



CAMBRIDGE  
SCHOOL OF  
VISUAL &  
PERFORMING  
ARTS

# **DISABILITY ACCESS & ACCESSIBILITY PLAN**

## **3 YEAR PLAN, 2021 - 2024**

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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 Act<sup>1</sup>, 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 College<sup>2</sup> 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

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 The DDA has now wholly been replaced by the Equality Act, and is referred to in this Plan 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

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.

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.

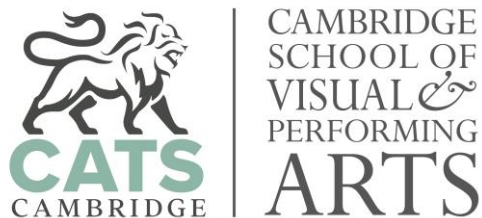
The Committee will make recommendations to the Principal and the Rector for consideration by the Colleges' Boards.

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.



DDA Plan 2021- 2024 Schedule (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.

Latest Review Meeting, 22<sup>nd</sup> February 2023, attendees - Kevin Hart, Liz Nantis, Tom Marty, Qadeer Afzal, Rebecca Baker-Milne.

Ref	Target	Key Milestones	Lead	Progress Reports <sup>2</sup>	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	EMK	<b>Re-visit the possibility of having this accreditation – this to be reviewed when new branding is in place.</b>				

<sup>2</sup> Progress reports will be annotated at least termly for every current milestone. As milestones are completed, new milestones will added as appropriate.

Ref	Target	Key Milestones	Lead	Progress Reports <sup>2</sup>	Completed	1	2	3
				<b>February 2023. EMK will resubmit to the CASL board 10/10/23</b>				
2.0	Crystal Mark award from Plain English by September 2020		EMK	<b>Re-visit the possibility of having this accreditation – this to be reviewed when new branding is in place. Feb 2023. EMK will resubmit to the CASL board 10/10/23</b>		√		√
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)		EMK	EMK has sent information regarding assessing information in variety of forms. To be reviewed Spring term 2024.			√	
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						



Ref	Target	Key Milestones	Lead	Progress Reports <sup>2</sup>	Completed	1	2	3
4.0	All student curricular materials available to students at a time and in media that best suits their needs (on-going)		QAF	Update – material will need to be transferred to teams as this becomes used in classrooms. Feb 2023. Now needs to be migrated onto TEAMS – should be completed by the end of 23/24.		√		√
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. speech recognition software						
5.0	Maintain and develop the Colleges' capacities to support Students with ALS learning needs (ongoing)					√		√

Ref	Target	Key Milestones	Lead	Progress Reports <sup>2</sup>	Completed	1	2	3
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.	√	√	
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.	RBM / QAF	Cross-college training. EMK has updated training material and sent to CSVPA and CB. 2023.	Ongoing			

Ref	Target	Key Milestones	Lead	Progress Reports <sup>2</sup>	Completed	1	2	3
6.0	Maintain and develop the Colleges' capacities to promote the personal development of students with protected characteristics (on-going)			<b>Ongoing development of PD delivery in CB and CSVPA</b>	Ongoing	√		√
6.1		Assess the Colleges' cocurricular provision in the context current student constituency, by April 2019	EMK	Student review of materials in terms of ALS provision as well as diversity of imagery. 2022 – undertaken at CB to be reviewed in 2023.				
7.0	Maintain and develop the Colleges' physical accessibility to students and staff with protected characteristics			<b>Ongoing review as part of CAPEX submissions. Prioritised investment in maintenance of elevators.</b>		√		√
7.1		Identify any improvements needed to accommodate the needs of potential students considering the Colleges, by April 2019						

Ref	Target	Key Milestones	Lead	Progress Reports <sup>2</sup>	Completed	1	2	3
7.2		<p>Provide recommendations for improvements to physical accessibility by 30 October 2019 based on 7.1 and the following:</p> <p>Annual Site Risk Assessments (to explicitly include assessment against DDA)</p> <p>Reviews of the following policies:</p> <ul style="list-style-type: none"> <li>▪ Equality and Diversity</li> <li>▪ Fire risk assessment</li> <li>▪ Health and Safety</li> <li>▪ Safeguarding</li> <li>▪ ALS Policy</li> <li>▪ Curriculum Policy including ESL</li> </ul>	RBM / QAF	Policy review of all named policy checked September 2023.				
7.2		Identify any improvements needed to accommodate the needs of potential staff considering the Colleges as an employer by 30 October 2019.	DRO	Buildings all accessible. Requirements are assessed on individual basis – RAs completed on case-by-case basis.	Done			