



DISABILITY, DISCRIMINATION AND ACCESSIBILITY PLAN 2022-2025

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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 Act, WORTHGATE Canterbury holds three key duties towards disabled children and young people (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 School 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 School's accessibility plan is resourced, implemented, reviewed and revised as necessary.

PURPOSE, VISION AND VALUES

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

The School 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 School. The individual needs of all students at our School 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 School 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 is 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 School and in partnership with parents and the wider organisation of CGS, the School 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

Staff, parents or agents are able to refer students for testing, or students may be referred through the admissions process. The SENCO (ALS Coordinator) will meet with the student to assess potential barriers to learning, referencing the referral, and will explore the student's wider context to decide on the appropriate course of action, including testing if appropriate. The SENCO will record the outcome onto Shackleton (MIS system), where appropriate, write a Student Learner Profile (SLP) and share it with the relevant staff. The SLP will be agreed with parents and student, and is a live document reviewed regularly. If necessary, the SENCO will train the staff on specific needs if necessary.

Medical Conditions (SLP)

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.

Mental Health for staff and students

We recognise that excellent outcomes are underpinned by positive mental health. Not only do the staff take a lead on supporting mental health, additionally the school has invested in training 12 student Mental Health Champions. Patient, approachable and with integrity, these students support their peers and work closely with staff towards a common target at positive mental health. For many students arriving from different cultures, it is necessary to de-stigmatise and promote the benefits of understanding and practising positive mental health strategies.

Bullying

Students at our School 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 School. Any incidents of bullying are dealt with immediately and students are encouraged to say if they are aware of any bullying incidents. The School's anti-bullying policy is available on both the school's website and the School's internal MIS, Shackleton. Students of all ages and backgrounds are encouraged to socialise together and support each other. Our house system and pastoral policies are designed to help prevent bullying issues.

Racism

Racism is not tolerated by the school and students are encouraged to report such incidents where they will be dealt with immediately. The school's diversity committee (run by students) aims to educate and support all students to grow awareness for anti-racism and support diversity within a multicultural environment. Personal tutors and the tutor RSHE programme also aim to educate students on anti-racism along with our school's expectations.

Child Protection

Child protection arrangements are in place and regularly reviewed by the School's Boards and the School'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 a vertical "House" structure. All students and staff belong to one of four Houses, including the students' Personal Tutors, House Pastoral Directors, Boarding Team Leads and House Parents. As well as the academic, boarding and pastoral staff, admin and operational staff are also supportive and know that any student may approach them to talk to them at any time. However, we also recognise that we need to provide alternative effective options for particular students wanting to raise concerns with us and ask for help when needed but who may have difficulties expressing themselves or approaching adults. As an international school, some of our students have emerging levels of English language, including lower levels of emotional literacy, hence having the competence and confidence to verbally explain to an adult that they are struggling is very difficult. The school recognises how a wide range of cultures requires somewhere for mental health and / or wellbeing to be regularly practised, so as not to create potential barriers for students who need support. Our wellness centre has been designed with this in mind. We have created access to a digital safe space where students (and adults) can let us know that they 'Need to Talk'. The button is on the wellbeing page of the School VLE. Posters with a QR code for direct access are placed in every bedroom. Once they press the 'Need-to-Talk' button the information they submit automatically goes to the inbox of the DSL and Assistant Principal Pastoral, enabling them to respond immediately.

Access

The access requirements for any students/staff are identified during the recruitment and onboarding process and then formally discussed, identified and implemented where required before the student/staff member starts to enable them to access the campus. Other access requirements are regularly reviewed in line with changing legislation and implemented where required and where feasibly possible considering the age / suitability of the buildings and individuals access needs.

HEALTH AND SAFETY

The School's Operations Manager and other appropriately qualified members of staff, along with external contractors, complete regular health and safety checks and audits. The School'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.

When we receive complaints from parents or students, 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 Schools' 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 School's DDA plan is owned by the Principal of WORTHGATE 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 School's students, potential students and staff.

The plan is reviewed by the School'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 School will implement changes as required by their students and staff needs, insofar as it is reasonably practicable to do so.

