



## Single Equality Scheme

- Introduction
- What is a Single Equality Scheme?
- Corporate Statement
- Communicating the Single Equality Scheme
- Statistics
- Action Plan
- Conclusion

This is Stratford-upon-Avon College's Single Equality Scheme that encapsulates the whole college approach to Equality and Diversity.

The College will promote equal opportunities regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation in the delivery of its services and employment of staff.

The College is committed to ensuring equality in its services provision and in its responsibility as an employer. This Single Equality Scheme sets out how we intend to reinforce this commitment. Each set of objectives within the plan will be delivered through a series of underpinning action plans.



## **Introduction:**

The Equality Act 2010 strengthens, harmonises and streamlines 40 years of equalities legislation. The new legislation consolidates 116 pieces of separate equality legislation and calls for organisations to be proactive agents of change. It encourages a systematic, whole organisational approach by mainstreaming equality into all decisions and activities. There are now 9 protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. Equality duty requires the public sector to take into account the needs of all protected groups, to eliminate discrimination, harassment and victimisation, advance Equality of Opportunity and foster good relations. Positive action provisions permits proportionate action to overcome disadvantage, meet needs and tackle under representation.

Stratford-upon-Avon College recognises that promoting equality will improve opportunities for everyone. Our aim, therefore, is to ensure that equality is a central part of the way the College works by putting it at the centre of policy making and service delivery.

## **What is a Single Equality Scheme?**

The Single Equality Scheme will include:

- our visions of how we want to improve
- arrangements for gathering data and evaluating performance
- a timetable for assessing the impact of all policies within College
- how progress and performance will be reported annually

The scheme will help us to:

- meet the requirements of the Equality Act.
- make sure that we take the needs and views of all people into account when we design or deliver services, make access improvements or develop policies
- continuously monitor and improve the ways in which we deliver services to all people regardless of any protected characteristic.

## Corporate Statement

Stratford-upon-Avon College is committed to ensuring equality of opportunity for all who learn and work here. We respect and value positively differences in people. We will strive vigorously to remove conditions which place people at a disadvantage and will actively combat bigotry.

The College will work to ensure that:

1. Equality of opportunity is embedded in all policies, practices, decision making and evaluation processes.
2. We work positively to create a visibly diverse environment which values difference and raises aspiration.
3. We offer flexible opportunities which meet local learning need and enable all learners to realise their potential.
4. All governors and staff are clear about standards and strategies to meet diverse learner need and are equipped to respond effectively.
5. We encourage and expect the fullest participation of all learners and staff in all areas of College life and act to address under representation.
6. We work positively to develop a staff profile, management team and governing body which reflect the learner body.
7. There are well understood and well used procedures for challenging all forms of discrimination, harassment and unacceptable behaviour.
8. We undertake rigorous and open monitoring of learner and staff performance and experience to identify and act on equality gaps.
9. We develop comprehensive and imaginative feedback systems to capture learner, staff, governor and stakeholder perceptions of how we do and what we could improve.

## **Disability Statement of Intent**

### **Position Statement**

Stratford-upon-Avon College is committed to ensuring that disabled people, including those with learning disabilities, are treated fairly. All reasonable adjustments to provision will be made to ensure that learners, staff and visitors with disabilities are not substantially disadvantaged. Stratford-upon-Avon College will strive to ensure that no learner or staff member is discriminated against or denied any educational or social opportunity on the grounds of any disability.

The College recognises that barriers to access often arise from social expectations and assumptions and will work with all its learners and staff to optimise opportunities for all and will:

- eliminate discrimination, direct and indirect, and disability related harassment
- promote equality of opportunity between disabled and other people
- make reasonable adjustments
- take account of disabled people's disabilities, even when that involves treating disabled people more favourably than others
- promote positive attitudes towards disabled people
- encourage participation by disabled people in college and in public life

### **Principles**

1. We will value learner achievements positively and support them to realise their potential.
2. We will work with learners and staff with disabilities and with access consultants to develop and deliver an ongoing programme of environmental improvements across the College campuses.
3. Everyone who applies to the College for education, training, employment, or to become a governor, will be assessed on their individual merits and their ability to succeed. We will encourage applicants to disclose needs and will provide support from enquiry through to progression.

