



CATS College London Accessibility Plan and Disability Compliance Policy

Accessibility Three-Year Plan (2019-2022) and Disability Compliance Policy

Aim

This plan details how CATS College London intends to increase the accessibility of its activities and facilities from 2019-2022. CATS College London is committed to providing an inclusive environment for its students whereby all students will be able to participate in all aspects of College life. The College will seek to identify and address any barriers which prevent students with disabilities from accessing the College's facilities.

This policy should be read in conjunction with the CATS College London's Equality and Diversity Policy.

Definition of Disability

The Disability Discrimination Act defines a disabled student as someone who has "a physical or mental impairment which has a substantial and long-term adverse effect on his or ability to carry out normal day-to-day activities".

The definition includes sensory impairments, learning impairments, dyslexia, diabetes, epilepsy, ADHD, severe allergies and major illnesses.

Duty under the Act

CATS College London, and its proprietor (CEG Colleges) recognises its duty under the DDA, as amended by the SEN and Disability Act of 2001 and Schedule 10 of the Equality Act 2010 'Accessibility for Disabled Pupils', and aims to:

- Increase the extent to which disabled students can access all aspects of the College's curriculum and extra-curricular activities
- Improve the physical environment of the College for the purpose of increasing the extent to which disabled students can take advantage of the educational opportunities and other facilities offered by the College
- Not to discriminate against or treat disabled students less favourably
- Take reasonable adjustments to avoid disadvantaging disabled students access to the curriculum and extra-curricular activities. The duty to make reasonable adjustments refers to all aspects of College life. In deciding whether a step is reasonable, the College may consider the need to maintain
 - Academic standards
 - Available resources
 - Practicalities of the proposed adjustment
 - The health and safety of all students and staff



Organisation and Responsibilities

The College's Governing Body and Senior Leadership Team undertake:

- to review the College's policies and facilities to maximise accessibility by those with additional needs
- to make recommendations regarding how to improve accessibility by planning and evaluating improvements
- to monitor implementation of this plan and review the plan at least every 3 years

Awareness

All members of the College community must be made aware of disability and accept and support disabled students. INSET will be provided to increase understanding of disability and the need to make reasonable adjustments to comply with our legal duties and to improve our educational provision. This emphasis on acceptance and support for all students is mirrored in the College's Equality and Anti-Bullying Policies.

Increasing Access to College Curriculum

- The College's staff will continue to advance their understanding of common forms of disability to gain a better understanding of relevant issues facing students with these conditions and best practice methods of supporting them.
- Staff will be made aware of students with a disability or special educational need by a member of the Senior Leadership Team.
- The requirements of any student with additional needs admitted to the College will be discussed with appropriate staff and a programme of appropriate special provision will be made. The College may recommend a learning support to support curriculum delivery and aid with homework assignments/study skills.
- Individual programmes of support will be prepared and evaluated on a regular basis.
- Staff will adapt their teaching to all students' abilities. INSET will be organised to instruct staff in and discuss best practice/strategies.

Improving Access to Physical Environment

- CATS College London will purchase additional specialist equipment or support for individual students on a needs basis.
- The College has a lift to its separate floors, and it is unlikely that one will be added soon. However, this will be kept under review.
- The College will make any further reasonable adjustments to ensure that disabled students and staff can still participate in College life.

Improving Access to Information



- In disseminating information, we will take account of disabilities, be they of student or parents, and recognise that communication with a parent may need to be by telephone rather than letter (or vice-versa).
 - The College will seek to make reasonable adjustments so that information can be made available in alternative formats such as braille, audio tape, large print or through sign language.
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Specific targets to ensure that no student is disadvantaged as a result of physical or learning difficulties

Target	Action	Review Date
1.1 To ensure staff are aware of the provisions of the DDA and new Equalities act and its implications for classroom practice and beyond	<ul style="list-style-type: none"> • Policy provision and reminders • Training update sessions 	Annually
1.2 To screen all students on arrival at the College with tests (eg ALIS)	<ul style="list-style-type: none"> • Tests administered on arrival at College or as soon as practicable afterwards. • Results used to inform staff of entry IELTS levels and to identify students in need of further testing • Student Services follow up late arrivals 	Sep & Jan
1.3 Support identification of students with learning issues over the year not picked up by initial testing. Targeted sessions provided for underachievers	<ul style="list-style-type: none"> • Underachieving students identified after every reporting cycle. • VP ensures lists discussed with Curriculum Directors so as to identify what action is being taken 	On-going
1.4 Review list of students identified as having SEN	<ul style="list-style-type: none"> • Liaise with staff on clear strategies for staff on how to support learning 	Termly
1.5 Intranet ("Shackleton") to track student learning issues and provide clear overview of learning progress with full staff access	<ul style="list-style-type: none"> • Tracking learning with regular reviews of student performance 	Regular & on-going
1.6 Regular reviews of student work undertaken; termly measuring of progress against	<ul style="list-style-type: none"> • Staff training undertaken for new and existing staff 	Termly



1.7 Allowing students with a range of learning styles to access the curriculum	<ul style="list-style-type: none"> • Train staff in delivery • Lesson plans in place • INSET on differentiation and learning styles 	On-going
1.8 Information accessible to students in lessons in a variety of formats	<ul style="list-style-type: none"> • Staff using interactive boards, worksheets, audio and visual methods to communicate information 	On-going
1.9 Disabled students able to access the full curriculum	<ul style="list-style-type: none"> • All current facilities fully accessible 	On-going
1.10 Ensure admissions staff at Cambridge are fully aware of their responsibilities under the Equalities Act to ensure students are not put at a substantial disadvantage in matters of admission and education	<ul style="list-style-type: none"> • Meetings with senior admissions staff to outline their clear responsibilities 	On-going
1.11 Ensure disabled access to rooms in accommodation	<ul style="list-style-type: none"> • Premier House fully DDA compliant, including wheelchair, lift and First Aid access 	On-going
1.12 Ensure disabled provision continues to be reviewed as college grows	<ul style="list-style-type: none"> • SLT, Operations and Governing Body involvement 	Annually

Reviewed: June 2020

Next review: August 2021