibility for Further and Higher Education is vested in Shetland Islands Council. The College is bound by the Shetland Islands Council's policies and procedures and therefore is required to comply with any requirements set out in Shetland Islands Council's Disability Equality Scheme. Similarly being a partner in the UHI Millennium Institute, cognisance of and adherence to their Disability Equality Scheme is also required.

Shetland College offers a wide range of courses, both full time and part time in FE and HE provision to the communities of Shetland and beyond. These opportunities are supported in an inclusive manner, and the core philosophy of the college is to ensure that all members of the community regardless of race, geography, disability or any other irrelevant criteria, can access courses as appropriate and receive an effective, high quality, learning experience.

### **ZetTrans**

ZetTrans is committed to fulfilling the duties laid out under on it under the Disability Discrimination Act 1995 and working towards Disability equality.

The Vision of the Partnership is to develop an effective, efficient, safe and reliable transport system for Shetland. The transport system will comprise an integrated network of accessible, and affordable internal, inter island and external links, which will contribute to the development of a safe, healthy, vibrant and inclusive society, a diverse, successful and self sufficient economy, and enhanced environmental quality.

ZetTrans' Lead Officer stated:

“ZetTrans is fully committed to recognising the needs of disabled people whether they are users of the transport services or employees. The Transport Partnership will work with other agencies to ensure that the best possible facilities are provided for these people with the resources available. ZetTrans will ensure that no opportunity is missed, especially when investing in new vehicles, vessels or buildings, to improve the facilities and to comply with the legislation.”

## OUR DISABILITY EQUALITY OBJECTIVES

### **Shetland Islands Council**

The Council's guiding principles and rationale for meeting the general duty are:

#### Disability Balance Within the Workforce

- To fully assess the needs of people with disabilities living in Shetland
- To review current service provision, identify gaps and draw up an action plan to meet identified needs
- To ensure active, inclusive and meaningful consultation with service users and carers; service providers and the community in the development of the strategy and monitoring its implementation
- Review the information and advice that people with disabilities can get now and improve them where necessary. Makes sure all information is in a format that is accessible by everyone
- To improve access to generic services for people with disabilities
- To develop detailed proposals for implementing the action plan in the short, medium and longer term; up to 2020.

To ensure the local authority, voluntary services, Shetland College, Shetland schools service ZetTrans and the health board work together to meet the above objectives

For the development of the Shetlands Islands Council Disability objectives, the outcomes from the Shetland Disability Strategy was taken into account to inform them and also the Shetland islands Council Personnel recruitment policy which monitors the level and status of disabled persons on the council workforce to ensure that the council is maintaining its policy of non discrimination.

### **Schools Service**

- Ensure recruitment, selection and admission procedures are reviewed regularly

- To ensure that all managers are aware of their responsibilities in line with the Disability Discrimination Act and the Disability Equality Duty
- To ensure that all teaching staff are aware of their responsibilities with regard to disability equality
- To ensure that all schools can demonstrate efforts to involve young people in meetings about themselves
- To ensure that all school buildings are wheelchair accessible
- To ensure that all disability related harassment does not occur
- Mobility advice for people with VI

For the development of the Shetland Islands Council; Schools Service Disability Equality Objectives, the outcomes from various consultations were taken into consideration such as head teachers, ASN cluster groups and sensory services. The outcomes from the disability strategy (2005 - 2020) were also considered.

### **Shetland College**

To ensure that,

- Managers are aware of their responsibilities in line with the Disability Discrimination Act and the Disability Equality Duty
- All College staff aware of Shetland College Disability Equality Scheme and action plan and their responsibilities
- We work towards there being no significant difference in the gaps between potential and achievement for disabled and non disabled students
- We establish prioritised plan for impact assessment of existing policies and functions Impact assess all new policies, functions and business processes
- Student recruitment, selection and admission procedures reviewed
- Students with disabilities are supported to take part in all aspects of College life and wider community activity
- Estates strategy to reflect awareness of DDA and disability equality issues
- We create bank of assistive technologies to ensure meeting needs of students with disabilities

For the development of the Shetland College Disability Equality Objectives, outcomes from the various consultations with SNAG, Disability Shetland, and Shetland Link Up were taken in to

consideration. The Shetland Disability strategy (20052020), was also considered.

## **ZetTrans**

Shetland's Regional transport strategy includes, amongst others, the following interventions which are relevant to Disability Equality:

- ZetTrans supports the principle that external air services and airports in Shetland are delivered in accordance with Disability Discrimination Act, recognising their importance in the transfer of those requiring healthtreatment.
- ZetTrans will support the principle that external ferry services in Shetland are delivered in accordance with Disability Discrimination Act.
- ZetTrans will ensure all public transport services in Shetland are delivered in accordance with Disability Discrimination Act. This includes ensuring that public transport information is accessible and understandable (e.g. available in large print)
- ZetTrans will continue to ensure that ferry services in Shetland operate in accordance with Disabled Discrimination Act.
- Shetland Islands Council will provide dedicated parking for disabled users, appropriately sited and marked for their use, within local car parks and Lerwick.
- ZetTrans will continue to provide free public transport travel for the elderly and disabled groups in accordance with the national transport concessionary scheme offered by Transport Scotland.
- ZetTrans will lobby for the extension of the national concessionary fares schemes to community transport.

To access the strategy in full please click the link below,

<http://www.zettrans.org.uk/consultation/documents/ShetlandTransportStrategy050508.pdf>

## **Shetland Areas Licensing Board**

The Board strategic aims include;

- Providing services that are equally accessible to all people, free from prejudice and unfair discrimination and sensitive to

the needs of all sections of the community and ensuring our policies and procedures reflect that commitment

- Ensure that all staff are trained to understand and react to the different needs of people with disabilities

## **Our collective vision for the future**

### **We believe in building a service and workforce that:**

- Recognises and respects difference and diversity;
- Provides a safe and stable environment for everyone,
- Foster confident, thriving communities across Shetland;
- Allows every person to feel that they belong and can prosper; and
- Promote justice and equality, here and overseas

### **We are committed to:**

- Combating discrimination in all its forms;
- Providing equality of access to our services;
- Providing fair and equitable services
- Meeting the needs of our diverse population;
- Monitoring our policies for adverse impact on race;
- Fostering a culture of continuous improvement in disability equality;
- Developing an evidence base for practice; And
- Learning and sharing best practice

### **Our Community Plan priorities and targets contains the following:**

“To make sure we are all able to enjoy living in Shetland as fully as possible”

“We will ensure that equal opportunities exist for all, no matter an individual’s age, race, gender, faith, sexual orientation or disability and we will decrease inequalities.”

Shetland already ranks highly in Scotland for social welfare, health and safety. However, we are aiming to be high ranking on an

international stage. We also recognise that not everyone in Shetland shares this good experience'

One of our key priorities for 2008-2011 is to improve people's life chances and reduce inequalities. This will be delivered through a set of priorities, targets and actions plans held within our local single Outcome Agreement.

