



CAMBRIDGE
SCHOOL OF
VISUAL &
PERFORMING
ARTS

Equality and Diversity Policy

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Key Staff	Operations Manager, Assistant Principal Pastoral Care
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Mission Statement

CATS College Cambridge/CSVPA is committed to providing equal opportunities for all and welcomes:

- applications for employment from those with a disability
- applications for places from students with disabilities

Objectives

In accordance with the mission of the Disability Rights Commission, the Colleges are committed to achieving full civil rights for disabled people, creating a culture and physical environment in which all disabled people can participate fully as equal citizens.

Definitions and Scope

Scope

The Special Educational Needs and Disability Act 2001 imposes duties in respect of access to education, extending those obligations and rights, already applicable to employment and the provision of goods and services, to the education sector. The Act outlaws disability discrimination in relation to recruitment, terms and conditions of employment, promotion, training, transfers and other benefits, dismissal or other detrimental treatment. Case Law has shown disability to include, asthma, ME, MS, back injury, cerebral palsy and depression although this list is not exhaustive.

Statutory Duties The Disability Discrimination Act 1995, as amended by The Special Educational Needs and Disability Act 2001 and The Equality Act 2010.

Discrimination occurs when-for a reason relating to the disability a disabled person is treated less favourably than a person to whom that reason does not apply without reasonable justification. Whether particular steps are reasonable is contingent upon cost, effectiveness, size, resources available to the employer, extent of disruption and availability of financial or other assistance. Although there are members of staff with special responsibility for disabled pupils, this Policy and Procedure applies to all staff.

Definitions

Disability is defined as a physical or mental impairment that has a substantial and long-term effect on an individual's ability to carry out normal day-to-day activities

Physical or mental impairment is defined as a well-recognised clinical illness but excludes addictions and various personality and social disorders.

Substantial is defined in terms of the time and way an activity is carried out as well as the cumulative effects of impairment.

Long Term Effect is defined lasting or being likely to last for twelve months or the rest of the life of the person affected

Normal Day to Day Activities are defined as mobility, manual dexterity, physical coordination, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand perception of risks of physical danger.

Employment is defined as employment under a contract of service.

Responsibilities

The College will ensure that all its employees and users of its facilities are made aware of the legal obligations and rights bestowed by the Equality Act 2010 legislation. All staff have a duty to observe the provisions of this Act.

From September 2002, it became unlawful to discriminate against disabled people or pupils by treating them less favourably than others. In addition, responsible bodies are required to provide certain types of reasonable adjustments (including the provision of auxiliary aids and services) to disabled pupils or other disabled people where they might otherwise be substantially disadvantaged, with the exceptions below.

From September 2005, responsible bodies will be required to make adjustments to physical features of premises where these put disabled people or pupils at substantial disadvantage.

The duty to make reasonable adjustments includes:

- Adjustments to premises
- Allocating some of the disabled person's non-key duties to another employee
- Transferring them to fill a vacancy
- Altering the place of work or working hours
- Acquiring or modifying equipment
- Providing a reader or interpreter
- Providing supervision
- Allowing absence for rehabilitation, assessment or treatment
- Providing training
- Modifying procedures for testing and assessment
- Modifying instructions/reference manuals

Staff Awareness

As required under SENDA 2001, all staff will receive information and guidance on provision for disabled students, as it is recognised that those students may be found in any area of the College.

Staff Recruitment and Employment

The Colleges' recruitment process ensures that applicants for posts are shortlisted on the basis of how their qualifications and experience match the person specification for the job.

The Colleges recognise that some disabled people will need adjustments made in order for them to do the job. We will look at what changes could be made to the workplace or to the way work is done and make any changes that are reasonable.

If an employee develops a disability, the Colleges will make every effort to retain his/her services by making reasonable adjustments to the workplace, the methods of working or by finding another suitable role for her/him.

When decisions are made about an individual, the only personal characteristics or circumstances taken into account will be those which are necessary for the proper performance of the work involved.

As part of the performance management process, disabled employees will be given the opportunity to discuss what can be done to develop and use their abilities.

Student Recruitment and Experience

Disabled students applying for a place at the College will undergo the standard admissions procedure; offers of a place will be made on the basis laid down in the Admissions Policy and Procedures.

When planning educational and other activities outside the school day, staff organising the events will carefully consider the types of activity and the adjustments that can be made so that disabled colleagues and students can take part fully.

The staff will regularly review the provision it makes for disabled staff and students and strive to continuously improve the facilities available.

In accordance with the Special Educational Needs & Disability Act 2001 and the Equality Act 2010 CATS College Cambridge/CSVPA recognises its responsibilities to its staff, in respect of provisions covering disability discrimination, and actively encourages all students with learning difficulties and/or disabilities.

From time to time, students may feel that there is a problem or concern at the College and want to make a complaint about something.

Academic and Curriculum Support

Any student with a disability, who, after an assessment by members of the Special Educational Needs staff, is thought to need the assistance of a facilitator, is supplied with one.

Examination Arrangements

Students who require special arrangements or additional support during examinations make this request to their Tutor who should then contact the SENCO, who will make the necessary arrangements through the Exam Office.

Staff Procedures

All members of the Support Team are trained to teach pupils with learning difficulties and/or disabilities. Most Support Assistants have or are working towards a recognised Learning Support Assistant qualification. Staff receive basic specialist training e.g. for hearing impaired pupils. All staff have received staff development in relation to SENDA 2001, through compulsory sessions on staff development days, ad hoc workshops and attendance at external conferences.

Building Specific Considerations

The educational and social aim is for all users with disabilities to enjoy the College facilities with the minimum of specialist equipment and separation. To achieve this aim a number of alternative approaches were researched and assessed by the Colleges including the dining room in Bridge House and the Hub at Elizabeth House being a place that all have appropriate assistance to eat, in a manner that promotes dignity and choice.