



Disability, Discrimination and Accessibility plan 2019-2022

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Lead for Review	Operations Manager, Principal

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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, CATS Canterbury holds 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 College increases access to education for disabled students in the three areas required by the planning duties in SENDA and the Equality Act:

- increase the extent to which disabled students can participate in the school curriculum.
- improve the delivery to disabled students of information that is provided in writing for students who are not disabled.
- improve 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 College's accessibility plan is resourced, implemented, reviewed and revised as necessary.

Purpose, Vision and Values

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

The College provides equality of opportunity for all of its students to follow a full curriculum timetable and to take part in extracurricular activities and in the full-life of the College. The individual needs of all students at our College 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 College monitors 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 campus within which that provision is delivered. We 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.

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

Student Information

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.

SEND and Able Students

At the beginning of every academic year in September and January, the SENCO assesses all students through the LADS testing software and makes staff aware of individuals' needs. The SENCO writes a student Individual Learning Plan and shares it with the relevant staff. If necessary, the SENCO trains the staff on particular needs.

Medical Conditions

Appropriate members of staff are kept advised of students who have medical conditions that may have a direct or indirect effect 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 College 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 College. Students are encouraged to say if they are aware of bullying, and it is dealt with immediately. The College's anti-bullying policy is available on both the website and the College's 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 College's Boards and the College's 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, House Leaders 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 College's Operations Manager and other appropriately qualified members of staff and external contractors complete regular health and safety checks and audits. The College's Governing Body meets 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.

Gathering Views

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.

Priorities

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

- Increase the extent to which disabled students can participate in the school curriculum.
- Improve the delivery to disabled students of information that is provided in writing for students who are not disabled.
- Improve 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.

Management, Coordination and Implementation

The College's DDA plan is owned by the Principal of CATS Canterbury and the Operations Manager. The plan is revised on a regular basis, at least annually, but more often if that is required to meet the needs of the College's students, potential students and staff.

The plan is reviewed by the College's SLT and SMT. The SLT and SMT meet termly to monitor progress. Progress reports are annotated on the schedule at Appendix A.

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

The Colleges' Boards 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.

Appendix 1 DDA Plan 2018-2021

Dated February 2019

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

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

Ref	Target	Key Milestone	Lead	Progress	Completed	1	2	3
1.0	BDA Accreditation by September 2020					X		X
1.1		Determine requirements.	PC, NR					
1.2		Present proposal to the June 2019 Board for approval and funding.	SL					
2.0	Provision of materials in media other than English						X	
2.1		Assess need for the presentation of recruitment operational information in media other than English by 15 May 2019.	SSC					
2.2		Assess need for presenting information in different formats such as larger font, overlay, laptops, etc. by 15 May 19.	PC, NR					
2.3		Present proposal to the June 2019 Board for approval and funding.	SL					

3.0	All student curricular materials available to students at a time and in media that best suits their needs (on-going).					X		X
3.1		All teachers to have used basic aspects of the VLE (Moodle) in their teaching by April 19.	NR					
3.2		All basic course content for all courses (Lesson PPTs, Key word lists, SoW, e- books, extension tasks), to be on the VLE at the beginning of courses by Sep 21.	NR					
4.0	Maintain and develop the Colleges' capacities to support Students with ALS learning needs (on-going),					X		X
4.1		Review student performance and outcomes for students with ALS and any other protected characteristics – identify potential gaps and their root causes (by May 2019).	PC, NR					
4.2		Review and assess and cost available pedagogies and technologies in context of existing student and future marketing plans. Assessment to be available at the beginning of March 19.	PC, NR					
4.3		Presentation of the	SL					

		development plan to the April 19 Board.						
4.4		Provision of regular context-specific training for teachers and boarding staff.	NR, LH					
4.5		Develop guidance for sales relating to the ALS needs that can be met and those where further accommodations will be required, by May 2019.	SSC					
5.0	Maintain and develop the College's capacities to promote the personal development of students with protected characteristics (on-going).					X		X
5.1								
6.0		Assess the Colleges' co-curricular provision in the context current students by April 2019.	SSC, RH			X		X
7.0	Maintain and develop the College's physical accessibility to students and staff with protected characteristics					X		X
7.1		Identify any improvements needed to accommodate the needs of potential students considering the Colleges, by April 2019.	NP					

7.2		<p>Provide recommendations for improvements to physical accessibility by 30 October 2019 based on 7.1 and the following:</p> <ul style="list-style-type: none"> • Annual Site Risk Assessments (to explicitly include assessment against DDA) <p>Reviews of the following policies:</p> <ul style="list-style-type: none"> • Equality and Diversity • Fire risk assessment • Health and Safety • Safeguarding • ALS Policy • Curriculum Policy (including ESL) 	NP NP, SSC, NR					
7.2		<p>Identify any improvements needed to accommodate the needs of potential staff considering the Colleges as an employer by 30 October 2019.</p>	SL					