Please click on the link below to access this document

<http://www.sic.gov.uk/services/org-dev/singleoutcomeagree.asp>

Our key priorities will also be delivered through key funding opportunities, such as the fairer Scotland fund, which is open to all, This is monitored and allocated through or Community Planning Partnership.

## **Key Achievements**

**This section contains highlights of what a variety of Shetland Islands Council services has been up to in the last year to meet the Disability Equality Duty.**

### **Library Service (Council)**

1. The library service, SIC was awarded a Major grant of £17,200 by the Scottish Government / Scottish Library and Information Council to improve library services to people with disabilities. The plans include specialised AbilityNet training for all library staff, improved software and computer equipment in learning Centre, adjustable desks for wheelchair use, Loop systems, microfilm reader / printer and Web Access training.
2. Da Soond o' Shetland project launched alongside voluntary organisation, to produce Shetland talking books for Shetland Library. Over 4184 Talking newspaper and magazines delivered to blind customers over 12 months
3. For any person who cannot access services due to mobility issues there is a "Housebound service" which is delivered throughout Shetland by Mobile Libraries and public library.

### **Adult Learning (Council)**

1. The adult learning service ensures that venues are accessible for wheelchairs and for people with mobility difficulties.
2. The adult Learning service has taken steps to ensure inclusion for adults with disabilities into mainstream programmes. For Instance adults with learning disabilities have access to evening class programmes with support from carers.

3. Adult learning has worked with a group of adults with learning disabilities to set up a tenants forum to 'voice' their opinions and ideas about their support and housing. This was primarily about promoting equality of opportunity and positive attitudes; encouraging participation in public life. The group's achievements were celebrated at a Celebration of learning held in November at the Town Hall.
4. All publications are available in large print upon request. This is a council wide policy.
5. Adaptations are made to learning resources to enable adults with sight difficulty or dyslexia to access them more readily.
6. All learners are asked about disability, which may affect their learning, and appropriate steps are taken to support individuals who disclose a disability. For Instance adult learning will arrange signing or alternative methods of communication for a deaf learner.

### **Train Shetland**

"We continue to support the transition from school to workplace training for many young people across Shetland. We provide a support/monitoring service for the employers and trainees themselves, as they progress throughout their training. This year our funding contract enabled us to recruit 54 trainees. Quite a few of the new trainees have disabilities, as defined by the DDA: 1 with dyslexia, 1 with discalcula (which is a form of dyslexia but for numbers) 1 with epilepsy, 1 with learning difficulties (not labelled), 1 with a congenital physical problem and one with social (mental health related) problems. We will provide support as needed to these young people and their line managers, throughout their 2 or 4 year training."

**Vocational Training Manager**

### **Asset and Properties (Council)**

Have completed access audits for various Council Services as well all the Recreational Trust property.

"We have provided design advice on a number of proposed building projects, including the new Anderson High School."

- The following improvement works have been completed:

1. Janet Courtney Hostel - New accessible toilet, accessible bedroom with en-suite accessible toilet, designated parking bay and upgrade access to rear of building.
2. Boddam Hall - New accessible toilet facility (Council provides service from this building).
3. Burravoe Primary School - Various handrails, internal and external ramps, accessible toilet upgrade.
4. Aith public toilet, upgrade existing toilet to meet current standards.
5. ICT Car park upgrade, provide designated disabled parking, new road markings and improve access route into building.

### **Proposed work for next year**

6. Design work has been completed for other DDA works at Sandwick School, Baltasound Primary School, Scalloway School and Sound Primary School, hopefully these works will be completed next year.

### **Finance (council)**

Learning Disabilities = Use plain English in literature being sent out  
Physical Disabilities = Provide Disabled Access to both buildings and to provide Lift to the Upper Floor

Sensory Impairment = Changed font and print size of literature, Issue payslips, pension scheme booklets and pension annual benefit statements in electronic format (employees with visual impairment)

Elderly/ Infirm = Use plain English in literature being sent out

Mental Health = Use plain English in literature being sent out

### **Trading Standards**

The trading standards section of the council has made a proposal for an induction loop at the Infrastructure reception to improve the service to customers with a hearing impairment. This suggestion has been passed to the executive services (corporate section). The policy unit will follow this up.

### **Shetland College**

The senior management team reviewed the college's committee structures to broaden membership across all college areas; this included the formation of an Equalities Committee. The remit of the Equalities Committee is as follows:

'The Equalities Committee should be responsible for overseeing the implementation of the college's Equality Duties and Schemes across all aspects of college provision in accordance with college's quality procedures and policies. Its role should be one of constant evaluation continuous improvement and active promotion of equality opportunities and diversity.'

The first meeting was held in Nov 2008 and membership of the committee is made up of college staff, representation from SIC and UHI and student representation.

### **Students with learning disabilities expanded provision**

The existing programmes for students with profound learning needs have been expanded to meet the growing need of the increased numbers of students with learning disabilities in Shetland.

In 2007/08 there was one established Communication programme with six learners with learning disabilities. This has now expanded in 2008/09 into two groups with a total of twelve students who are mostly recruited from the Eric Gray Centre and Independent Living Project.

The provision for candidates with profound leaning difficulties has also been expanded with the introduction of an art course. This new class has allowed learners with profound learning disabilities to participate in college programs. These 6 learners will complete an SQA Unit at Access 1 and will complement the existing Cookery class for candidates with profound difficulties.

### **Community Learning and Development (Council)**

1. Community Work continues to employ members of staff with disabilities and every effort is made to accommodate any additional needs.
2. All Community Work offices work to their action plans regarding access. If any member of the public for whatever reason, finds getting to the office difficult, a community worker will visit within the community, finding a suitable venue, or on rare occasions have met with small groups in private homes.
3. All Community Workers encourage all community groups to be open and welcoming to all members of the community, and this is part of the councils grant

conditions. All constitutions etc. have to state they are open to all within their community, with no exception.

4. All groups looking to extend or new build community facilities are reminded to consider access issues and to do access audits, which are DDA compliant.
5. Staff have attended training regarding mental health such as suicide first aid and support groups such as Mind Your Head and Moving On.
6. All Community Learning and Development (CLD) Staff have a high awareness of discriminatory issues and are skilled at challenging prejudice in this area.

### **Inclusion Officer (Council)**

This post was recruited in May 2007, with the role and remit to contribute to the further development of inclusive practices, not only in our services areas, but also across the whole of Children's Services and it's Partners.

The Inclusion Officer works with others to better meet the needs of children and young people with ASN, and to raise awareness and skills to enable the inclusion of children and young people with ASN in social and leisure activity.

1. As a result of Youth Services commitment to meet its legislative duties in regards to the DED and to better meet the needs of those accessing Youth Services provision, it became clear, through consultation with service users, that more provision was needed.

Stakeholders were,

- SNAG(local parents of disabled peoples group)
- Young people affected by change in provision

It was proposed by Children's Services, after acknowledging more provision was needed during the holidays for children and young people with ASN that a solution be agreed upon. Representatives of SNAG accepted that the 6-week provision was previously offered due to the extended summer holidays.

