

September | 2011

HP 3 Disability Statement

tpm presents its' inclusion and access arrangements.

Disability Statement 2011-12

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1 welcome from the Board:

tpm's Board of Directors is committed to policies and practices that really demonstrate the principles of equal opportunities.

The Company's aim is to enable clients and staff to access, participate, progress and achieve within its learning programmes and employment opportunities wherever possible.

This is why we foster a 'Social Model' of disability within our 'equality and diversity training for staff and clients' alike. This means that we see disability mainly resulting from negative attitudes and behaviours creating barriers to the learning or employment opportunities in society.

Similarly we acknowledge the existence of medical conditions such as (diabetes, asthma, mental ill-health) physical or sensory conditions (e.g. visual, hearing and mobility) and social or learning difficulty (e.g. Autism Spectrum Disorder and Dyslexia) which can cause concern and anxiety in the context of access to learning and employment environments.

Our aim is to recognise and plan with you individually, effective methods by which to overcome the obstacles and barriers that you believe or know you face, so that you can benefit fully from our learning programmes, resources and services.

It is our express wish that you find this booklet and the policies and procedures that further underpin it, informative and reassuring in helping you plan for your learning and career goals and that we can play an important part in helping you achieve your learning and career aspirations.



Brian Quinn
Company Director.
Equality and Diversity Co-ordinator

2 mission and promise

mission

The tpm mission statement is:

To make a measurable contribution to the region's prosperity by providing the people, schools and employers of Merseyside with high quality, flexible training and support.

6 Promises

1. To provide effective and relevant quality training for learners and employers
2. To respect and support our learners as individuals and ensure their safety
3. To operate a zero tolerance approach to any form of discrimination
4. To respond quickly to the needs of our clients
5. To continually strive for excellence in all we do
6. To continue providing the best employment opportunities for learners

3 admission arrangements

How do I apply for a Work-Based Learning Apprenticeship or Advanced Apprenticeship Programme?

At **tpm** we want you to be successful. We welcome applications from people with physical, sensory and learning difficulties or disabilities.



Pre-recruitment information, advice and guidance is available from:

- See our website admissions page at:
<http://www.tpmnow.co.uk/training/individuals/i-admissions.htm>
- You may be able to seek advice and support about Apprenticeships from your Adviser at school. They will liaise with Training Plus merseyside for you, in confidence if you wish.
- The Connexions Service at: Tel: 0151 709 5400
Fax: 0151 709 4891 or visit
www.connexions-gmerseyside.co.uk
- A Connexions adviser will help you with accessing the information you need about work-based learning and help with a confidential introduction process to **tpm**.
- The National Apprenticeship Service publishes all current Apprenticeship vacancies here:
<https://apprenticeshipvacancymatchingservice.lsc.gov.uk/navms/Forms/Candidate/VisitorLanding.aspx>
- Alternatively our own dedicated Business Development Unit team would be happy to arrange a pre-recruitment visit (by appointment) at a location on Merseyside that suits you. Our friendly and experienced consultants can answer all your questions about our courses.

What does the recruitment process involve exactly?

- All potential course and apprenticeship candidates are guaranteed an interview with one of our Business Development Consultants.
- On the day of your interview and as you arrive, you will be asked to complete an application form and self assessment document. These forms ask you to give us information about yourself such as: your contact details; school and any work or voluntary experience, personal qualities, likes and dislikes, preferred learning styles etc. Similarly the forms allow you to disclose all of your needs to us including your mobility, sensory, learning, social or general support needs. The more we know about your needs the better we can support you. Support with completing this application process is available if you need it or we can advise you about using the NAS online Application process; please tell us your preference when you call.
- Confidentiality is of great importance to us and our existing clients; often it means different things to different people. We will place great importance on this at your interview so **MAKE SURE** you let us know what is most important to you when arranging your interview and in disclosing your support needs and circumstances.
- You can bring someone along to support or help you at the recruitment interview. In particular we often have parents, social workers, teachers, carers and support workers attending interviews with potential Apprenticeship Candidates.
- Making an application to join a work-based learning apprenticeship involves a mix of formal and informal processes set over a short period of time. The initial interview with our Business Development Consultants is quite informal and friendly and is intended to ensure that you identify the course or learning programme that most suits your career aspirations and needs. At this stage Business Development Consultants will explore what funding opportunities are available for you.

