



CAMBRIDGE
SCHOOL OF
VISUAL &
PERFORMING
ARTS

DISABILITY ACCESS & ACCESSIBILITY PLAN 3 YEAR PLAN, 2018-2021

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Introduction

The Special Educational Needs and Disability Act 2001 extended the original Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, under Part 4 of the DDA, which has now been echoed in the latest legislation of 2010, namely the Equality Act¹, the Colleges, CATS Cambridge and CSVPA, have held three key duties towards disabled students:

- not to treat disabled students less favourably for a reason related to their disability
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled students.

This plan sets out the proposals of how the Colleges will increase access to education for disabled students in the three areas required by the planning duties in SENDA and the Equality Act:

- increasing the extent to which disabled students can participate in the school curriculum
- improving the delivery to disabled students of information that is provided in writing for students who are not disabled.
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services

It is a requirement that the Colleges' accessibility plan is resourced, implemented and reviewed and revised as necessary.

The purpose and direction of the Colleges' DDA plan, vision and values

The Colleges subscribe fully to the concept of inclusion. This plan and the actions arising from it are a manifestation of that commitment.

The Colleges' provide equality of opportunity for all of their students to follow a full curriculum timetable and to take part in extracurricular activities and in the full-life of the College² to which they belong. The individual needs of all students at our Colleges will be met effectively so that they each have the opportunity to benefit as fully as possible from the education that is provided and, consequentially, that each of our students has an equal opportunity to realise their individual potential.

The Colleges will monitor carefully the academic performance and personal development of students with protected characteristics and do whatever is necessary to provide them with effective support when it reasonably practicable to do so.

We recognise our responsibility to meet the individual needs of all of our students, and the need to maximise every student's opportunity to realise their potential. It is the responsibility of all members of the school community to ensure that this is achieved by removing as many barriers to learning and development as is possible.

We regularly examine all areas of our educational provision, and this includes the campuses within which that provision is delivered. We will examine any measures that will improve school life for the school community as whole and/or for any individual within that community, including any structural changes where these are possible, permissible, and necessary. The ambition of this work is to provide the correct environment for all our students to thrive and progress.

¹ The DDA has now wholly been replaced by the Equality Act, and is referred to in this Plan

² CATS Cambridge or CSVPA

Through the supportive environment provided at the Colleges and in partnership with parents and the wider organisation of CEG, the Colleges aim to maximise the self-possession and esteem of all of their students. This, in turn, helps students to realise their potential.

Information from Student data and Audits

Examination Access Arrangements

Access to internal and external examinations is available to all students. Anyone with identified difficulties could, dependent on need, use a laptop, have an amanuensis, a reader, an oral language modifier, a prompt, modified papers, extra time, rest breaks, have exams completed at home or in hospital, provided that their need is proven and approved by appropriate means.

Medical Conditions

Appropriate members of staff are kept advised of students who have medical conditions that may have a direct or indirect affect upon the student's education, and/or that may impact on their education due to the medicines or therapies employed to treat the medical condition. Where appropriate, staff members receive appropriate guidance and/or training in how the students' needs can be best accommodated in the activities for which the member of staff is responsible.

Bullying:

Students at our Colleges enjoy a safe and secure environment. We treat bullying as a serious matter. There is a clear section in the Student Handbook about bullying, setting out our policy with guidelines about how bullying is addressed at the Colleges. Students are encouraged to say if they are aware of bullying, and it is dealt with immediately. The Colleges' anti-bullying policy is available on both the website, and the Colleges' internal MIS, Shackleton.

Racism:

Students are encouraged to report such incidents and we deal with them immediately.

Child Protection:

Child protection arrangements are in place and regularly reviewed by the Colleges' Boards and the Colleges' Pastoral Care Team. The designated members of staff have been trained for their roles in this area, and the training is regularly reviewed to ensure that this is kept up to date.

Pastoral Care:

We have a strong pastoral system based on Personal Tutors, Programme Directors, Heads of House and House Parents. All of our staff are supportive, and feel that any student may talk to them at any time.