4. We will provide an inclusive learning experience which is challenging, intensive and adds clear value. The College will work with learners to identify individual needs and make every effort to meet these through responsive teaching, specialist staff, study aids, assistive technologies and environmental adaptations.
5. We will train and resource staff to use inclusive learning strategies and to recognise and meet particular needs.
6. Learners will be encouraged and enabled to progress and achieve appropriate outcomes. We will ensure assessment strategies and exam arrangements provide all learners with an opportunity to evidence their knowledge and skills.
7. We will actively explore with employers opportunities to give learners with disabilities access to quality work experience and to supported employment opportunities if appropriate.
8. We will guarantee an interview to all staff applicants who meet the required specification
9. We will ensure that all members of staff with disabilities have an annual opportunity to discuss with their line manager the adequacy of the College response to their needs, and to suggest improvements. In consultation with appropriate specialists/consultants and/or professionals we will make reasonable adjustments to meet those needs.
10. We will act positively to improve the proportion of staff with disabilities in line with the local population profile. We recognise that different forms of disadvantage can interact and the damaging effects this has on an individual group. At Stratford-upon-Avon College we will take action to break this cycle.

## **Race Equality Statement of Intent**

### **Position Statement**

Stratford-upon-Avon College recognises that learners and staff have been discriminated against in society because of their colour, nationality, ethnicity, religion or belief. The Equality Act defines race as colour, nationality, ethnic or national origins.

Racism is in our society and requires decisive and specific action to eradicate it. It operates in very complex, covert and overt ways and is a serious barrier to the educational aspirations, achievements and employment prospects of minority groups of learner.

The College will take positive action to eliminate institutional racism and its effects. Racial harassment will not be tolerated in any area of College life.

## **Principles**

1. We take positive action to encourage the recruitment and increase the success rate of minority groups of learners on all courses and at all levels and especially on higher level courses. Our annual monitoring and quality improvement procedures evaluate performance on all programmes.
2. We will implement actively anti-racist strategies which challenge racial stereotyping and promote high levels of achievement.
3. We will ensure that the curriculum addresses anti-racism.
4. We will value and accredit experiences and qualifications gained outside the UK.
5. We will work to create a learning environment which is welcoming and supportive of minority ethnic groups of learners and staff.
6. We will respect and, where necessary and reasonably practicable, provide for the practices which support learners and staff religious beliefs.
7. We will seek to increase the number of staff, particularly senior staff, from minority ethnic groups. We recognise the contribution they can make to learner success. Regular reports on the ethnic composition of the staff body will be received by Governors.
8. We will work to secure the fullest participation of minority ethnic learners, staff and governors in College life, including the College's planning and decision making processes.
9. We will work actively with employers and other organisations to ensure minority ethnic groups of learners gain quality work experience and employment so far as reasonably practicable.

We recognise that different forms of disadvantage can interact and the damaging effects this has on an individual or group. At Stratford-upon-Avon College we will take action to break this cycle.

## **Gender Equality Statement of Intent**

### **Position Statement**

Stratford-upon-Avon College is working actively to create a supportive and inclusive environment for both women and men which enable full participation and access in learning and employment. We will open up choices by actively combating discrimination in every area of College life. Stratford-upon-Avon College will not allow sexual harassment or unfavourable treatment in any form.

Stratford-upon-Avon College recognises that people are often treated unfairly in terms of education, training and employment because of their gender. The College's aim is to eradicate discrimination on the grounds of gender and to promote equality of opportunity for all.

### **Principles**

1. We strongly oppose sexism and are committed to taking positive action to identify and remove sexism in College life.
2. We will take positive action to develop equality of opportunity for women and men at every level of the learner pathway and throughout their College career.
3. We will monitor the participation, performance and progress of female and male learners and act to address inequalities.
4. We will take positive action to encourage learners into non-traditional areas of work or study so that gender stereotyping becomes the exception.
5. Sexual harassment will not be tolerated in any area of College life. College commitments will be made explicit to new learners and staff and sexual harassment and discrimination will be vigorously challenged through College disciplinary procedures.
6. So far as is reasonably practicable in support of the efficient operation of the business requirement of College, employment policies and procedures will be family friendly and opportunities for professional development will be organised to ensure that those with external care commitments have opportunities to participate.

We recognise that different forms of disadvantage can interact and the damaging effects this has on an individual group. At Stratford-upon-Avon College we will take action to break this cycle.