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- Depending upon your suitability for the programme and your choice to proceed or not following the initial interview you will make an application using the NAS Vacancy Matching site to employers for an advertised position. Our staff will help you with this if required.
- Apprenticeship candidates are employed directly in industry in a real work environment for the duration of the Apprenticeship.
- The Business Development Unit team will help you with arranging employer interviews wherever possible and where travelling any distance presents a problem.
- You will be provided with all the support and preparation you need to attend employer interviews.
- Once a suitable employer is established through successful interview/s, you will be given a start date.
- Your Business Development Consultant will then accept you formally onto the course or apprenticeship programme and complete all the documentation required, with you and your employer.
- Once successful at gaining an Apprenticeship position with an employer, through interview, you will be invited back to **tpm** to undertake PC and paper-based Initial and Diagnostic Assessments to establish your preferred learning style and what level of English, Maths and if applicable ICT you have, already developed and attained. As part of inclusive policies we offer all applicants the opportunity to undertake computer-based Dyslexia screening. These Initial Assessment processes are nothing to worry about and we can describe and explain every step as you wish. However they are very important as they can help identify the level and type of support that you may require from us to ensure you succeed whilst on your chosen course.
- If you already know or suspect that you have some learning support need, or specific learning difficulty or disability, please don't worry over this just tell us at your application stage. This is very important and we understand how difficult it is to tell relative

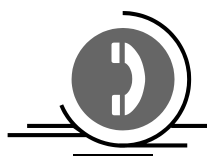
strangers this level of information for fear that you will be judged or excluded. Telling us openly and honestly about your needs at this point is purely in order to establish the right information and support structure for you as an individual.

- Sometimes professional specialists external to **tpm** may be invited to a part of the recruitment process, with your consent, to help assess some students with specific physical, sensory, behavioural or learning needs. Typically we work with agencies like Connexions, Dyslexia Foundation, Autism Initiatives, YPAS and other social inclusion professionals.
- You will be inducted using a variety of methods by **tpm** staff, which gives you all the relevant information about how the course or apprenticeship programme works and includes a meeting with our Learner Support Manager (Paula Ebden) who will review your support needs with you according to the results of your Initial and Diagnostic Assessments. Paula will explain the types and levels of support resources available at **tpm** and what you can expect along the way.
- You may attend our Lime Street Centre (usually one day or one half day per week) for teaching with occupational and or Key/Functional Skills teachers.
- Once established onto your course or apprenticeship programme you will be assigned an occupationally competent 'Personal Assessor' who will visit you regularly to agree learning goals with you; monitor your progress and provide information, support and guidance in your chosen qualification.

4 support

Who can I contact about admissions support?

Whether you are already undertaking a work-based learning course, apprenticeship or are new to **tpm** the Business Development Unit Team can be contacted for information advice and guidance on:



Phone

0151 709 6000



Fax

0151 709 1457



enquiries@tpmnow.co.uk



Tracy Galvin
Business Development Manager



Neil Pritchard
Snr. Business Development Consultant



Beverly Duff
Business Development Administrator

Our Business Development Consultants and our Business Development Administrator are based on the Ground Floor of our

centre, next to the reception area. Our centre is at 62-64 Lime Street, Liverpool and we work between 9am and 5pm Mon. to Fri. Consultants usually make workplace visits in the afternoons so mornings are usually office based.

Who can I contact about learning support?



Paula Ebdon; our Learner Support Manager is responsible for managing the range of learning support services and resources to clients. Paula is available to speak with you about our services and any concerns or comments you may have. Paula and her team can be contacted through our main number on 0151 709 6000

or by email: Paula.Ebden@tpmnow.co.uk



Paul Stone: our 'Key/Functional Skills Teacher' delivers English and Maths tutorials throughout the day in centre and these are available at convenient times to fit in with your occupational teaching attendance. Paul can be contacted through our main number on 0151

709 6000 or by email: Paul.Stone@tpmnow.co.uk

The Business Development Unit Team and the Learner Support Manager can also work with you to access external support through external specialist agencies to help Apprenticeship Candidates with some physical or sensory disabilities or specific social difficulties.

We have established relationships with many network agencies and support organisations. We are happy to take referral from external support agencies and make referrals as part of a support package.

If you have already been through the recruitment and induction process you will also have been assigned a personal Tutor/Assessor for occupational learning support and guidance and will usually have their mobile phone number for support in addition to the people named above.

