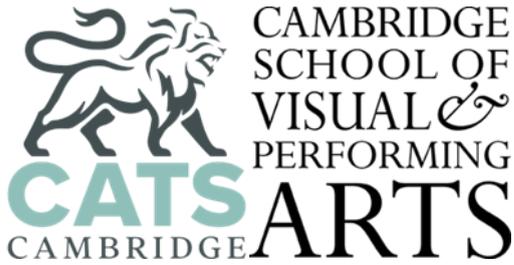




DISABILITY ACCESS & ACCESSIBILITY PLAN 3 YEAR PLAN, 2022 - 2025



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Introduction

Through the supportive environment provided at the Colleges and in partnership with parents and the wider organisation of CGS, the Colleges aim to maximise the independence and confidence of all of their students.

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 students with a disability:

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

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

- ✦ increasing the extent to which students with any disability can participate in the school curriculum
- ✦ improving the delivery to students with a disability which affects reading ability 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 students with a disability 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 strive to 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 carefully monitor the academic performance and personal development of students with protected characteristics and seek 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 act in the light of this recognition by removing as many barriers to learning and development as is possible.

¹ The DDA has now wholly been replaced by the Equality Act, and is referred to in this Plan ² CATS Cambridge or CSVPA

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 could improve school life for the student community as a whole and/or for any individual within that community, including any structural changes where these are reasonable, possible, permissible, and necessary in order to provide an environment within which all of our students are able to thrive and progress.

Information from Student data and Audits

Examination Access Arrangements

We recognise that some students require specific arrangements in order to access internal and external examinations. These vary depending on individual need but could include additional time to complete the examination, rest breaks, the use of a laptop to type during a written examination, provision of an amanuensis or a reader, an oral language modifier, a prompt, modified papers, or arrangements to complete examinations in an appropriate location outside college. Individual examination access arrangements depend upon the need being proven by appropriate means. External examination bodies may set their own particular rules around establishing the need for examination access arrangements which the Colleges must uphold.

Health Conditions

Appropriate members of staff are kept advised of students who have health conditions that may have a direct or indirect affect upon the student's educational progress, and/or that may impact on their education due to the medicines or therapies employed to treat or manage the health 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. The Colleges encourage families and students to engage in clear, transparent communication with the College nursing team about physical and mental health conditions so that educational progress and health can be well maintained throughout a student's time at College.

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 promptly. The Colleges' anti-bullying policy is available on both the website, and the Colleges' internal MIS, Shackleton.

Protected Characteristics:

Students at our Colleges can expect to be protected from discrimination as set out in the UK Equality Act 2010 . We treat discriminatory behaviour including racism and homophobia as a serious matter. Students are encouraged to report such incidents and we deal with them promptly. Our PSHE and RSE programmes aim to prevent discrimination through education so that students develop a better understanding of those different from themselves.

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, House Directors and House Parents. All of our staff are supportive, and students may talk to any member of staff about concerns.

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 each College 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 students with any disability can participate in the school curriculum
- ✦ Improving the delivery to students with a disability that affects reading ability 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 students with a disability 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.

**Appendix 2 to:
DDA Plan 2021 -
Dated October 2021.**

DDA Plan 2021- 2024 Schedule as at 101021 (all targets are owned by the Principal of CATS Cambridge and the Rector of CSVPA)

DDA Plan 2021- 2024 Schedule as at Nov 2021 (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.

Updated Nov 21

Ref	Target	Key Milestones	Lead	Progress Reports ²	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 – 2022 ALS INSET delivered to all teachers				
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 Progress reports will be annotated at least termly for every current milestone. As milestones are completed, new milestones will added as appropriate.

2.2		Present proposal to the January 2019 Board for approval and funding	CWI	Funding request in March 2019				
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		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>June 24th CATS Board agreement to table again in the November 20 board meeting with a view to prioritising post pandemic .</p> <p>Autumn 2022 no update from CATS Board</p>				
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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. Ongoing 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 externally focused materials may</p>				
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				<p>be useful – scope for translation into in market languages.</p> <p>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.</p> <p>September 2020 online induction / quizzes / activities to be introduced for 2020 intake. CNAVAS allow for cross-college standardisation.</p>				
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	Resubmission in November 2020; post Pandemic				
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, ebooks, extension tasks), to be on CANVAS at the beginning of courses by Sep 21	QAF	<p>October 2019 update - On-going, but good progress</p> <p>March 2020 onwards. Extensive progress and evidence in this area – discussion to formalise process and standardise presentation. All SOWs online Sept 2020</p> <p>Autumn 2022 – CANVAS in general use</p>				

4.3		(Introduced October 2019) Promote ALS specific tools and techniques e.g. speechrecognition software	RBM	<p>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.</p> <p>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.</p> <p>CATS September 2019 all students now given an ALS test on arrival – analysed by ALS coordinator.</p>	Done.	v		
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5.0	Maintain and develop the Colleges' capacities to support Students with ALS learning needs (ongoing)							

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	Result analysis Aug 2020 and ongoing				
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&CBO	MHD had two meetings with different boarding staff and teaching staff. Also individual student specific reasonable adjustments given to teachers.	Done.	√		√
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. 				