Additional statements available:

- Age Equality Statement of Intent
- Gender Reassignment Statement of Intent
- Marriage or Civil Partnership Statement of Intent
- Religion or Belief Statement of Intent
- Sexual Orientation Statement of Intent

## **Communicating the Single Equality Scheme**

The Single Equality Scheme will be published and be available on the website, with a copy held in the College Library. It can be sent electronically or by post on request. The scheme will become integrated into College Life with the support of the Senior Management and Governors.

All staff will be given a copy of the scheme and made aware of its implications. The aim is that both staff and learners will work together to make the Stratford-upon-Avon College fully inclusive for all learners and staff. New learners with disabilities will be encouraged to take up opportunities where appropriate according to their hopes and abilities.

**Statistics:**

Statistics on College Employees are shown in the table below:

Disability	Totals 06/07	Percentage 06/07	Totals 07/08	Percentage 07/08	Totals 08/09	Percentage 08/09	Totals 09/10	Percentage 09/10	Totals 10/11	Percentage 10/11
Yes	13	2.7%	13	2.9%	14	3.7%	12	2.9%	11	2.8%
No	397	82.2%	411	90.3%	350	91.4%	385	93%	372	97.13%
Undisclosed	73	15.1%	31	6.8%	19	4.9%	18	4.1%	0	0%
	483		455		383		415		383	

Ethnicity	Totals 06/07	Percentage 06/07	Totals 07/08	Percentage 07/08	Totals 08/09	Percentage 08/09	Totals 09/10	Percentage 09/10	Totals 10/11	Percentage 10/11
Ethnic Minority									37	9.66%
White British									346	90.34%
									383	

Gender	Totals 06/07	Percentage 06/07	Totals 07/08	Percentage 07/08	Totals 08/09	Percentage 08/09	Totals 09/10	Percentage 09/10	Totals 10/11	Percentage 10/11
Male									147	38.38%
Female									236	61.62%
									383	

The action plan identifies the need to collect these statistics in the same format as those below for learners.



**Statistics on Learners are given below in percentages**

**Under 16 year old Learners**

**2005 - 2011**

Disability	2005 /06	2006 /07	2007 /08	2008 /09	2009 /10	2010 /11
Aspergers	*	*	*	*	0.84	1.01
visual	2.20	2.60	0.80	0.82	1.26	1.51
hearing	0.40	1.30	0.40	0.41	0.00	0
mobility	1.10	0.90	0.40	0.41	0.42	0
physical	0.40	0.00	0.40	0.00	0.00	0
medical	1.10	0.00	1.30	1.22	0.84	1.51
Emotional / behavioural	2.20	8.80	7.20	8.57	5.04	1.51
mental health	0.40	0.90	0.40	0.00	0.00	0.5
temporary	0.70	0.00	0.00	0.00	0.00	0
Profound / complex	0.00	1.30	0.00	0.00	0.00	0
multiple	0.40	0.00	0.40	1.22	0.00	0
other	6.60	11.50	4.20	2.86	2.10	7.57
no disability	83.10	72.70	83.50	81.63	86.97	85.35
not known / not provided	1.50	0.00	0.80	1.22	2.52	1.01

Learning Difficulty	2005 /06	2006 /07	2007 /08	2008 /09	2009 /10	2010 /11
Autism Spectrum					0.42	1.01
moderate	5.1	9.7	5.9	5.7	6.30	2.02
severe	0	0	0	*	*	0
dyslexia	9.2	8.4	6.8	9.0	6.72	8.08
dyscalculia	0.4	0.4	0.4	1.2	1.26	1.51
other spec	0.4	0.4	0.4	*	*	0
multiple	0	0	0	0.4		0
other	2.9	4.4	7.6	1.2	0.84	0
none	80.1	75.8	78.5	80.4	81.51	85.35
not known / not provided	1.8	0.9	0.4	0.8	2.94	2.02