Children's services proposed that provision of a week in the October Break and a weeks provision in the Spring break be offered also. SNAG representatives were happy with this offer.

2. Challenging and supporting other services provided by the S.I.C, to be more aware of their duties by recommending and prompting consultation in regards to the new Harbour House Public Toilet Facilities plans. How the proposed facilities meet the needs of its users, and accessibility. This resulted with the Cleansing Service Manager approaching S.N.A.G, as a consulting body and requesting input and amendments into the proposed plans. The result was very positive, with plans being adapted to better meet the needs of the facility users.

For example installing a sliding door, a changing bench and the instillation of a tracking hoist. The new facilities will be better planned to accommodate all.

3. Again when the adaptation of the current disabled toilet facilities in Islesburgh Complex was proposed consultation was sought with a representative of S.N.A.G, who as a service user was able to recommend the most appropriate adaptations. These will be incorporated into the developments and the resulting new facility will be available next year.

### **Target for the Future In the Inclusion service**

1. Barriers to Inclusion in Youth Clubs are still a concern for a variety of reasons, mostly because some individuals require support from an additional support worker and this has been problematic to implement. Links with Laburnums Outreach Support Service has been made and this, in future, hopes to better meet the needs of those individuals who can utilise this service.

### **Schools Service**

Here are some great examples of what has been going on in Shetlands schools.

#### **Specialist training for staffing Mossbank**

1. Thanks to the inclusion of disabled student in Mossbank Primary, several staff have become trained in Manual Handling, Auditory scanning and RNIB course called Partners in Learning. Staff now feel more confident and are able to share these skills and feel more confident in meeting the needs of the student, who is registered blind and uses a wheelchair.

### **ALL children benefit**

2. P.E teacher from Bells Brae is certain that ALL the children have benefited from the involvement of the disabled student in sport activities. The primary student has been getting involved in swimming lessons, basketball and badminton games, netball and Target Games.  
The P.E teacher says she has learned from the experience of working with this pupil, who uses a wheelchair, and the staff team from Bell's Brae ASN department.

### **Technical Teacher adapts to Visual Impairment**

3. Two Teachers at Brae High schools have made it possible to include a young student with vision difficulties in Craft and Design. The staff meet once a week to plan how the lesson can be adapted to meet the young student's individual needs. The pupils in the class have responded well to the inclusion of this student and are also very supportive.

### **Listening to Children**

4. Pupils with support needs in Bell's Brae have their voices heard through the use of voice to text technology as well as video and other means. A teacher has created a checklist which all staff use to ensure that their pupils' point of view can be expressed at their own meetings - staff have to consider the best communication method for each child, and plan the equipment, time and staff training needed to make this happen.

### **Careful planning in Whalsay**

5. ASN staff in Whalsay plan different strategies to make sure that pupils have a positive image of disability – regular meetings with senior management, Pupil Support and ASN staff have resulted in carefully arranged group work around one pupil, which can involve a reporter and a photographer recording how the pupil communicates and interacts. These recordings and photos help other children understand the pupil better. Staff intend to involve the pupils in planning an appropriate lesson in the future.  
Pupils feel that the social skills lessons they share “helps them to understand disabled people better”. They completed a self-evaluation exercise where they commented on all the activities they had enjoyed – eg. “I liked painting the flowers, the sports and the sensory room” and what they had learned

about how the pupil communicated – eg “maybe they did this because she/he liked it”.

Pupils of all ages come into the ASN base at interval times and have fun. Staff acknowledge that not all pupils will be engaged but they have removed the “fear of the unknown” by making sure that pupils with needs are not isolated and that the base is attractive and busy, a welcoming place for all the pupils in Whalsay.

### **Technology makes it easy**

6. Two first year pupils in the Anderson High School are using laptops for all their work. Staff adapt class materials to suit the pupils’ learning styles – this takes the pressure off a pupil who finds writing difficult. Mary Sinclair says

“The results have been very positive – a learning curve for pupils and teachers - and parents, as homework is done in the school if the pupil does not have a compute at home”

## **ORGANISATIONAL RESPONSIBILITY FOR THE ACTION PLAN**

Within the Council, responsibility for the Scheme lies with the Head of Organisational Development.

Responsibility for the Schools Service lies with the Head of Schools.

Responsibility for Shetland College lies with the Director of Shetland College.

Responsibility for Shetland Area Licensing Board lies with the head of Legal Services.

Responsibility for ZetTrans lies with the Lead Officer for ZetTrans.

## Shetland Islands Council; Disability Action Plan - Progression

Task	Action	Timescale	Responsibility	Progression
<b>Monitoring &amp; Evaluation</b>				
We will increase our knowledge of the workforce in relation to disability				
Improve system to ensure validity	Ensure we are collecting the correct data through training & promotion	Annual review in May	Personnel	Ongoing but is being done.
	Ensure data is complete	Annual review in May	Personnel	Data complete
	Make data more user friendly	Annual review in May	Personnel	Annual report in December 07 but not specific to data accessibility
	Gather qualitative data from staff survey and Moving on Employment Project	June 2007	Personnel/ Policy	Complete
We will increase our knowledge of the profile of the Shetland population in relation to disability				
Improve system to ensure validity	Find out which services are monitoring what Customer profile for each service	April 2007	Policy	This has been started but could be done more rigorously.
	Collate, analyse and report monitoring corporately Annual report to Executive Committee & EMT	October 2007	Policy	Joint equalities report has just gone to council and will ensure this is done every year.
<b>Energising the Organisation</b>				
We will ensure all corporate communication is easily accessible to all employees				

<b>Task</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Progression</b>
Staff Survey	Find out how staff would like to receive corporate communication All staff receiving corporate communication in a way that is easily accessible to them DRC standard met	June 2007	Personnel	Not done

Intranet	Ensure the internal Intranet meets the DRC accessibility guidelines All staff able to access information on the Intranet DRC standard met	December 2007	ICT	Not done – this will be incorporated into the new overhaul of the Shetland gov.uk website
Written Communication	Encourage all services to use the Council's Quality Standard for Equalities & Human Rights All staff receiving corporate communication in a way that is easily accessible to them Quality Standard met	Ongoing	Policy	Complete and ongoing
We will raise awareness of disability issues throughout the organisation				
Quality Standard for Equalities & Human Rights	Encourage all services to use the Council's Quality Standard for Equalities & Human Rights Individual needs/ concerns of staff and service users understood and met Quality Standard met	March 2007	Policy	Complete and ongoing
Equality Circular	Use the monthly Equality Circular to distribute both local and national equality and diversity news throughout the Council, and our community planning partners Local and national equality and diversity initiatives informing people's work throughout the Council	Ongoing	Policy	Complete and ongoing – becoming quite popular and just received mention of best practice my audit Scotland 2008.