Health and Safety:

The Colleges' Operations Manager and other appropriately qualified members of staff and external contractors complete regular health and safety checks and audits. The Colleges' Governing Bodies meet regularly to review the actions taken to address issues identified in those checks and audits. All staff are aware of the need to report issues of health and safety immediately. As part of the Health and Safety policy, students as well as staff are regularly involved in risk assessments, e.g. practical subjects, outdoor activities and school visits.

Views of those consulted during the development of the plan

There is a clear line management system to gather feedback from members of staff in addition to which, all members of staff are free and encouraged to provide their thoughts to any member of the SLT or Governing body.

There is a general staff briefing once per week at which all academic staff are present.

When we have students with EHC plans we receive feedback from their parents via the Annual Review process in place for those plans.

We receive very few complaints from parents of our students. When we do, we are always keen to learn from parents' and students' experiences and where appropriate these learning points will be fed into the development of this plan.

The main priorities and structure of in the Colleges' DDA plan

The Colleges' DDA plan is structured to align with the duties set out in the relevant legislation:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the delivery to disabled students of information that is provided in writing for students who are not disabled
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services

Details of the planned activities in each of these areas are available in the schedule provided in Appendix 1.

Making it happen – ownership management, coordination and implementation

The Colleges' DDA plan is owned by the Principal of CATS Cambridge and the Rector of CSVPA. The plan will be revised on a regular basis, at least annually, but more often if that is required to meet the needs of the Colleges' students, potential students and staff.

The plan will be reviewed by the Colleges' DDA Committee. The committee will meet termly to monitor progress. Progress reports will be annotated on the schedule at Appendix A the updated schedule will then be reviewed by the Colleges' SLTs.

The membership of the DDA committee is as follows, the Assistant Principal (Pastoral), who will also chair the committee, Dean of Academic Programmes (Foundation and Extended Diploma), Assistant Principal (Academic), the Colleges' ALS Co-ordinators, Colleges' Operations Manager and the Colleges' Registrars.

The Committee will make recommendations to the Principal and the Rector for consideration by the Colleges' Boards.

Policies within the Colleges that link with and take account of this plan are the Health and Safety Policy, Equality and Diversity Policy, and the Fire Prevention Policy.

The Colleges will implement changes as required by their students and staff needs, insofar as it is reasonably practicable to do so.

Monitoring and Review of Policy

The Colleges' Boards will review this policy statement annually, and update, modify or amend it, as they consider necessary to ensure that the Colleges continue to meet their legislative duties with respect to legislation relating to Equality and, also, to ensure the health, safety and welfare of all staff and students taking into account any managerial and legislative changes.

DDA Plan 2018-2021 Schedule as at 061218 (all targets are owned by the Principal of CATS Cambridge and the Rector of CSVPA)

The duties to which each target contributes is indicated in the final three columns:

1. increasing the extent to which disabled students can participate in the school curriculum
2. improving the delivery to disabled students of information that is provided in writing for students who are not disabled.
3. improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

End of cycle meeting scheduled for 22/10/20

Ref	Target	Key Milestones	Lead	Progress Reports ³	Completed	1	2	3
1.0	BDA Accreditation by September 2020			CATS Board agreed in principle with the ambition. Implementation to be planned across all three colleges for 2019/20		✓		✓
1.1		Determine requirements and costs by 14 Jan 19	CBE	Complete and sent to CATS Board				
1.2		Present proposal to the January Board for approval and funding	CWI	Complete and sent to CATS Board				
		Re-submit case to the CATS Board in May 2019	RBM (Since 08/19)	Revised target is to achieve this by 2020 Sept. RBM / RG to ascertain steps towards this. Jan 2020 - MHD staff training and advise sheet on dyslexic friendly material – more training to staff on this before further application can be made – INSET to include training slot.				
2.0	Crystal Mark award from Plain English by September 2020			CATS Board agreed in principle with the ambition. Implementation to be planned across all three colleges for 2019/20		✓		✓
2.1		Determine requirements and costs by 14 Jan 19	CBE	Complete and sent to board				
2.2		Present proposal to the January 2019 Board for approval and funding	CWI	Funding request in March 2019				

³ Progress reports will be annotated at least termly for every current milestone. As milestones are completed, new milestones will added as appropriate.