## 16 – 18 year old Learners

## 2005-2011

Disability	2005 /06	2006 /07	2007 /08	2008 /09	2009 /10	2010 /11
Aspergers	*	*	*	0.46	0.20	0.88
visual	1.1	0.7	0.6	0.4	0.40	0.47
hearing	0.4	0.5	0.5	0.5	0.55	0.47
mobility	0.2	0.2	0.2	0.1	0.05	0.12
physical	0.2	0.2	0.3	0.4	0.25	0.47
medical	0.5	0.7	1.3	0.7	1.16	1.46
Emotional / behavioural	0.4	0.7	0.8	0.8	0.55	0.7
mental health	0.2	0.5	0.5	0.5	0.35	0.58
temporary	0.1	0.1	0.1	*	*	0.06
Profound / complex	0	0	0.1	0.1	0.05	0
multiple	0	0.1	0.1	0.4	0.40	0.18
other	1.3	1.3	1.7	2.5	2.46	2.05
no disability	94.2	94.3	89.5	90.2	90.44	91.53
not known / not provided	1.5	0.7	4.5	3.1	3.12	1.46

Learning Difficulty	2005 /06	2006 /07	2007 /08	2008 /09	2009 /10	2010 /11
Autism Spectrum	*	*	*	0.66	0.45	1.05
moderate	5.1	1.6	0.9	0.9	1.61	1.64
severe	0	0.1	0.6	0.3	0.30	0.29
dyslexia	9.2	5.4	5.9	7.2	6.94	6.55
dyscalculia	0.4	0.5	0.4	0.4	0.20	0.18
other spec	0.4	0.4	0.3	*	0.15	0.29
multiple	0	0.1	0.1	0.3	0.20	0.18
other	2.9	1.2	1.2	1.3	0.96	1.23
none	80.1	90	86.2	86.1	86.32	87.78
not known / not provided	1.8	0.8	4.5	2.7	2.87	0.82

## Over 19 year old Learners

2005-2011

Disability	2005 /06	2006 /07	2007 /08	2008 /09	2009 /10	2010 /11
Aspergers	*	*	*	*	0.13	0.17
visual	1.1	0.7	0.6	0.5	0.26	0.62
hearing	0.4	0.5	0.5	0.8	0.71	0.9
mobility	0.2	0.2	0.2	1.3	1.00	1.02
physical	0.2	0.2	0.3	0.4	0.18	0.28
medical	0.5	0.7	1.3	0.6	0.63	0.51
Emotional / behavioural	0.4	0.7	0.8	0.3	0.55	1.81
mental health	0.2	0.5	0.5	1.5	0.97	0.73
temporary	0.1	0.1	0.1	*	0.05	0
Profound / complex	0	0	0.1	*	*	0.06
multiple	0	0.1	0.1	1.3	0.42	0.73
other	1.3	1.3	1.7	1.3	1.08	0.57
no disability	94.2	94.3	89.5	82.1	92.44	91.92
not known / not provided	1.5	0.7	4.5	9.9	1.55	0.68

Learning Difficulty	2005 /06	2006 /07	2007 /08	2008 /09	2009 /10	2010 /11
Autism Spectrum					0.13	0.45
moderate	1.8	2.1	2.5	2.0	1.55	1.98
severe	0.5	0.9	1.1	1.3	0.79	1.19
dyslexia	1.6	2.3	2.5	3.0	3.28	3.22
dyscalculia	0.1	0.1	0.1	0.2	0.03	0.11
other spec	0.1	0.1	0.1	0.1	0.03	0.17
multiple	0	0	0.1	0.3	0.21	0.68
other	0.5	0.4	0.8	0.6	0.42	0.17
none	94	93.7	90.5	80.9	91.89	91.41
not known / not provided	1.4	0.4	2.3	10.0	1.65	0.62
Not stated					0.03	

## Ethnic Breakdown, Learner, Staff, Governor and Local Population

2007-2011

Ethnicity	2007/8	2008/9	2009/10	2010/11	Local Population 2009	Staff 2010/11	Governors
Any Other	0.56	0.79	1.11	1.5	1.5	1.63	
Asian or Asian British - Bangladeshi	0.02	0.08	0.11	0.27			
Asian or Asian British - Indian	0.99	0.77	0.72	1.21		0.55	
Asian or Asian British - Pakistani	0.28	0.18	0.25	2.49		0.27	5.00
Black or Black British - Any Other	0.11	0.12	0.11	0.14	0.7	0.55	
Black or Black British - African	0.37	0.36	0.47	0.48		0.55	5.00
Black or Black British - Caribbean	0.29	0.43	0.57	0.43			
Chinese	2.62	3.42	5.46	4.69	0.7	0.27	
Mixed - Any Other Mixed	0.39	0.34	0.75	0.56	1.0		
Mixed - White and Asian	0.29	0.30	0.43	0.48			
Mixed - White and Black African	0.09	0.04	0.29	0.14			
Mixed - White and Black Caribbean	0.63	0.69	1.29	1.18			
Not Known/Not Provided	0.17	0.36	2.44	1.74			
Not Stated	8.10	6.08	2.44			1.08	
Other	2.04	1.74	1.33				
White - Any Other	7.63	7.44	5.81	5.8	3.6	1.90	
White - British	74.90	76.31	78.43	77.91	92.50	92.95	90.00
White - Irish	0.51	0.53	0.43	0.43		0.27	