	10% increase in people signing up to the Equality Circular			
Training	<p>Run the following courses:</p> <ul style="list-style-type: none"> <li>• Equality &amp; Diversity Awareness</li> <li>• Disability Awareness</li> <li>• Dyslexia Awareness</li> <li>• Plain English</li> </ul> <p>Individual needs/ concerns of staff and service users understood and met 20% increase in training places taken up</p>	Ongoing	Personnel	Run all of these courses but this year would like to update these courses in line with current legislation.
We will ensure our organisation is able to adapt to individual needs				
	<p>Adaptations for disabled employees</p> <p>Individual needs/ concerns of staff understood and met</p>	Ongoing	All	Ongoing
	<p>Improve physical access to Council buildings Statutory Performance Indicator</p> <p>Individual needs/ concerns of staff and service users understood and met</p> <p>Statutory Performance Indicator</p>	Ongoing	Asset Services	This is ongoing, with several buildings being completed within this financial year

<b>Involving Communities</b>				
We will set up mechanisms for involving disabled people				
Inclusion Project – to ask disabled people about any barriers they face accessing opportunities in their community	Disabled individuals able to access opportunities within their community Research findings presented	June 2007	Policy	Complete and welcome point come from this.
Inclusion Officer post	Explore links between Inclusion project and Inclusion Officer post in Education & Social Care Disabled individuals able to access opportunities within their community Research findings presented	March 2007	Policy	Not done
Disability Forum	Use the mechanisms created by the Disability forum to engage disabled people in the Disability Equality Scheme 2008 action plan developed with input from disabled people	September 2007	Policy	Still ongoing and would like to develop this more.
	Promote mechanisms to all service providers Involvement of disabled people in service provision	Ongoing	Policy	Have done a piece of work on this in the lat year and been moderately successful, will continue.
<b>Service Delivery</b>				
We will improve access to our services for disabled people				

Physical access	Improve physical access to Council buildings Statutory Performance Indicator Individual needs/ concerns of staff and service users understood and met Statutory Performance Indicator	Ongoing	Asset Services	This is ongoing, with several buildings being completed within this financial year
Website Accessibility	Everyone able to access information on our website DRC standard met	December 2007	ICT	This will be complete for the December next year in line with new legislation
Quality Standard for Equality, Diversity & Human Rights	Encourage all services to use the Council's Quality Standard for Equality, Diversity & Human Rights Individual needs/ concerns of staff and service users understood and met Quality Standard met	March 2007	Policy	Have been working with services on this, there is of course further work to do on this.
Service plans	Ensure equality and diversity is a priority for 07/08 service plans Individual needs/ concerns of staff and service users understood and met All service plans addressing equality and diversity	January 2007	Policy	Not done but this will be carried on the next action plan.
Equality Impact Assessments	Ensure all policies and strategies are equality assessed during the life of the 07/08 service plans All policies and strategies equality	March 2008	Policy	Not done but this will be carried on the next action plan.

	impact assessed			
	Ensure feedback from involvement exercises is fed into 2008 plans Individual needs/ concerns of staff and service users understood and met All service plans addressing equality and diversity	September 2006	Policy	Complete
We will monitor complaints received and conclusions by the 6 main equality strands				
Complaints procedure in place which is open & accessible and leads to a satisfactory conclusion	Update procedure and ensure council-wide implementation Individual needs/ concerns of service users understood and met Complaints procedure in place	March 2007	Heads of Legal & Organisational Development	Ongoing
	Profile & monitor all complaints received by the 6 equality strands	March 2007	Head of Organisational Development	Statistics compiled
	Profile & monitor all conclusions by the 6 equality strands	March 2007	Head of Organisational Development	Statistics compiled
Reporting & Review	We will report to the Council and DRC an updated action plan every year	October 2007	SIC Equalities Group	Report to Council
	We will ensure that these reviews take into account the views of communities, employees, trade unions and Members	Ongoing	SIC Equalities Group	Consultations as and when.

## How have we delivered our actions and met our targets

Throughout all council services we aim to ensure that there is no discrimination felt by any person. This is monitored by the Council's Human Resources service.

Adhere to Recruitment and Selection Policy	In place	Service Managers
Provide training on Recruitment and Selection Policy	In place	Service Managers
Carry out Exit Interviews	In place	Service Managers
Adhere to Disciplinary and Grievance policy	In place	Service Managers
Provide training on Disciplinary and Grievance Policy	In place	Service Managers
Adhere to Maternity & Parental Leave Policy	In place	Service Managers
Adhere to Job Share Policy	In place	Service Managers
Adhere to Equality & Diversity Policy	In place	Service Managers
Adhere to Training Policy	In place	Service Managers
Offer all staff training according to their needs	In place	Service Managers
Adhere to Harassment & Bullying Policy	In place	Service Managers
Advertise Harassment & Bullying Policy by displaying posters on notice boards	Ongoing	Senior Admin Assistant's
Adhere to Absence Management Policy by carrying out Return to Work interviews	In place	Service Supervisors
Keep up to date records on staffs' personal circumstances by carrying out data verifications	In place	Senior Admin Assistant's



## Shetland College: Disability Equality Scheme Action Plan

Disability Equality Duty 1: Promote Equality of opportunity between people with disabilities and others						
	Outcome	Action	Timescale	Progress Indicators	Responsible	Progression
1.1	Managers are aware of their responsibilities in line with the Disability Discrimination Act and the Disability Equality Duty	All Managers trained in impact assessment and collecting and using data	Mar 2008	Record of staff undertaking training	Operations Manager / Admin Manager	A staff information sheet regarding the Disability Equality Duty was created which informed managers and staff of their responsibilities. Training for managers and staff have been arranged for Jan 09 as part of the college's Staff Development Plan 08/09
1.2	All College staff aware of Shetland College Disability Equality Scheme and action plan and their responsibilities	a) All staff to undertake appropriate training in DES	Jun 2008	Record of staff undertaking training	Operations Manager	All staff were notified via e-mail of the Shetland Islands Council DES and that a copy could be located on the college's intranet for

		b) New staff to be given information as part of induction	Ongoing	Training records	<p>staff and on the college's website.</p> <p>Training for managers and staff has been arranged for Jan 09 as part of the college's staff development plan 08/09.</p> <p>All new staff takes part in the college's induction procedure. This outlines the SIC's Equality and Diversity policy, the Disability Equality Duty, Scheme and Action Plan. All new staff are made aware of how and where to access the documentation on the college's Intranet.</p>
		c) The college to	Ongoing	Minutes / Training records	<p>The college has representation on the SIC Consultation</p>

		use Shetland Disability as a point of reference with any queries / training regarding disabilities				Disability Forum as a point of reference with any queries / training regarding disabilities.
1.3	Work towards there being no significant difference in the gaps between potential and achievement for disabled and non-disabled students	<p>Ensure that all students have the opportunity to have their needs met through</p> <ul style="list-style-type: none"> <li>• Appropriate facilities</li> <li>• Appropriate learning resources</li> <li>• Support for learning</li> <li>• Assistive technologies</li> <li>• Reasonable adjustment</li> </ul>	Ongoing	Course reviews ILPs	Operations Manager / Learning Support Team	<p>The College has a comprehensive set of learning support and extended learning support arrangements which help students to identify additional support needs.</p> <p>Course guidance and careers education and guidance is in place available at all stages of a student's contact with Shetland College from pre-entry to post-exit.</p> <p>The Guidance Coordinator has a welfare and pastoral role and is dedicated to supporting students</p>