		Re-submit case to the CATS Board in May 2019	RBM (Since 08/19)	<p>RBM to follow up and progress this. Meeting Nov 2019 with CBE – all posters/ displays / signage would need to be changed to comply to this. Need to assess how far there would be a significant difference in terms of ease of reading and understanding were we to go for this.</p> <p>Meeting CBE – Feb 2020 – possibility of producing all material to standard at outset of the next academic year to assess if possible, to make an application for this.</p>				
3.0	Provision of materials in media other than writing (on-going)		RBM (Since 08/19)	<p>October 2019 update, CSVPA and CATS Cambridge have introduced CANVAS. This allows material to be presented in several formats. On-going progress with this.</p> <p>KH – suggests one representative from each setting to attend the other settings INSETT/ Pause days to share good practice.</p> <p>CATS – L2L and BLP incorporates inclusion to some degree.</p> <p>DTO addendum – Cross College Videos have been welcomed internally – greater emphasis on narrated materials and videos for</p>			✓	

				externally focused materials may be useful – scope for translation into in market languages. March 2020 - Ongoing – necessity for online provision has led to the creation of online lessons/ recordings/ videos / demonstration lessons/ tutorials / the increased use of CANVAS for assessment material, assessments and exams. All to be documented and taken forward in areas where this is appropriate and beneficial for students. <i>September 2020 online induction / quizzes / activities to be introduced for 2020 intake.</i> <i>CNAVAS allow for cross-college standardisation.</i>				
3.1		Assess need for the presentation of recruitment operational information in media other than writing by 14 January 2019.	CBE					
3.3		Present proposal to the January 2019 Board for approval and funding	CWI					
4.0	All student curricular materials available to students at a time and in					✓		✓

	media that best suits their needs (on-going)							
4.1		All teachers to have used basic aspects of CANVAS in their teaching by Feb 19	QAF	Done	Done			
4.2		All basic course content for all courses (Lesson PPTs, Key word lists, SsoW, e-books, extension tasks), to be on CANVAS at the beginning of courses by Sep 21	QAF	October 2019 update - On-going, but good progress March 2020 onwards. Extensive progress and evidence in this area – discussion to formalise process and standardise presentation. All SOWs online Sept 2020				
4.3		(Introduced October 2019) Promote ALS specific tools and techniques e.g. speech-recognition software	RBM/R G	October 2019. Awareness of needs sent through by ALS coordinator. Different staff members respond to this differently. CSVPA often use learning techniques involving visual learning and active learning. KH feels that this learning by doing is particularly suited to those students with ALS. Discussion about voice recognition software and when this can be used appropriately as well as the provision for those students with statements in the state system and how this could transfer to other settings.				v

				CATS September 2019 all students were given an ALS test on arrival – analysed by ALS coordinator.	Done.			
5.0	Maintain and develop the Colleges' capacities to support Students with ALS learning needs (on-going)					✓		✓
5.1		Review student performance and outcomes for students with ALS and any other protected characteristics – identify potential gaps and their root causes (by Jan 2019)	QAF, RGR	Result analysis Aug 2020				
5.2		Assess and cost available pedagogies and technologies in context CATS CB and CSVPA existing student constituencies and future marketing plans. Assessment to be available at the beginning of Feb 19	MHD &CBO	Done, report sent to DT with our wish lists but not happened yet due to lack of funding for assistive technologies.	Done.	√	√	
5.3		Presentation of the development plan to the February Board	CWI (DTO)					
5.4		Provision of regular context-specific training for teachers and boarding staff	MHD&C BO	MHD had two meetings with different boarding staff and teaching staff. Also, individual	Done.	√		√

				student specific reasonable adjustments given to teachers.				
5.5		Develop guidance for sales relating to the ALS needs that can be met and those where further accommodations will be required, by April 2019	MHD & CBO	We were both concerned that students come to both CATS and CSVPA with recognised, diagnosed ALS conditions and we are not told about them.	Done.	√		√
5.6		Guidance for sales regarding ALS.	MHD	Guidance given to CBE to present to sales advisors about information required for ALS.	Done.	√	√	√
5.8		Streamline communication of ALS / physical disability between pre-Arrival and admissions.	MHD/R GR	<p>October 2019 update: CSVPA have introduced September 2019, Fitness to Study Policy. KH explain the purpose of this and the reason for its production. The policy is based on support and supportive discussion rather than sanction. Student issues are often recognised through poor attendance. This surface issue can lead to the disclosure of other issues. The fitness to study policy documents the support in these cases. The support plan is in the place of the stage system. Students are supported in accessing material in the best way for them through the plan.</p> <p>Next Steps:</p>				