5 facilities

Staff

Your personal Tutor/Assessors and Teachers are all very experienced and occupationally competent in your chosen qualification and industry.

All **tpm** staff undertake a compulsory Equality and Diversity Qualification and training when they join the company and as part of their continuing development of equality and diversity awareness staff have also received specific training on 'Race Equality Development' 'Dyslexia Awareness', LGBT issues, Gender Identity, Autism Spectrum Disorders as well as nationally certificated diversity training courses including; 'Welcoming Disabled Customers' and 'Respect for People'.

We employ staff with a range of teaching and learning support skills and qualifications. Several of these have qualifications to support clients with English and maths in each of the main areas of learning.

Collectively our learning-support and support teaching staff hold qualifications in Deaf Awareness and Dyslexia Recognition and Analysis; Basic Skills Teaching, Learner Support and have extensive experience of supporting clients with:

- Learning difficulties/disabilities
- Visual Impairments
- Hearing Impairments
- ASD
- Dyslexia
- Dyspraxia
- Basic Skills, Key Skills and Life Skills

First Aid

tpm is not a big enough concern to have its own medical staff however, we have several 'First Aid at Work' certificated staff:

- Brian Quinn
- Susan Duffy
- Anita Jones
- Steven Clark
- Lesley Lavin
- Tammy Vickery
- Olly Brown
- Lisa Riley
- Paula Ebden



If you have a medical condition or health concern you may want to make Brian or one of the other staff aware of your particular circumstances so that they will know how to best support you should you need their care or help and additionally so that you get to know them in person.

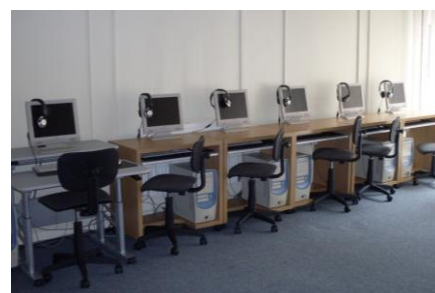
Technology and Equipment

Our training centre at 62-64 Lime Street, has a lift which provides access to all client training rooms; ICT Suites and facilities.



We have a 6 workstation ICT Suite and an internet lounge both on the ground floor level which are fully accessible for clients. There are fully accessible (height adjustable) workstations designed specifically for wheelchairs.

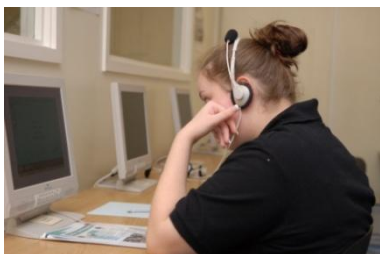
The Basement Key/Functional Skills Suite has 7 PC workstations including a fully accessible (height adjustable) workstation designed specifically for wheelchairs.





There are three main training rooms each of which has 15 networked computer work stations, for use during teaching and for on-line study and examinations.

These training rooms and ICT Suites were newly refurbished and updated in 2008 and have excellent ICT hardware operating Microsoft Windows XP, Microsoft Office 2007, including Word processing, Spreadsheets, Presentations, Databases, Desk top Publishing and Broadband internet access.



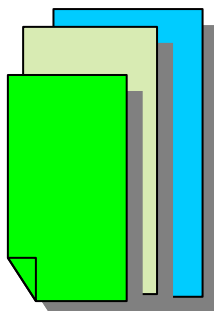
Bespoke dyslexia screening software called 'Instines' is used during initial assessment of all clients. This enables us to establish improved and more individual learning support. This software is professionally licensed and fully supported for permanent use by the Dyslexia Foundation.

<http://www.dyslexia-help.org/>



Similarly, we have a whole range of software based learning and support resources including speech to text software. This is typically used in one-to-one work by appointment with our Learner Support Team.

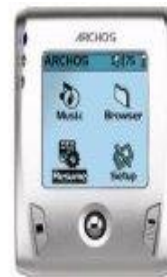
Government approved and designed Diagnostic Initial Assessment software (Move On) is used extensively for initial assessment and for key/skills for life development with all Apprentices.



Cerium overlays are available readily and used regularly by clients with visual difficulties or sensitivities, such as Myers-Irlen Syndrome.

Multi-media Presentation Equipment is available for use in all training rooms and ICT Suites.

Digital Dictaphones; Cassette Recorders and MP3 Players are available within all Learning Programmes to support clients with professional discussion and recording confirmation of knowledge and understanding.



