

DISABILITY EQUALITY AND ACCESS POLICY

CCSS seeks to ensure that its practices are fully inclusive and undertakes to involve disabled students, parents, staff and interested members of the community and to have a Disability Accessibility Plan. This sits alongside the duty to promote other aspects of equality. The College's aim is to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability-related harassment, promote positive attitudes towards disabled people, encourage disabled people's participation in public life; and take steps to take into account people's disabilities, even where that involves more favourable treatment.

Definition of Disability

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term as defined above.

The Equality Act also covers those with severe disfigurements; impairments controlled or corrected by the use of medication, prostheses; an aid or otherwise; progressive symptomatic conditions; a history of impairment. Since December 2005 persons with HIV, cancer and multiple sclerosis are also covered at the point of diagnosis. But **excluded** are those with an addiction to or dependency on nicotine, tobacco or other non-prescribed drugs or substances; seasonal allergic rhinitis (hay fever) and certain mental illnesses with anti-social consequences.

The College's duty

CCSS will discharge its responsibility towards disabled staff, students and those using the College's services by ensuring that disabled people are not treated less favourably in the following aspects:

- accessibility to the premises and facilities
- accessibility to the curriculum
- accessibility of associated educational services
- training of staff and students

The College has further duties as follows which are included in the 3-year plan:

- to increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum.
- to improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled
- to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.
- the provision of auxiliary aids and services to disabled pupils

Unlawful Discrimination

CCSS will ensure that discrimination is prohibited in the selection and appointment and promotion arrangements for staff, staff conditions of service and training, the arrangements for determining student admission, the terms on which admission is offered, refusing or deliberately omitting to accept an admission application, provision of education or associated services (including educational visits and extra-curricular activities) and exclusions,

Students

Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate disabled students, while bearing in mind the interests of other students. In all teaching and learning activities a full range of teaching and learning styles will be employed to ensure that no student is excluded from learning. The College will endeavour to make improvements in access to the curriculum for disabled students; make physical improvements to increase access to education and associated services (e.g. extra-curricular activities); make improvements in the provision of information in a range of formats for

disabled students and to explore whether or not students with behaviour issues may or may not have an underlying disability leading to this.

Staff

The development needs of disabled staff will be discussed with the member of staff through the established Professional Development Review process. Where necessary, support staff time will be allocated, relevant to the disabled member of staff's needs. Wherever possible the timetable will be adjusted to reflect the needs of disabled members of staff. Within the constraints of financial resources the school aims to make adjustments to the premises to enable the member of staff to teach effectively.

Harassment

The College values each member of staff for their contribution and will seek to ensure that as far as is reasonably practicable no member of staff is disadvantaged by reason of his/her disability. The Trustees will take positive action against any employee's harassment of another employee on the ground of their disability or any other grounds recognised by the law, and to report instances of harassment to the Principal (or in the case of harassment by the Principal, to the Chair of the Trustees).

Staff Training

Training will be given to staff to ensure that actions at College level may be undertaken to ensure inclusion of disabled members of staff and students. Support staff working with disabled members of staff and pupils will be given relevant training.

Off-site Activities

The College will ensure as far as reasonably practicable that students and staff with disabilities are given access to off-site activities organised by the College.

Liaison with Parents

CCSS will ensure close liaison with families of all students with disability through the provision of designated staff members with allocated time and effective communication skills. Whenever appropriate, information to home is provided in different formats to take account of disability.

Staff with delegated responsibility and staff with pastoral responsibility will liaise closely with the homes of students who exhibit behavioural difficulties to determine whether they arise from disability or from domestic or social circumstances. They will report to the senior member of staff who will determine, after consultation, appropriate action.

Accessibility Plan

The College will ensure that the needs of disabled staff and students are fully considered in any strategic planning for the development of the College campus. When determining the priorities for the use of funds, the College will take into account the need to make the campus more accessible for staff and students with disability. The College will bear in mind health and safety requirements and the interests of other students in all the above considerations.

The College Accessibility Plan aims to:

- enable disabled staff to have reasonable access to premises and facilities that they need for their contracted duties
- ensure that as far as is reasonably practicable the needs of disabled visitors to the site are taken into account
- increase the extent to which disabled students can participate in the College curriculum
- improve the physical environment of the school in order to enable disabled students to take advantage of education and associated services

SENDA INFRASTRUCTURE PLAN – 1 JAN 13 to 31 DEC 16

Sites	Weaknesses	Counter	Assessment	Solution	Cost	Timescale	Notes
CAMPUSES							
Salisbury Villas	Weakness - Labs in basement	Two GF labs created/refurbished as at September 2012		Long term: relocate activity	Not known (NK)	Currently seeking other premises to relocate activity. Target timescale is within 3 years; however this is subject to market forces.	Action has resulted in improved provision
	Computing and Study rooms are on 1st and 2nd floors	Computer access in Student CR. Moving towards providing IT access throughout buildings to allow use of own laptops etc.		See above	NK	See above	
Tenison Road	Main Building - 1st floor classrooms	Ground floor classrooms could be reconfigured if necessary				Currently seeking other premises to relocate activity. Target timescale is within 2 years; however this is subject to market forces and planning permissions.	Now relocated
	Art Block - Fine arts studio on second floor	All other Arts activity on ground floor		Install stairlift to studio	£10k	As above	Now relocated

George IV Street	Bursary on 1st Floor	Kitchen and toilets on ground floor	Difficult to provide access to Bursary	Transact Bursary business on GF when necessary	Nil	Bursary to be relocated if appropriate single campus site can be acquired	Now relocated
Bene't Place	Study room and coffee bar on first floor	Ground floor rooms could be redesignated	NFA				New premises; refurbishment included front access ramp giving full access from street level to ground floor.
	Majority of classrooms on first and second floors	Alternate classrooms on ground floor	NFA				Premises are Grade II listed
	Staff facilities in basement	Provide street level access		Provide ramp to supplement steps to East courtyard to provide basement access.	£3k	Planned for 2015-16	
BOARDING							
Batim	4 floors - no lift	There is both staff and student accn available on ground floor, including purpose built room.	NFA				
Hope	2 floors - no lift	Staff and student accn on ground floor. Student dining and CR on ground floor	NFA				Complete refurbishment in 2010
Scholars	4 floors - no lift	There is both staff and student accn available on ground floor, including purpose built rooms.	NFA				

St Barnabas	2 floors - no lift	Staff and student accn on ground floor. Student CR on ground floor	NFA				
Stables	2 floors - no lift	Staff and student accn on ground floor. Student CR on ground floor	NFA				
Kirby's	None		Compliant				Purpose built in 2004
COLLEGE'S DUTIES							
Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum.	No significant weakness – huge range of subjects and good learning support	Constant review of student needs and finding appropriate staffing.				As required.	
Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled	No current provision	Provide information in Braille or audio format when required according to student need		Researching available provision and likely costs	NK		
Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.	Not all existing buildings provide disabled access to all facilities	Contingency plans for rapid response to need are in place.		Longer term solution is acquisition of purpose built premises	Nk	Currently seeking other premises to relocate activity. Target timescale is within 3 years; however this is subject to market forces.	