				<ul style="list-style-type: none"> • Ascertain the recording of information. • CSVPA arrival notes often put into medical and have the possibility of not being picked up by staff. RG to follow up. • Fitness to Study Policy. September 2019. Key change – relevant to CSVPA as students often older than those at CATS. September 2020 request for information prior to induction. 				
6.0	Maintain and develop the Colleges' capacities to promote the personal development of students with protected characteristics (on-going)			<p>October 2019 update</p> <p>Discussion regarding the development of including protected characteristics more fully in the Personal Development programme. This has moved forward. However, discussion also highlighted the need to offer training to allow staff to become more knowledgeable in this field.</p> <p>Discussion of gender-neutral toilets – this has been raised in both settings.</p> <p>Possibility of INSETT to focus on protected characteristics.</p>		✓		✓

				CATS INSETT training OCT. Take forward idea of gender-neutral toilet provision to building requirements discussion. For review – gender neutral toilet. Possible in all buildings.				
6.1		Assess the Colleges’ co-curricular provision in the context current student constituency, by April 2019	RBM	October 2019 update – absorbed into Personal Development and PSHE policy September 2020 – CATS personal dev to be delivered by PDs to ensure standardisation of delivery – augmented by PT work. Cross-college standardisation of material and scheme.				
7.0	Maintain and develop the Colleges’ physical accessibility to students and staff with protected characteristics		JAR	New fencing and gates / lighting installed CATS CB re-student safety. Smoking area under review - staff and students.		✓		✓
7.1		Identify any improvements needed to accommodate the needs of potential students considering the Colleges, by April 2019	CBE/JAR					
7.2		Provide recommendations for improvements to physical accessibility by 30 October 2019 based on 7.1 and the following:	JAR	June 2020 onwards Covid19 policy implementation. BLM – policy implementation.				

		<ul style="list-style-type: none"> ▪ Annual Site Risk Assessments (to explicitly include assessment against DDA) ▪ Reviews of the following policies: <ul style="list-style-type: none"> ○ Equality and Diversity ○ Fire risk assessment ○ Health and Safety ○ Safeguarding ○ ALS Policy ○ Curriculum Policy (including ESL) 						
7.2		Identify any improvements needed to accommodate the needs of potential staff considering the Colleges as an employer by 30 October 2019.	JAR	June 2020 onwards Covid19 policy implementation.				

COVID -19 Addendum to the Disability Access and Accessibility 3 Year Plan

1 COVID-19 HEALTH RISK MANAGEMENT PLAN

People at greater risk of more serious illness due to COVID-19 include:

- people with certain chronic health conditions and/or compromised immune systems
- some people with disability

EHC plans and Individual Health Plans must include a Covid-19 Health Risk Management Plan. Individual Health Plans should be in place for any students known to be a greater risk. The college should consider if changes are required to reduce the student's Covid-19 risk. The plan should be completed with input from the parents and/or the student's home doctor as well as with the college medical staff.

2 ONLINE LEARNING

Online learning will continue to be provided for the Autumn term. Reasonable efforts must be made to ensure that online learning is accessible to all students. This may include support for teachers to adapt online learning to better address a student's particular special educational needs.

3 RETURNING TO COLLEGE AFTER THE CORONAVIRUS LOCKDOWN

The Covid-19 pandemic and subsequent lockdown is an unprecedented situation in the lives of students, potentially impacting on all of their mental health and wellbeing. However, it is likely the situation has been especially challenging for students with pre-existing mental health problems. Students with physical or mental health concerns may also feel more anxious about returning to college.

All staff should be encouraged to keep an open mind about what students may be going through, or have been through. Where necessary, additional support may be required to support students to achieve academically.