On Line examinations are available for all awards we deliver. Most clients prefer to take examinations on-line as opposed to the traditional written (paper-based) examinations, although paper-based exams are still available and some clients do prefer them. Key/Functional Skills are offered online and can be offered in paper-based format.

Examination Arrangements: Assessors or Teachers are responsible for supporting all clients to register for examinations with the Learner Support Manager and the procedures will be explained to you. Internal Verifiers Lesley Lavin, Olly Brown and Lisa Riley are responsible for supporting all examination registrations and bookings.

Special or individual consideration by Awarding Bodies for clients can be requested and or co-ordinated by the Learner Support Manager Paula Ebdon. This may include for example:

- Extra time during the examination
- Alternative rooming arrangements if required
- Amanuensis (A scribe) to read or write on behalf of the candidate in the examination. This is not however available in certain Communication exams.
- Enlarged print papers and Braille from some Awarding Bodies
- Use of certain enhanced technological devices
- Paperless (digital) evidence portfolios

It is important that we know as early as possible what your requirements are so that arrangements can be made and any equipment not already available can be acquired.

It is also important to note that with examinations and National Standards the Awarding body sets the limits on support and allowances for candidates.





Memberships/Awards



tpm holds many professional memberships; most notably we are proud of our **Investor in People** status and maintaining valid and reviewed membership of the **Positive about Disabled People Scheme** since June 2001. In March 2009 the company achieved the **Matrix standard** for its information advice and guidance services to clients. **tpm** was awarded CTQ ([Committed to Training Quality](#)) status in 2011.

Buildings

What physical access and facilities are available?

Car Parking 	Toilet washroom 	Level entrance 	Lift 
Nearby Disabled Parking Multi-storey NCP	✓ Basement	✓ Automatic Doors	✓ Talking Tactile Controls

Training Centre

62-64 Lime Street, is home to most of our on-site or 'off the job service provision'. All our recruitment and training or support takes place in this building.

On the ground floor is our Reception, Recruitment (Business Development Unit) function and Internet Lounge.

On the Lower Ground (or basement) Level is our largest training room (holds 20 people), the Key/Functional Skills Training room and all Toilets and washrooms. The Kitchen (including fridge, microwave cooker, washing machine and dryer, dining table and chairs) is also on this level.

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The 1st Floor is where the 3 main occupational teaching suites are situated. This floor is accessible by lift and stairs and has a small, comfortable rest area.

Stairwells have highlighted stair edges and slip resistant paint, the vast majority of the stairwell wall area has handrails.

All doors to training rooms and common areas have reinforced glass vision panels; most have low level panels and door handles.

The lift provides access to the basement, Ground, First and Second Floors; it does not access the third floor staff offices.

IP Camera Security

All client teaching and common areas including reception are covered by IP Cameras which operate by internet protocol and provide surveillance by trained staff for everyone's' personal safety and security.

Employers

We work with over 160 employers in industry. Some of these premises are accessible and many are still developing access arrangements.

As part of assessing your individual needs we will endeavour to source an employer that is accessible to you and your individual requirements and support needs.

6 other support

Appeals

You will be given a set of National Standards in which you will find written information and guidance on how to make an appeal about:

- an assessment decision
- bias in the assessment process or
- equality in or access to assessment

Grievances

Our 'Learner Grievance Procedure' is a system that permits you the means by which to raise a concern about our services, your safety, equality, another learner or a member of staff. See Appendix.

Complaints

For complaints and feedback about any other aspect of our service or your training and learning process including, improvement suggestions for this disability statement or other company policy please use the 'Customer Complaint and Feedback' process.

Copies of both these forms are included in our Learner Handbook as standard, in this document at Appendix 1. & 2. and most company policies and important documents are also available in the **tpm** Employer Manual.

Similarly you can access these documents from the 'Feedback' page in our website at

<http://www.tpmnow.co.uk/resources/documents.htm>

How do I Appeal, make a Grievance or make a Complaint?

1. In writing, using the forms detailed above and posting them internally or externally by land or E-mail to the named individuals on the forms.
2. Alternative arrangements can be made to ensure that Learners with learning difficulties and or disabilities can access the appeals / complaints / grievance procedures by appropriate and relevant means which may include:
 - Help with communication
 - Support from an advocate or peer
 - Making a verbally witnessed complaint
 - Use of an interpreter or sign language
 - Large Text Form
 - Facilitated meeting
 - Taped appeal or complaint etc.