				<ul style="list-style-type: none"> • 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> <p>CATS INSETT training OCT.</p>				

				<p>Take forward idea of gender neutral toilet provision to building requirements discussion.</p> <p>For review – gender neutral toilet.</p> <p>Students have individual ensuite bathrooms and there are all-gender accessible staff/visitor toilets in all buildings.</p>				
6.1		Assess the Colleges' cocurricular provision in the context current student constituency, by April 2019	RBM	<p>October 2019 update – absorbed into Personal Development and PSHE policy</p> <p>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.</p>				
7.0	Maintain and develop the Colleges' physical accessibility to students and staff with protected characteristics		JAR	<p>New fencing and gates / lighting installed CATS CB re-student safety.</p> <p>Smoking area has been reviewed</p> <p>.</p>				
7.1		Identify any improvements needed to accommodate the needs of potential students considering the Colleges, by April 2019		Identified during annual assessments and fire risk assessments and when an individual PEEP plan is made/reviewed.				

7.2		Provide recommendations for improvements to physical accessibility by 30 October 2019 based on 7.1 and the following: ✦ Annual Site Risk Assessments (to	JAR	BLM – policy implementation. Policy reviews on a regular cycle.				
		explicitly include assessment against DDA) ✦ Reviews of the following policies: ○ 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.				

Appendix 2 – new cycle meetings . 2021 – 2024.

First meeting date 4th November 2021.

Present :

Agenda : review targets from previous cycle.

: set new targets.

Meeting 20th January 2022

Ref	Target	Key Milestones	Lead	Progress Reports ³	Completed	1	2	3
1.0	BDA Accreditation by September 2020							
1.1		Determine requirements and costs by 14 Jan 19						
1.2		Present proposal to the January Board for approval and funding						
		Re-submit case to the CATS Board in May 2019						

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

2.0	Crystal Mark award from Plain English by September 2020							
2.1		Determine requirements and costs by 14 Jan 19						
2.2		Present proposal to the January 2019 Board for approval and funding						
		Re-submit case to the CATS Board in May 2019						
3.0	Provision of materials in media other than writing (on-going)							

3.1		Assess need for the presentation of recruitment operational information in media other than writing by 14 January 2019.						
3.3		Present proposal to the January 2019 Board for approval and funding						
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						
4.2		All basic course content for all courses (Lesson PPTs, Key word lists, SsoW, ebooks, extension tasks), to be on CANVAS at the beginning of courses by Sep 21						
4.3		(Introduced October 2019) Promote ALS specific tools and techniques e.g. speechrecognition software						

					Done.	v		
5.0	Maintain and develop the Colleges' capacities to support Students with ALS learning needs (ongoing)							
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)						

5.2		Assess and cost available pedagogies and technologies in context CATS CB and CSVPA existing			Done.	√	√	
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		student constituencies and future marketing plans. Assessment to be available at the beginning of Feb 19						
5.3		Presentation of the development plan to the February Board						
5.4		Provision of regular context-specific training for teachers and boarding staff			Done.	√		√
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			Done.	√		√
5.6		Guidance for sales regarding ALS.			Done.	√	√	√
5.8		Streamline communication of ALS / physical disability between pre-Arrival and admissions.						

6.0	Maintain and develop the Colleges' capacities to promote the personal development of students with protected characteristics (on-going)							
6.1		Assess the Colleges' cocurricular provision in the context current student constituency, by April 2019						

7.0	Maintain and develop the Colleges' physical accessibility to students and staff with protected characteristics							
7.1		Identify any improvements needed to accommodate the needs of potential students considering the Colleges, by April 2019						

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) ✦ Reviews of the following policies: <ul style="list-style-type: none"> ○ Equality and Diversity ○ Fire risk assessment ○ Health and Safety ○ Safeguarding ○ ALS Policy 						
		<ul style="list-style-type: none"> ○ Curriculum Policy (including ESL) 						
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>						