						within the college environment.
<b>Disability Equality Duty 2: Eliminate discrimination which is unlawful under the Disability Discrimination Act</b>						
	<b>Outcome</b>	<b>Action</b>	<b>Timescale</b>	<b>Progress Indicators</b>	<b>Responsible</b>	<b>Progression</b>
2.1	Establish prioritised plan for impact assessment of existing policies and functions	<p>Impact assess all existing policies and functions</p> <p>Make necessary changes.</p> <p>Publish amended policies and put in place any training required</p> <p>Monitor business practices and ensure change is effective</p>	By end Jan 2008	<p>Minutes</p> <p>Impact assessment documentation</p>	Operations Manager	<p>There has been an agreed list of policies and functions to be impact assessed and prioritised.</p> <p>The college has established an impact assessment tool which the college will be using to impact assess its policies, procedures and systems. Policies will be amended as necessary and published on an ongoing basis, in line with effective business</p>

						practice.
2.2	Impact assess all new policies, functions and business processes	As Above	Ongoing	Minutes Impact Assessment Documentation	Operations Manager	Any new policies, functions and business processes will be impact accessed as necessary and published on an ongoing basis, in line with effective business practice.
2.3	Student recruitment, selection and admission procedures reviewed	a) consult with students with disabilities	By end Oct 2008	Records of meetings, revised materials and process; training records	Operations Manager / Guidance Co-ordinator / Admin Manager	The college set up a working group to assess and review the recruitment, selection and admission procedures. This group carried out a student survey, to review recruitment, selection and admission procedures, capturing student experiences of their first few weeks at College. The student survey

						<p>conducted on a sample basis in November 2007 focused on pre-entry and entry phases (e.g. enrolment, guidance, induction and general first impressions of the college.) The sample was 122 completed surveys and was carried out the week commencing Monday 26<sup>th</sup> November 2007. 92% (113 out of 122) students questioned were satisfied with the enrolment process. 95% (106 out of 111) of the respondents gave a positive response to the helpfulness of reception staff. 100% (122) of the respondents stated that they were made to feel welcome by staff.</p>
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		<p>b) amend materials and processed as required and train staff</p>				<p>The senior management team reviewed the college's committee structures to broaden membership across all college areas; this included the development of an equalities committee. The first meeting will be held in Nov 2008 and will have representatives from SIC, UHI and student representation.</p> <p>College materials with regard to student recruitment, selection and admission procedures were reviewed and amended as required and the relevant staff updated. A student finance workshop was delivered by the Guidance Co-ordinator to all Heads</p>
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						of Academic Sections.
2.4	Establish links with local disability services to provide information and guidance for staff and students re. disability matters	Form a committee of staff, students and partners to monitor equality and diversity across the college	By end Mar 2008	Minutes	Operations Manager	The senior management team reviewed the college's committee structures to broaden membership across all college areas; this included the development of an equalities committee. The first meeting will be held in Nov 2008 and will have representatives from SIC, UHI and student representation
<b>Disability Equality Duty 3: Eliminate Disability related Harassment</b>						
	<b>Outcome</b>	<b>Action</b>	<b>Timescale</b>	<b>Progress Indicators</b>	<b>Responsible</b>	<b>Progression</b>
3.1	Record/Monitor incidents of harassment of disabled people on all College sites	Revise reporting policies and create an incident report form	Apr 2008	Updated policy	Operations Manager	There were no recorded incidents of harassment of disability on any of the college sites.

<b>Disability Equality Duty 4: Promote positive attitudes towards people with disabilities</b>						
	<b>Outcome</b>	<b>Action</b>	<b>Timescale</b>	<b>Progress Indicators</b>	<b>Responsible</b>	<b>Progression</b>
4.1	Information materials from DRC, Disability Shetland etc. publicised and made freely available to students, staff and visitors	Ensure materials are revised and available in alternative formats including online access	By end of May 2008	Revised materials, online access.	Operations Manager / Heads of Section/ Marketing Graduate / Guidance Coordinator	College publicity material is routinely updated and made available to students, staff and visitors. Paper copies are available in the reception, student areas, staff rooms, learning centres and the library. As part of the College's publicity the College's website is also regularly updated with the same information as the paper versions.
<b>Disability Equality Duty 5: Encourage participation by people with disabilities in public life</b>						
	<b>Outcome</b>	<b>Action</b>	<b>Timescale</b>	<b>Progress</b>	<b>Responsible</b>	<b>Progression</b>

				<b>Indicators</b>		
5.1	Ensure that students with disabilities are supported to take part in all aspects of College life and wider community activity	<p>Work with College students association and UHISA to assist students who wish to participate</p> <p>Work with groups of disabled students to encourage increased participation</p>	Ongoing	Number of students both indicating an interest and becoming involved	Operations Manager / Guidance Coordinator	<p>The college management team has supported the college's students association and UHISA to assist students who wished to participate in all aspects of college life and wider community activity, through the work of the Guidance Co-ordinator in her role as pastoral care with the students.</p> <p>She has organised meetings of the student association in conjunction with the officers of the committee and supporting the officers of the student association committee in their roles and responsibilities. She worked with the course</p>

						<p>representatives in looking at the role of a course representative and initiating SPAQS training.</p> <p>She has enabled students to put forward suggestions of ways of improving the student experience of the college, such as installing a vending machine.</p>
<b>Disability Equality Duty 6: Take steps to meet the needs of people with disabilities even if this requires more favourable treatment</b>						
	<b>Outcome</b>	<b>Action</b>	<b>Timescale</b>	<b>Progress Indicators</b>	<b>Responsible</b>	<b>Progression</b>
6.1	Estates strategy to reflect awareness of DDA and disability equality issues	Ensure Gutter's Hut and Bruce Hostel Kitchen premises are DDA compliant	By end Dec 2008	Audit reports	Operations Manager	Due to a staff shortage issue within the Asset and Property Services Dept., the DDA audits for the Gutter's Hut and Bruce Hostel

						Kitchen premises are yet to be completed. This action will be carried over into the next calendar year.
6.2	Create bank of assistive technologies to ensure meeting needs of students with disabilities	Maintain and expand assistive technologies resources	By end of Aug 2008	Assistive technologies available reflect current need	Operations Manager / Learning Support Team	The Learning Support Team has continued to maintain and expanded the bank of assistive technologies for students.