In such instances (Point 2 above) Brian Quinn; Company Director should be informed.

By Phone: 0151 709 6000

By E-mail: Brian.Quinn@tpmnow.co.uk

By Post: Training Plus merseyside Ltd.
62-64 Lime Street, Liverpool, L1 1JN

7 planned improvements

A full and professional Access Audit took place during July 2005 the Company continues to make improvements in respect of this audit.

- Development of new marketing materials in alternative formats

Between July 2006 and July 2011 the Company addressed or implemented the following:

- New fully automated main door for independent and secure access/egress
- Maintained established liaison with community agencies and specialist schools for increasing referral of students with disabilities and their needs
- Developed new links and working practices with community agencies specifically in relation to supporting ASD
- Provided work experience opportunities for learners with ASD
- Developed and implemented effective Systems and procedures for identifying and supporting Additional Learning and Social Needs for learners
- Improvements to our Reception area (Desk height and seating in particular)
- Improved access and egress through main building entrance.
- Replaced solid doors with vision panel-doors throughout the buildings
- Installed IP Camera Security monitoring in all Learner training environments and introduced ID Card security for all staff and clients.
- Introduced documented and visible Visitor systems
- Visitors are required to provide photo ID before unsupervised access is allowed.
- Introduced security code access on all main entrances and reception
- Refitted disabled washroom facilities
- Fitted height-adjustable desks in ICT suites

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- Maintained and renewed dyslexia screening software and Dyslexia Learning Plans in association with the Dyslexia Foundation <http://www.dyslexia-help.org>
- Undertook staff training and referral awareness on Autism Spectrum Disorder with Autism Initiatives, Sefton, Merseyside <http://www.autisminitiatives.org>
- Re-developed a fully accessible website, meeting approved industry accessibility standards
- Continued to incorporate planned quality improvements within Self Assessment Quality Improvement Plans.
- Implemented annual staff CPD on Welcoming Disabled Customers and Diversity Awareness
- Launched Equality and Diversity level 2 Award with Awarding Body EDI and made this available to all learners free of charge
- Developed a CEOP Ambassador and cascaded online-safety training to all staff and learners
- Maintained Equality and Diversity training and refresher for staff in the organisation, (utilising the new EDI L2 Award)
- Trained all Occupational Teachers in order to increase the number of opportunities for delivering Equality and Diversity to learners in each programme, (utilising the new EDI L2 Award)
- Developed, implemented and revised policy and practice on safeguarding staff and learners including vulnerable learners.

8 Appendices

Appendix 1

Learner Appeals Procedure

Training Plus merseyside Ltd. make every effort to provide Quality Training, Assessment and Review of your programme.

If for any reason you feel you have a grievance relating to:

- Methods of Assessment
- Bias in the Assessment Process
- Access to Assessment

In the first instance, approach your assessor within five working days of the grievance arising.

Both parties should make every effort to resolve the grievance to mutual satisfaction within ten working days of your approaching the assessor. If the matter is still not resolved to your satisfaction the following steps should be taken.

Step 1

You should contact your Internal Verifier within TEN working days following the above initial step as per your induction book.

The IV will forward an official CUSTOMER COMPLAINTS FEEDBACK RECORD to you for your completion.

The IV Manager will make every effort to resolve the issue to your satisfaction within FIFTEEN working days of receiving your Customer Complaints Record back at Training Plus Merseyside Ltd.

Internal Verifiers: – 0151 709 6000
Hairdressing - Lesley Lavin
Business Administration – Olwen Brown
Childcare – Lisa Riley and June Lloyd

Please Note: All Complaints will be resolved in consultation with a Company Director At Training Plus Merseyside Ltd.

Step 2

If the matter is still not resolved to your satisfaction, **you** should contact the Awarding Body within TEN working days following completion of STEP 1.

The Awarding Body will make an appointment for the External Verifier, Internal Verifier, Assessor and yourself to meet and resolve the grievance to your mutual satisfaction within 10 working days of you contacting the Awarding Body.

N.B. Further information relating to this procedure is available within your Awarding Body Standards.

