

Cambridge Centre for Sixth Form Studies

Equal Opportunities Policy, including Disability Equality Policy and Three Year Accessibility Plan

EQUAL OPPORTUNITIES POLICY

CCSS aims to ensure that all staff and students, regardless of ability, gender, ethnicity or personal background enjoy their experience at CCSS. We aim to provide an environment which enables individuals to grow in understanding, awareness and sensitivity who will contribute to a community where tolerance and mutual respect characterise all behaviour.

Academic Learning

We aim to ensure that students enjoy learning and they aspire to a level of knowledge and skill commensurate with their ability and appropriate to their needs. Our commitment is fully reflected in our investment in the pastoral system and college structure which promotes close support from dedicated staff who guide and encourage each student to develop the confidence necessary to take responsibility for their own learning and personal development in preparation for university and later life.

This commitment is also firmly embedded in our core values which state:

- all students are treated as individuals, recognising and responding to their different learning and personal needs;
- we are committed to safeguarding and promoting the welfare of students and to a policy of non-discrimination and freedom from prejudice with regard to gender, age, marital status, ethnicity, religion, disability and race. We encourage all to respect and value the beliefs and high achievements of others.

Extra-curricular Programme

We believe that the educational experience provided by CCSS is enriched through exposure to a variety of perspectives, customs and religious practices and continually seek opportunities to celebrate this across the curriculum and the extra-curricular programme.

Catering

The catering facilities in our teaching and boarding provision can cater for special dietary needs from vegetarian to Halal. Our food is wholesome and healthy, and the Catering Manager is pleased to consider suggestions from students for additional, alternative and international dishes.

Staff Recruitment

CCSS aims to promote itself as an equal opportunities employer. It has a transparent recruitment process and encourages applications from the wider community regardless of gender, ethnicity or personal background. Shortlisting of candidates is based on ability and their suitability for the post as detailed in a job description and person specification. Employment interviews involve panel members that have been trained in good recruitment practice.

Professional Development

CCSS is keen to develop staff during their employment at the college. A performance appraisal system is in place which reviews performance, working practices and any other issues that may affect the individual's ability to do their job, ensuring that discrimination plays no part in their working life.

DISABILITY EQUALITY POLICY

Introduction

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 Access 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:

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

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 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 college aims to make adjustments to the premises to enable any disabled teacher 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 students 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 how they arise. 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 college in order to enable disabled students to take advantage of education and associated services.

The college operates the common system of mostly having dedicated subject classrooms, so that specialist materials and equipment can be located in one place. This necessarily entails students moving between classrooms and across the college site during the course of the day.

The college is housed in a number of old and listed buildings. Due to the layout of the site and the nature of its accommodation, problems of accessibility may be encountered by disabled students from time to time.

The college has drawn up an accessibility plan which is updated annually. Certain aspects of the plan cover issues of access, and where possible the college will make reasonable adjustments to improve physical access, but such matters will always be viewed in the light of budgetary considerations.

SENDA INFRASTRUCTURE PLAN – 1 SEPT 15 to 31 AUG 18							
Sites	Weaknesses	Counter	Assessment	Solution	Cost	Timescale	Notes
CAMPUSES							
Salisbury Villas	Art Department accessible only via flight of stairs in main building	Teaching can be relocated to ground level spaces if required		Plan to relocate to ground level unit at rear of main building – now implemented. Art studio relocated.	£3,000	Four weeks including relocation of storage & materials	Works completed in Dec 15.
	Computing classrooms on 1st and 2nd floors	IT access throughout building so space can be relocated to ground floor if required		Teaching spaces sufficiently flexible to relocate to ground floor if required – now implemented. Wifi access throughout teaching spaces in both Benet Place and Salisbury Villas.	£3,000	Four weeks including relocation of storage & materials	Works completed in June 16.
	Study Room accessible only via flight of stairs in main building	Activity can be relocated to ground level spaces if required		Plan to relocate to ground level annexe at front of building – now completed.	£8,000	Four weeks including relocation of storage & materials	Works completed in Dec 15

	Cafe on first floor	Catering at Bene't Place is restricted to light lunches, drinks and snacks, all of which can be served in a redesignated ground floor common room.		Replacement furniture in ground floor office to rear of building – now completed. Meeting room on ground floor corridor with casual seating. Can be easily reorganised if required.	£1500	1 week	Works completed Aug 16.
	Majority of classrooms on first and second floors	Alternative classrooms on ground floor	NFA				Premises are Grade II listed
	Staff facilities in basement	Alternative accommodation on ground floor.		Staff room created on ground floor (G3) – suitable for study and also relaxation	£300		Works completed February 18
BOARDING							
Batim	4 floors - no lift	There is both staff and student accn available on ground floor, including purpose built room.	NFA	Building vacated in December 2017.			No longer required.

Hope	2 floors - no lift	Staff and student accn on ground floor. Student dining and CR on ground floor	NFA				As required
Scholars	4 floors - no lift	There is both staff and student accn available on ground floor, including purpose built rooms.	NFA				As required
St Barnabas	2 floors - no lift	Staff and student accn on ground floor. Student CR on ground floor	NFA	Two accessible student ensuite bedrooms on ground floor. Ensuities will be adapted when required – written confirmation sent to Building Control as instructed by them.			Works completed December 2017.
St Barnabas	Pedestrian route onto site via gravel driveway and stepped entry to main house.	Reroute pedestrian access.		New pedestrian gate and paved walkway from road, ramped access to reconfigured front door.			Works completed February 2017.
Stables	2 floors - no lift	Staff and student accn on ground floor. Student CR on ground floor	NFA	No accessible bathroom facilities. On same site with St Barnabas main house which has two accessible ensuite bedrooms.			Works will be instructed in advance of any confirmed starter students.

Kirby's	Part gravel part paved path to entrance of dining hall.	Vehicular access to paved route.		Gravel section will be replaced at same time as adaptations to ensuite facilities in main house.			Works will be instructed in advance of any confirmed starter students.
COLLEGE'S DUTIES							
Increase the extent to which disabled students (including those with special educational needs) can participate in the college'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 students of information which is already in writing for students 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		

<p>Improve the physical environment of the college in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the college.</p>	<p>Not all existing buildings provide disabled access to all facilities</p>	<p>Contingency plans for rapid response to need are in place.</p>		<p>Longer term solution is acquisition of purpose built premises</p>	<p>NK</p>	<p>Currently seeking other premises to relocate activity. Target timescale is within 3 years; however this is subject to market forces.</p>	
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Updated December 2017

Next review December 2018