## DISABILITY EQUALITY SCHEME- Shetland Islands Area Licensing Board

### THREE YEAR ACTION PLAN - 2006-2009 - REVIEW 4 DECEMBER 2008

Objective	Action	Target Date	Implementation – as at 4 December 2008	Continuing actions proposed – as at 4 December 2008)
Eliminate unlawful discrimination and promote equality of opportunity	1. Adopt Disability Equality Scheme	2006	The Disability Equality Scheme was adopted by the Licensing Board on 15 January 2007.	Investigate the possibility of joint Equalities Scheme with community planning partners.
	2. Review the Disability Equality Scheme on an annual basis.	Ongoing	This is the second annual update of the Disability Equality Scheme	An annual review will be replaced by a wholesale reconsideration of the Disability Equality Scheme in 2009 as required by legislation
	3. Develop working relationship with Shetland Islands Council and their community planning partners.	Ongoing	Relationships are ongoing. A Disability Consultation Forum has been set up to channel consultation for ensuring Shetland Islands Council and their Community Planning partners, including the Licensing Board comply with their disability equality duties. A Licensing Board representative has attended.	Continue to attend regularly at any meetings of the Disability Consultation Forum and consider appropriate action any concerns raised therein

<p>Assess impact of policies and services on the promotion of equality of opportunity and to promote disability equality</p>	<p>1. Prepare a voluntary questionnaire for applicants to the Board to establish whether those using our services have a disability.</p>	<p>2007</p>	<p>The questionnaire approved by the Board in January 2008 was issued to all applicants for new licences. 8 returned the questionnaire –no disability reported.</p>	<p>Consider the need for gathering further data at regular intervals.</p>
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<p>Assess impact of policies and services on the promotion of equality for people with disabilities.</p>	<p>2. Review all current documentation for compliance with the Act.</p>	<p>2. 2007</p>	<p>The Clerk sought help from the Ensuring Equal Opportunities in Shetland Working Group regarding reviewing documentation and policies for compliance with the Act. The Group produced a Shetland Equality Impact Assessment Form in the Summer of 2004. The Clerk used the Equality Impact Assessment Form to review the documentation and policies of the Board.</p>	<p>Investigate and keep under review any new formats developed for assessing the impact of policies.</p>
<p>Monitor policies for an adverse impact</p>	<p>1. Review all existing policies with a view to identifying any incompatibilities with the aims and objectives of the Act.</p>	<p>1. 2007</p>	<p>The Clerk has reviewed the current policy and procedure using the Equality Impact Assessment form. This procedure identified some minor possible failings in the current procedures and means to address them.</p>	

Monitor policies for an adverse impact	2. Consider whether any new policies or procedures to be adopted by the Board will have an adverse impact on equality of Opportunity. If there could be an adverse impact, whether it could be avoided or reduced.	2. Ongoing	The new Statement of Licensing Policy under the Licensing (Scotland) Act 2005 is in the process of being impact assessed. Other new policies will be assessed on an ongoing basis	Action any issues raised by the impact assessment of the new Statement of Licensing Policy. Impact assess any other new policies under consideration
Train Staff in connection with the general duty	1. Review staff training in conjunction with Shetland Islands Council and their community planning partners	1 Ongoing	Two of the Assistant Clerks have attended Equality and Diversity training organised through Train Shetland., as have both the administrative assistants One of the Assistant Clerks has also attended training on dyslexia.	Investigate training opportunities and ensure that the final members of staff undertake some training relevant to equalities issues.
Ensure public access to information and services	1. Publish this policy and distribute it to all members and officers of the Board. Copies will be available to any interested party from the Clerk to the Board, 4 Market Street, Lerwick, Shetland ZE1 0JN.	1. 2007	The Clerk distributed the policy to the Board Members and Officers in December 2007.	The policy remains available from the Clerk for any interested parties.
Ensure public access to information and services	2. As part of the annual review process consider whether further publicity in relation to the	2. Ongoing	The Disability and Equality Scheme is now available on the Licensing Board web-site	Ensure that the web-site is kept up to date and the annual review is published on it.

	Scheme itself is required.		page.	
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## **Evaluation of Progress: schools 07/08 (inc. impact assessment)**

### **Consultation**

The Schools Service initial action plan has been shared with central staff, LNCT and is available on the intranet. Pupils are regularly consulted about their provision through termly reviews of needs. The local Quality Improvement Officers are kept informed of issues arising from these reviews by receiving copies of the review forms and occasionally being invited to meetings. Head Teachers are consulted through the Head Teacher meetings and this has been the focus for training on Disability Equality Duty responsibilities.

A representative from LNCT has provided advice for consultation with union members and feedback will inform future action. The Council's policy department has worked with Disability Shetland to set up a consultation group on issues affecting disabled people in Shetland and the Schools Service is represented on this group.

Consultation with Disability Shetland raised issues about provision for disabled young people accessing youth groups; sports provision; and negative terminology in use across agencies.

### **Information Gathering**

The Schools Service collates annual feedback from schools using the Phoenix MIS system, regarding the numbers of disabled pupils, as well as gathering information about developments in meeting their needs through feedback from ASN teachers.

The Access Officer provides annual updates on progress in making buildings accessible.

An annual training plan for Additional Support Needs is informed by the CPD needs analysis and is responsive to particular needs arising from pupil reviews – for example support from a hospice off Shetland was necessary for staff working with a pupil with a life-threatening condition. The CPD co-ordinator keeps records of staff

training and these are reviewed annually – it was evident from current data that no member of the Schools Service has attended the corporate training on Disability Awareness.

Human Resources provide updated information about staff in the Schools Service who have a disability.

### Schools Action Plan: 07/08 - Progression– to be revised and updated regularly

OUTCOME	TASKS	Timescale	Personnel	progress
All managers are aware of their responsibilities in line with the Disability Discrimination Act and the Disability Equality Duty	Programme of training in place each year which includes disability equality and related issues.	annual	Head of Service CPD co-ordinator	All HTs have received advice and had the opportunity to attend training
All teaching staff are aware of their responsibilities with regard to disability equality	Programme of training in place each year which includes disability equality and related issues.	annual	CPD co-ordinator	ASN teachers have received training
All schools can demonstrate efforts to involve young people in meetings about themselves	Pupil review form and record of their involvement.  Learners are used in staff training sessions	annual	QIOs/ESO ASN	School reports demonstrate good practice
All school buildings are wheelchair accessible	Annual programme of work in place according to access audit.		Head of Service Access Officer	Programme of Accesibility ongoing
Disability related harassment does not occur	Schools' records demonstrate no disability-related harassment.	June 2007	QIOs	No incidents recorded

	Annual review of school records using Phoenix			
Mobility advice for people with VI	Increase capacity of VI team through training and additional staff hours.	August 2007	Head of Integrated Children's Services	VI team has 10 add hours and has received training
Ensure recruitment, selection and admission procedures are reviewed regularly	Annual meetings with personnel/staffing Regular collation of gender data	annual		Liaison between HR and schools service
Establish regular impact assessment and review of action	Bi-annual meeting of Review group	ongoing		Impact assessment tool to be distributed ERG meeting twice a year , feed into revised action plan

### **Zettrans Update**

ZetTrans will continue to ensure all transport is provided in a way, which enables ease of access for those who are have disability.