Appendix 2 Customer Complaint and Feedback Form

1. Details of the person making complaint/feedback: First Name: Surname: Company: Position: Address: Phone Numbers: Date:	2. Training <i>Plus</i> Staff member/s concerned: Name: Position: Name: Position:
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3. Details and nature of the complaint:

Please give a detailed account of the nature of the complaint/feedback, including times, dates, names and place where the incident occurred:

Please continue on a separate sheet/s if required.

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4. About the staff member/s concerned.

Has the issue of concern been discussed directly with the staff member/s concerned?

Yes No
(If No, please state why)

Where was this and on what date/s?

Was your complaint shown appropriate concern by our staff?

Did the staff member/s act effectively and efficiently to your concerns?

What action did the staff member/s agree to take?

Has this been done?

6. Resolving your complaint.

The issue/s you have raised will be given the most immediate attention by a company director, upon receipt.

Please indicate the intervention that would most immediately address your concerns and enable us to restore our usual high level of service.

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7. Company Director dealing with this issue (Training Plus use only)

Jean Haram

Paula Hayes

Brian Quinn

Date received:

Date resolved:

Please return immediately to:

The Directors, Training Plus (Merseyside) Ltd.

62-64 Lime Street

Liverpool, L1 1JN

or by Direct Fax on: 0151 709 1457

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Doc. N^o HP 3

Approved by: Board of Directors

Author: Brian Quinn

Owner (Dept.): Human Resources

Doc. Name Disability Statement 2011-12

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Appendix 3 Learner Grievance Procedure

The Grievance Procedure

1. PURPOSE

This grievance procedure is intended to enable individual learners to raise grievances with Company management about aspects of their training and assessment experience or their relationships with staff and or other learners either by themselves or with a representative. It should be a simple and rapid operation.

Why have grievance procedures?

This procedure provides an open and fair way for learners to make known their problems and enables grievances to be resolved quickly before they fester or escalate and become major problems.

The procedure aims to settle grievances fairly and as quickly as possible. It acknowledges and recognises that most routine complaints and grievances are resolved informally in discussions with the people concerned. This procedure outlines:

- how and with whom to raise the issue
- whom next to apply to if not satisfied
- time limits to each stage of the procedure
- the right to be represented
- the right to appeal and how to do it

The grievance procedure is every bit as important as that for dealing with discipline. For it to be used effectively, all staff are trained in how to deal with complaints honestly, professionally and promptly.

2. INFORMAL DISCUSSIONS

If you have a grievance about your training, assessment, the college environment, a member of staff or another learner or a work related problem you should first discuss it with the person/s concerned. If for any reason you cannot solve your grievance in this way you should discuss it informally with your personal assessor or Programme/IV Manager, without delay as they may be able to support/mediate the discussion for you and the person/s concerned. We anticipate that the majority of concerns will be resolved at this stage.

3. Grievance Procedure (Stage 1. Put it in writing)

If you feel that the matter has not been resolved through informal discussions, you should put your grievance in writing to your Programme/IV Manager. Any member of Training Plus merseyside staff can help you with this.

The Programme/IV Manager must inform a Senior Manager immediately on receipt of your grievance; who will ensure that your Programme/IV Manager works with you to resolve the matter quickly. This will be by means of a meeting with your Programme/IV Manager and the Senior Manager detailed in the next point:

4. Grievance Procedure (Stage 2. Meet & Discuss)

The Company Senior Manager must inform The HR Director (or a Company Director) immediately on receipt of your grievance; he/she will ensure that your Senior Manager works with you and your Programme/IV Manager to resolve the matter quickly and are given a response within 5 working days.

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At this stage you will be given the opportunity to attend a formal meeting. The Senior Manager will chair and decide on the outcome of the grievance hearing. You may be represented or accompanied at this meeting by a fellow learner or by an official representative of your choice.

Grievance Hearing Panel

The Grievance Hearing Panel will normally consist of the following members:

1. Programme/IV Manger (responsible for the learner bringing the grievance)
2. A Senior Company Manager
3. Learner bringing the grievance
4. Learner's representative

5. Grievance Procedure (Stage 3. Appeal)

If the matter is not resolved to your satisfaction, you should put your Appeal in writing to the Equal Opportunities Co-ordinator (or a Company Director) within 7 working days of the panel decision.

You will be entitled to have a formal meeting with the Equal Opportunities Co-ordinator or Company Director to discuss your appeal. The Equal Opportunities Co-ordinator or Company Director will give his/their decision within 7 working days of the grievance appeal meeting being conducted.

The Equal Opportunities Co-ordinator or Company Director decision is final.