The Schools' Boards review this policy statement annually, and update, modify or amend it, as they consider necessary to ensure that the School continues to meet its 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 2022-2025



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 the 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	All student curricular materials available to students at a time and in media that best suits their needs		APA/VP		Yes	X		X
1.1		All teachers to have used basic aspects of the VLE (CANVAS) in their teaching by April 19.	VP		Yes			
1.1a	Introduce CANVAS as ne VLE for September 2020	All teachers to have used basic aspects of the VLE (CANVAS) in their teaching by Sep 2020.	VP		Yes			
1.2		All basic course content for all courses (Lesson PPTs, Key word lists, SoW, e- books, extension tasks), to be on the VLE by Oct 20.	VP		Yes			

2.0	Maintain and develop the College's capacities to promote the personal development of students with protected characteristics		VP		yes	X		X
2.1		Develop the Students personal development curriculum by Aug 21	VP		Yes			
3.0	Assess the Colleges' co-curricular provision in the context current students by Aug 21.		VP/Activities		Yes	X		X
3.1		Review programs of activities in the timetable (Worthgate Futures), after school and weekend activities by Aug 22			Yes			
3.2		Review provision for CSA sports by Aug 22.			Yes			

4.0	Maintain and develop the Colleges' capacities to support Students with ALS learning needs (on-going)		APA/APP			X		X
4.1a		Audit and review SEND provision, including identification, strategies and tracking of progress for students with SEND compared to non-SEND students (by Dec 2022).	APA/A PP					
4.1b.		Review student performance and outcomes for students with ALS and any other protected characteristics – identify potential gaps and their root causes (by Aug 2023).	APA	As part of exam results and end of year analysis.				
4.2		Review and assess and cost available pedagogies and technologies in context of existing students and future marketing plans. Assessment to be available at the beginning of Dec 22.	APA/A PP					
4.3		Presentation of the development plan to the November 2023 Board.	P					
4.4		Provision of regular context-specific training for teachers and boarding staff. Ongoing.	APA					

4.5		Develop guidance for sales relating to the ALS needs that can be met and those where further accommodations will be required, by Dec 2023.	VP					
5.0	BDA Accreditation by September 2025		APP			X		X
5.1		Determine requirements by September 2023.	APP/VP					
5.2		Present proposal to the June 2024 Board for approval and funding.	p					
6.0	All frontline staff to be able to effectively recognise and support the community's mental health. Ongoing.					X		x
6.1		Mental Health Aware training: all academic, boarding and pastoral staff to be trained by September 2023.	APP					
6.2		To develop robust internal Mental Health leads to train new staff and develop the internal support systems to effectively triage need. September 2023	APP					
7.0	Provision of materials in media other than English		Registrar				X	

7.1		Assess need for the presentation of student recruitment information in media other than English by 15 May 2023.	Registrar					
7.2		Assess need for presenting information in different formats such as larger font, overlay, laptops, etc. by 15 May 23.	Registrar/VP					
7.3		Present proposal to the June 2023 Board for approval and funding.	Principal					
8.0	Maintain and develop the College's physical accessibility to students and staff with protected characteristics		Ops Mng			X		X
8.1		Identify any improvements needed to accommodate the needs of potential students considering the Colleges by Dec 2023.	Ops Mng	Review of Location Maps to identify and clearly mark DDA accessible and inclusive facilities across the campus in progress 30/09/2022				

8.2		<p>Provide recommendations for improvements to physical accessibility by June 23 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 	Ops Mng	<p>Review Auditory and Visual requirements for students with in DDA complaint room to ensure all disabilities are catered for in the event of a fire – Sounders and lights-KT Fire review visit booked to quote for additional visual aids -</p> <p>Chaucer Café doors to be powered to allow access. Jan 2023</p> <p>Ramps to be available for use at 68 New Dover Road and 56-60 New Dover Road to allow for access.</p> <p>Review requirement for Evacuation Chairs in Accommodation blocks.</p>				
8.3		<p>Identify any improvements needed to accommodate the needs of potential staff considering the Colleges as an employer by 30 October 2023.</p>	Ops Mng					
8.4		<p>Chaucer Lower Ground Floor House Prent Flat – would be suitable for Conversion for Staff needs</p>		<p>Works would be required for the flat to be DDA compliant – refit bathroom / kitchen</p>		X		X
8.5		<p>Ersham, House – Ground floor flat – House parent Flat. Would be suitable for conversion</p>		<p>Works would be required for the flat to be DDA compliant – refit bathroom / kitchen</p>				

9.0	Create accessible sporting facilities onsite by Aug 23 (MUGA planning)	Plans Submitted to the local council – awaiting permission to be granted	Ops Mngr	Planning permission to be heard by the council on the 20/09/22. Delayed due outstanding report from Sports England. Still awaiting decision 20/09/2022	no			
9.1	Create accessible sporting facilities onsite by Aug 23 (MUGA planning)	Contractor engaged -	Ops Mngr	Awaiting permission to be granted before works can commence	No			
9.2	Inclusive Toilet Facilities	Inclusive Toilet facilities identified	Ops Mngr	Inclusive Toilet are located in in 56-60 New Dover Road in the PSA.				