## Action Plan – Working towards equality

	Where we are now	Future Action 2010 - 2011	By whom	By when
Buildings	<p>The majority of present buildings are all compliant with the requirements of the Equality Act.</p> <p>Many doors are operated electronically.</p> <p>Personal Emergency Evacuation Plans are drawn up for all students with a need.</p> <p>Signage has been improved with, for instance Braille signs added. It will be continually monitored.</p> <p>Staircase flooring has been replaced.</p> <p>Lower kerbs and tactile warnings at pavement edges.</p> <p>EVAC chairs in all areas.</p> <p>The Deaf Alerter system is available for all staff/students or visitors with hearing impairment.</p>	<p>As the new building develops the work will be continued and monitored.</p> <p>.</p>	<p>Compliance Manager</p> <p>Vice Principal</p> <p>Corporate Services</p>	<p>On going</p>
Committees	<p>Equality and Diversity and Inclusive Practice Committees meet each term. The Equality and Diversity Committee is led by the Head of Learner</p>	<p>Check there is representation on Committees from all areas in College and ensure representation from staff/students with disabilities</p>	<p>E&amp;D Committee</p> <p>IP Committee</p>	<p>Achieved</p> <p>September 10</p>

	Services, the Inclusive Practice Committee by the Disability Officer. Issues around disability and inclusivity are regularly on the agenda of both these groups.	and from a range of ethnic backgrounds plus union representation.		
Communication	<p>The Disability statement is available on request. All full time learners are given a booklet on Support for Learners with photographs and contact details; this is available for part-time learners at reception. The Learning Development Mentors and Lecturer Handbooks have information on Disability issues. Information for visitors/staff and students on Equality and Diversity available across college.</p> <p>HR sends each applicant a disability statement and all job advertisements bear the "Positive about Disability" logo.</p> <p>The Forum to discuss issues around disability is held annually. This is attended by staff, students and other</p>	<p>Update annually</p> <p>Update this information annually.</p> <p>Continue this Forum as a regular annual event Review the composition of the forum to ensure that disabled</p>	<p>Disability Officer/ Learner Services</p> <p>Learner Services</p> <p>HR</p> <p>Disability Officer</p> <p>All staff involved in supporting</p>	<p>Updated June 11</p> <p>July 2010</p> <p>September 11</p> <p>January 12</p>

	<p>interested parties. Five Learner Conferences have taken place this academic year and students have the opportunity to discuss issues surrounding Equality and diversity.</p>	<p>students and those from diverse cultural backgrounds are represented. Develop the Learner Conference model.</p>	<p>additional needs</p>	<p>September 10</p>
	<p>The Staff blog is available to publicise information on disabilities.</p>	<p>Use the staff blog on a more regular basis. Develop a student version.</p>		<p>June 11</p>
<p>Assessment of needs</p>	<p>Learners are encouraged to declare any additional need before starting a course. All learners who declare a disability or learning need are invited to an interview to discuss their needs in order to ensure that appropriate and timely support can be put in place.</p>	<p>Train more staff to be able to assess the needs of learners with disabilities.</p>	<p>Disability Officer/Learner Services</p>	<p>Achieved July 2010</p>
	<p>If an applicant for a post at the College declares a need, HR will refer them to an appropriate person or agency to ensure that they receive support. The appraisal process asks staff to identify any additional needs.</p>	<p>Put in place a programme to ensure that all new staff receive some training in recognising and supporting learners with disabilities. Formalise a procedure to ensure that all staff with needs are supported.</p>	<p>Human Resources.</p>	<p>Sept 11</p>