Progression on last year's actions

#### **Regional Transport Strategy – Action 1**

ZetTrans will continue to ensure that ferry services in Shetland operate in accordance with Disabled Discrimination Act policy.  
Ongoing/ Ferry Services - Manager

Progression - Ferry service had done an audit of their area with Disability Shetland and the full report and action plan can be found at,

<http://www.shetland-communities.org.uk/disability-shetland/access-panel>

Disability Shetland's access panel is also represented on the External Transport Forum

#### **Regional Transport Strategy –Action 2**

ZetTrans will continue to provide free public transport travel for the elderly and disabled groups in accordance with the national transport concessionary scheme offered by Transport Scotland. ZetTrans will lobby for the extension of the national concessionary fares schemes to community transport.

Progression – the first point has been met and is an ongoing service that ZetTrans provides to its service users.

#### ***What consultations have been held with regard to Disability?***

No consultation has specifically targeted disability groups. ZetTrans have undertaken a number of extensive consultation exercises in the last year, which have followed good practice and the national standards of community engagement. The processes have been fully inclusive. Disability Shetland were involved in appraising the options for the Bressay Transport Link.

#### ***Has ZetTrans identified any gaps in service provision with regards to disability?***

No specific gaps, however more work is required to ensure transport in Shetland is fully accessible but also comfortable for

service users. At this time, low floor buses are perceived by some to be unsuitable for long distances travel.

***What you plan to implement in the future, with regard to disabled users?***

To undertake specific consultation with disabled users and ensure we continue to put in place consultation processes, which enable disabled people to comment.

Work to ensure that our services are both accessible and comfortable for users.

**Update: Disability Profile of the Council 2008**

All applicants are asked to complete an Equal Opportunities Monitoring form. The monitoring form is detached and is not seen by the selection panel. After the interviews have taken place, admin staff use the monitoring form to log details of the successful candidate on CHRIS then send all monitoring forms for a particular vacancy to Human Resources where the details are logged on an equal opportunities database.

We logged a total of **2046** Equal Opportunities Monitoring forms from people applying for jobs with the Council. Departments did not specify which stage applicants reached on **143** forms.

**Disability**

Categories	All Applicants	Rejected at Shortlisting	Rejected at Interview	Withdrawn Applications	Reserve Candidates	Successful Applicants	Undisclosed
Disability	2.15%	1.12%	0.44%	0.05%	0%	0.39%	0.15%
No Disability	95.16%	38.91%	21.16%	5.03%	2.98%	20.43%	0.20%
Undisclosed	2.69%	1.37%	0.54%	0.20%	0.10%	0.29%	6.65%

**Workforce 2008**

Employees were recently issued with questionnaires to update their personal details. We hold data of ethnic origin for 79.44% of the workforce.

At our last Quarterly Joint Staffing Watch survey, we had a total of 3,829 employees or 2,492 full-time equivalents.

<b>Disability</b>	
Disability	3.88%
No Disability	75.97%
Unknown/Undisclosed	20.15%



## Disability Profile Report for Shetland College

The table below shows the data of the college enrolments broken down into disabilities groups, thereby highlighting the disability profile of the college's enrolment figures for 2007/08.

<b>Disabilities Group</b>	<b>Figures FE/HE 2007/08</b>
Multiple Disabilities	26
Unseen Disability e.g. Diabetes, Epilepsy, Asthma	224
Dyslexia	186
Deaf/Hearing Impairment	82
Any other disability	Numbers are too small to comment
Autistic Spectrum Disorder	Numbers are too small to comment
Blind/Partially Sighted	11
Information Not Sought	Numbers are too small to comment
Learning difficulty e.g. dyslexia	Numbers are too small to comment
Mental Health Difficulties	27
Wheelchair/Mobility Difficulties	29
Any other disability	Numbers are too small to comment

The statistics include all post-sixteen college provision in both further and higher education, including distance learning, other part time, short full time, evening and weekend programmes.

The expression 'Numbers are too small to comment,' refers to the situation that the actual numbers for individual programmes were too small to publish separately, as doing so may have created an issue regarding student confidentiality. Such data is only used in aggregate to provide college totals.

The data highlights that the largest disability group partaking in college provision is Unseen Disabilities e.g. Diabetes, Epilepsy, Asthma.

The other two main disability groups are dyslexia being the second largest disability group and deaf/hearing Impairment.

As a result of this data analysis the college will review its marketing strategy, and implement ways to attract learners with disabilities to take up provision.

## Shetland Schools Service; Disability Profile

The total disability profile of Shetland schools is as follows,

September 2008

### PUPILS WHO ARE ASSESSED OR DECLARED AS HAVING A DISABILITY

	Male	Female	Total
Number of Pupils	132	49	181

### Age/Sex

	5-6	7-8	9-10	11-12	13-14	15-16	17-18
Boys	12	7	6	24	32	36	15
Girls		6	2	8	11	14	8
Total	12	13	8	32	43	50	23

## Shetland's New Disability Equality Action Plan 2008 - 2009

This will be reviewed annually during the annual reporting process.

<b>Disability Equality Duty</b>				
	<b>Action</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Responsible</b>
<b>1.1</b>	Ensure that all service plans are to have Impact assessment's attached, if not will not be accepted. Training – Specific Impact assessment – where relevant	Increased knowledge of Equality and Diversity Framework and the services which we provide Promoting Equal Opportunity Eliminating Discrimination	In line with service planning Framework	Policy Unit
<b>1.2</b>	Specific disability training – work with Train Shetland to update some of our disability awareness courses to keep up with National legislation and local framework.	Increased knowledge of Equality and Diversity Framework and the services which we provide	Beginning of 2009	Policy Unit
<b>1.3</b>	SIC Website –access compliant, legal duty	All peoples to be able to access our website	Nov 2009	Head of Service – Organisational Development And ICT

1.4	Awareness Raising day – Cross agency	Increased knowledge of Equality and Diversity Framework and the services which we provide	Spring 2009	College Policy Schools
1.5	SIC Equalities Forum	Widening access, joint working, promoting Equal Opportunities	Throughout 08/09	CPP
1.6	DDA audits of buildings needs to be talking to Disability Shetland	Equality of Access	Throughout 08/09	Council College
1.7	Further Development of Disability Consultation groups	Community Engagement, promoting equal opportunity, eliminating potential for discrimination	08/09	Policy Shetland College Shetland Schools Service ZetTrans
<b>Monitoring Targets</b>				
	<b>Action</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Responsible</b>
4	Decrease numbers of unknowns and Undisclosed on monitoring forms	Increased knowledge of workforce	08/09	HR
4.1	To work with the policy unit to increase the number of disabled peoples working for the authority. <ul style="list-style-type: none"> <li>Increased retention of disabled employees</li> </ul>	Equality of Access	08/09	HR and Policy

## **Appendix A: Council - Core Functions**

### **Education and Social Care – Schools –**

- To educate young people aged 3 - 18 to reach their full potential

### **Library & Information –**

- To provide books, large print books, music cd's, talking books, open learning packs, newspapers and talking newspapers.
- To provide free access to the Internet and a broad range of software
- To provide free access to a range of reference materials
- To provide promotional activities

### **Adult Learning -**

- A literacy and numeracy programme
- English for Speakers of Other languages programme
- Community Based Adult Learning - evening classes and other learning programmes and
- Developing capacity and participation in Lifelong Learning

### **Sport & Leisure Services –**

- To manage sports and leisure facilities
- To manage Islesburgh Community Centre and Youth Hostel
- To manage play areas, multicourts and general amenity areas
- To deliver a programme of sports development opportunities and activities
- To deliver the Active Schools programme
- To provide outdoor education and adventure activities
- To administer a variety of grant aid schemes

### **Train Shetland – Short Courses –**

- To develop and provide quality short courses locally to meet the need of both the SIC and external customers
- Train Shetland – Vocational Training –
- To act as a managing agent for the Government Funded Training Programmes of Skill seekers and Modern Apprenticeships

### **Integrated Children's Services –**

- To provide an integrated care service for children and young people in Shetland.