	<p>An individual needs analysis is carried out, where appropriate, to support and ensure the safety of both learners and staff.</p> <p>Evening Class learners who declare an additional need are contacted by the Disability Officer to ascertain what support they need.</p> <p>Evening classes are aware of Fire Instructions for learners with disabilities.</p>	<p>Set up a programme to make staff aware of the use of Individual Needs Analysis and train suitable staff to carry them out.</p> <p>Work with tutors of classes to ensure all needs are met where possible.</p> <p>Continue to ensure tutors are aware of procedures.</p>	<p>CAMs Head of Learner Services Programme Area Managers</p> <p>Compliance Manager Disability Officer</p> <p>Human Resources Learner Services Disability Officer Compliance Manager</p>	<p>Dec 11</p> <p>Ongoing for each new cohort</p> <p>Update for new tutors: September 11</p>
Training	There is training for all new staff that includes awareness of disabilities and issues around the Equality Act.	Continue the regular training schedule for all staff on equality and inclusivity issues.	Staff Development	On going: Specific training planned for July 2011
Marketing	Marketing work closely with staff involved and students to ensure that materials are appropriate and inclusive.	All marketing materials should be checked for inclusivity	Marketing Committee	On going Images for full time prospectus

				celebrate the diversity of the learner population.
Curriculum	<p>Inclusive materials have been developed for use in tutorials across College. These include sessions on raising awareness about inclusivity. Learning Development Mentors have been appointed to deliver this. A broad range of courses offered at all levels.</p> <p>Student Liaison staff work with learners to develop extra curricula activities including lunch clubs for those with additional need.</p> <p>Embed Equality and Diversity into all aspects of the curriculum.</p>	<p>Monitor the use of the materials to ensure that all learners have the opportunity to access the programme. Develop the new Learning Mentor role.</p> <p>Develop extra curricula clubs and networks for learners</p>	<p>Cross College Leader, Tutorial, Enrichment and Progression Student Liaison Coordinator, Head of Learner Services.</p> <p>CAMs, PAMs and PACs</p>	<p>September 11</p> <p>September 11</p>
Statistics	<p>Statistics are collected from learners to show type of Learning Difficulty and Disability, cultural diversity, gender imbalance and age.</p> <p>HR collect statistics on staff to show whether they have a disability or not, their religion or belief, gender and ethnicity.</p>	<p>Continue to develop the use of these statistics to inform planning.</p> <p>Develop the analysis of data for staff to allow for improved monitoring and understanding. The introduction of EDIM 6 improves the focus of data</p>	<p>Equality and Diversity Committee Human Resources Equality and Diversity Committee</p>	<p>August 11</p>

		collection.		
Partners	<p>The College has links with organisations, some of which are specialists in areas of disability.</p> <p>e.g. WREP, NADO, AOC, NIACE, Skill, Connexions, Welcombe Hills School, Hereward College, Stratford Council, Access to Work, LSC. Strong links have been formed with outside organisations e.g. Fire Service, Police.</p> <p>The Head of Learner Services is a key member of the Stratford District Council Equality and Diversity Forum and Vice Chair of the Information, Advice and Guidance Forum for the area.</p>	Develop current links and forge new links where appropriate.	All staff	On going
Impact Assessment	<p>Policies and procedures have been written to be inclusive across the whole College</p> <p>Staff training in place for key staff.</p>	<p>All policies and procedures need to be checked as they are revised.</p> <p>Monitor schedule to review all procedures within College.</p> <p>Widen staff training in carrying out Impact Assessments.</p>	<p>Compliance Manager</p> <p>HR Team</p> <p>Head of Learner services</p>	<p>Sept 11</p> <p>Achieved with the development of the Impact Assessment Monitoring Committee.</p>

## Conclusion

We want to make Stratford-upon-Avon College a place of choice for learners and potential employees regardless of their needs and to offer all learners and staff appropriate support.

We welcome any comments or input on ways that will help us to improve.

If you have anything you would like to say please contact the Disability Officer at the College, Rosie Herbert. You can call in, telephone, e-mail, fax or write.

Telephone: 01789 266245 ext 3140

Fax number: 01789 267524

E-mail: [rosieherbert@stratford.ac.uk](mailto:rosieherbert@stratford.ac.uk)

Address: Rosie Herbert, Disability Officer, Stratford-upon-Avon College, The Willows North, Alcester Road,  
Stratford-upon-Avon CV37 9AE