### **Criminal Justice –**

- To supervise offenders in the community in order to increase community safety and protect the public
- To work with offenders on community sentences or post release supervision to reduce current levels of re offending

### **Community Care –**

- To provide a care service to older people, people with dementia, physical disabilities, mental health problems, sensory impairments,

learning difficulties, children with disabilities or a disabling illness, people with HIV/AIDS and people who are terminally ill

**Inclusion –**

- To provide a universal youth work service delivered through a network of 10 youth centres provided in partnership with local communities and groups

**Community Work –**

- To provide up to date information and advice on all issues concerning voluntary organisations in a way that best suits the organisation
- To develop the skills and confidence needed for communities to engage and exercise power and influence, and to achieve their outcomes
- To engage with communities and other stakeholders across Shetland to identify, plan and meet their needs
- To provide community transport in the form of self drive community minibuses located throughout mainland Shetland

**Infrastructure –****Planning –**

- To prepare, maintain, review and implement the Structure Plan and Local Plan, which set out the framework for development and area regeneration
- To undertake wide consultation and resulting negotiations on new development proposals
- To ensure that new building work achieves national standards relating to the health, safety, welfare and convenience of people in and around buildings
- To look after our very rich heritage of buildings, landscapes, plants and animals

**Roads –**

- To ensure that all roads, footways, streetlights, traffic signals, culverts and bridges are inspected and maintained

**Ferries –**

- To own and operate a fleet of ferries providing lifeline services between the mainland and other islands

**Transport –**

- To provide local bus services on behalf of ZetTrans
- To provide internal air services and management of associated airport infrastructure
- To provide transport services for all other statutory functions within the Council, such school and social work transport
- To manage the Council fleet
- To administer the Council's function as licensing authority for taxi and private hire care licensing

**Trading Standards –**

- To check businesses for compliance with Trading Standards legislation
- To educate and inform locally based businesses and consumers
- To register and license locally based businesses
- To enforce Trading Standards legislation
- To maintain Shetland's standard weights and measures and provide a metrological service

**Environmental Health –**

- To ensure the healthy production of food animals, the responsible ownership of pets and the welfare of animals
- To ensure adequate protection, maintenance and improvement of the local environment so as to benefit the health of the community
- To ensure the safe production, manufacture, storage, handling and preparation of food and its proper composition and labelling
- To safeguard the safety, health and welfare of persons whilst at work and those who might be affected by work activities
- To ensure the provision and maintenance of housing stock of a good standard, that is safe and that is provided with all basic amenities
- To ensure the protection of public safety and/or elimination of nuisance or other adverse impacts of activities through the exercise of licensing controls
- To prevent the potential spread of disease and/or physical damage resulting from infestation by pests
- To ensure proper public health controls are in place at ports of entry
- To protect and secure improvements in the public's health

**Waste –**

- To audit Council services and buildings with regard to environmental performance
- To promote waste prevention within the Council, households and the business community
- To provide a range of disposal and recovery options
- To monitor and coordinate activities related to the cleaning of litter and graffiti and maintaining public areas to a high environmental standard

**Burial Grounds –**

- To provide a grave digging service for all funerals in Shetland
- To maintain all 62 yards
- To maintain records of all yards

**Cleansing –**

- To provide an integrated waste management service from the point of collection through to safe disposal or recycling

**Building Services –**

- To provide a catering service to schools and Social Care clients
- To provide a cleaning service to all Council schools, offices, public buildings and toilets

- To provide a building maintenance service for all Council properties

## **Executive Services**

### **Committee Services –**

- To manage, coordinate and administrate all Council and Committee meetings, and their related subcommittees and forums
- To administrate all Scottish Parliament, Westminster Parliament, Shetland Islands Council and Community Council elections
- To implement and comply with the Data Protection Strategy, Policy and relevant legislative requirements
- To implement and comply with the Records Management Strategy, Policy and relevant legislative requirements, including the Freedom of Information (Scotland) Act 2002

### **Registration Services –**

- To collect and process accurate information from the public to enable an event to be registered, to produce an accurate permanent record, and to ensure that no events remain unregistered

### **Legal Services –**

- To provide a legal service to all Council departments

### **Contract Compliance –**

- To provide a tendering and contract administration service to all Council departments, including advice and assistance regarding EU procurement regulations and relevant Council policies and procedures.

### **Asset Services –**

- To manage the Council's assets
- To provide land and seabed surveys to facilitate works in the capital programme

### **Emergency Planning –**

- To prepare a Community Risk Register (CRR)
- To prepare and produce emergency plans and procedures
- To provide advice to businesses and voluntary organisations

### **Safety and Risk –**

- To provide a corporate approach to the management of risk across all Council services

### **Human Resources –**

- To recruit and retain high quality people to meet the Council's present and future needs
- To build on and improve fair employee relations strategies

### **Policy –**

- To initiate, coordinate and facilitate partnership working initiatives

- To develop Council wide corporate strategies based on need, and prepare mechanisms to deliver those strategies
- To promote and ensure the incorporation of best value principles and management practices throughout the Council
- To develop performance management systems at all levels of the Council

**ICT Unit –**

- To provide and ICT service for all parts of the Council

**Finance –**

- To provide financial management information and advice
- To maintain the General Ledger of the Council's Financial Management System (Integra)
- To manage the Council's cash flow
- To provide a payroll, pensions and payments service
- To conduct audit investigations, as directed
- To collect local taxes due
- To process claims for Council Tax Benefit and Housing Benefit in Shetland

**Housing –**

- To provide general needs, temporary, supported and sheltered accommodation
- To provide a strategic overview of housing provision in Shetland

**Capital Programme –**

- To manage the range of individual projects within the Council's Capital Programme on behalf of service users
- To manage the Council's aspirations and to deliver a sustainable Capital Programme

**Economic Development Unit –**

- To provide a research and development function
- To invest in a variety of projects and economic sectors
- To provide a marketing function

**Ports and Harbour Operations –**

- To maintain a service to board and land pilots to/from vessels and for running moorings from ships to the shore dolphins
- To maintain a towage service for tankers berthing at and sailing from the Sullom Voe oil terminal
- To assist the oil terminal in any marine related activity