Safety 'n Action
Disability Action Plan
2021/2022/2023/2024

A. The Process so Far

Safety n action started work towards the design and implementation of our Disability Action Plan in 2021. It has involved a thorough review of the Kia Orite Toolkit and how it relates to Safety n Actions diverse range of learners. This diversity is seen in the variety of programmes and knowledge of those programmes being split between face to face training, online delivery and webinars split across the country.

Our review was then presented to a newly formed Disability Reference Group whose purpose was to provide initial feedback. This review and the feedback now represent our plan to this point. The next steps are to engage with more community groups and learners who will be part of our cohort in 2023. They will form a wider Disability Reference Group in late 2022 who will help set our performance measures for 2023 and begin the scheduled reviews.

B. Implementation Steps

Step 1	The Senior Leadership Team endorse the development and implementation of a Disability Action Plan.	
	Achieved	3 November 2021 by Sussan Turner and Peter Crossan
Step 2	A Senior Manager is chosen to drive and promote the development and implementation of a Disability Action Plan using the approved toolkit.	
	Achieved	3 November 2021 and assigned to Nick Hyde
Step 3	A Disability Reference Group is established involving staff from various parts of the organisation, disabled learners with different impairments and relevant community networks.	
	Achieved	February 2022, decided that the Senior Manager would present findings and recommendations to the Disability Reference Group from the Toolkit.
Step 4	The Disability Reference Group reviews the findings from the Senior Manager and agree with actions to develop and implement a Disability Action Plan using those findings that apply from the approved toolkit.	
	Achieved	May 2022, The Disability Reference Group reviewed the findings and made recommendations to the Senior Manager that will form the Disability Action Plan.
Step 5	A three-year Disability Action Plan is developed that takes into consideration the feedback from disabled learners, outlines the barriers to their achievement and provides solutions.	
	Achieved but with modifications expected	
Step 6	Over time the organisation will develop further policies and incorporate the Disability Action Plan into its current policies, broader strategic goals and vision. The organisation will ensure the Disability Action Plan is publicly available and establish a grievance process.	
	Work in Progress	

C. Disability Action Plan Timeline

Our first review of the drafted Disability Action Plan has been undertaken by our Disability Reference Group in May 2022 where you can now see many of the tasks listed as completed. As this is a new process and our Disability Reference Group will be expanded later this year to include the tasks of setting performance targets and reviewing the documents again an additional due date has been set for Dec 2022.

The original Disability Reference Group consisted of the following people:

Nick Hyde	Senior Management Representative from Aspire2 Group
Sussan Turner	CEO of Safety n Action
Nick Matzopoulos	National Training Director of Safety n Action
Wendy Marsland	Commercial and Operations Director of Safety n Action
Student A	Student on a previous confined space course
Student B	Student on a previous height safety beginner course
Student C	Student on a current online course
Marilize Erasmus	Secondary School Special Assessment Conditions Expert

Note: Student A, B and C have not expressed an interest to be acknowledged and without a privacy agreement have been listed anonymously.

Task		Completed by	Completed Date	Due Date
1R	Management to review recruitment processes, materials and areas targeted by December 2022 to ensure disabled learners are encouraged to enrol.	DRG & Management	May 2022	Achieved
1R	Management to review program application procedures to ensure discrimination against applicants with disabilities is avoided by December 2022.	Management	May 2022	Achieved

	Task	Completed by	Completed Date	Due Date
1R	Management to review induction processes and staff training to ensure all disabled students feel welcomed, have the right tools to succeed and are aware of where they can gain assistance if they need any by December 2022.	DRG & Management	May 2022	Achieved but to Review Dec
2R	A review of our current withdrawal and refund policy to be undertaken and reported on by December 2022. It is also to review historical occasions when disabled learners withdrew and report on those findings. Learners will be aware of our policies and procedures, but a sample of disabled learners should be asked to check on this	DRG & Management	May 2022	Achieved but to Review Dec 2022
2R	Management aware of organisations in receipt of equity funding that they are expected to provide financial support for domestic students with disabilities.	Management	Not Applicable	Not Applicable
2R	Management to work with the Finance team to make suggestions and propose a budget for resourcing of the DAP and resourcing of expected Learner needs in 2023 and beyond.	Management and Finance		Dec 2022
3R	A review of the complaints policy is to be undertaken with the express purpose of looking into the following questions prior to December 2022. • Are issues resolved in a timely and effective fashion? • Disabled learners should know that an independent advocate can accompany them. • Services are delivered in a culturally appropriate manner for Māori disabled learners, other ethnic and diverse groups as well as international learners. • Are relevant legislation and protocols around confidentiality adhered to? • Has expert impairment advice been used appropriately? • Do staff have sufficient training to fulfil this task in relation to disabled learners?	DRG & Management	May 2022	Achieved but to Review Dec 2022

	Task	Completed by	Completed Date	Due Date
	• Ensure that learners have an outlet to which they may appeal in the event that there are disagreements on the provision of accommodations. Any appeals committee should be knowledgeable on the subject matter and impartial			
4R	Safety n Action is to conduct a review of their premises in consultation with their disabled learners and report its findings back to Senior Management by December 2022	Management	May 2022	Achieved but to Review Dec
4R	The review must assess the following: o Are key access features such as location of lifts, accessible telephones, toilets, routes, entrances and parking clearly signed and identified on location maps? o Do we have policies and procedures to ensure that the needs of disabled learners are taken into account when any new building work or refurbishment takes place including consulting with the disabled learners? o Do we include disabled learners in the annual review of the physical access plan? o Do we have accessible parking and public transport drop-off and pick up points (e.g. wheelchair taxis, buses) and location signage. o Are disabled learners notified of any changes affecting the physical access during work on buildings and grounds? Are they aware of where to go if they find an access issue and want to report it? o Physical access audits are completed on consultation with disability support staff and learners with different impairments. o Are resources allocated and ongoing monitoring and a review schedule established and implemented?	Management	May 2022	Achieved but to Review in Dec 2022
5R	Safety n Action is to review and test its fire evacuation procedure making sure that a range of barriers are identified, and solutions put in place if needed for disabled learners. This review is to be completed and sent to Senior Management by December 2022. Fire evacuation information that disabled learners may need to be aware of will	Management	May 2022	Achieved but to Review in Dec 2022

Task		Completed by	Completed Date	Due Date
	identified and a procedure put in place to make sure that is shared with disabled students and can be seen on site.			
5R	Safety n Action capex policies to be reviewed prior to December 2022 with clauses to include consultation with disabled learners and the Disability Reference Group prior to any change or purchase	Management	May 2022	Achieved but to Review in Dec 2022
5R	Safety n Action teaching and learning policies to be reviewed prior to December 2022 with clauses to include consultation with disabled learners and the Disability Reference Group prior to any change or purchase	Management	May 2022	Policy changes to occur in Dec
5R	Safety n Action to review events and consult with disabled students to identify if any changes need to be made. Has to be achieved by December 2022	Management	May 2022	Achieved
6R	Safety n Action teaching and learning policies to be reviewed to include a clause outlining where the use of digital technologies will require consultation with the disabled learners who will be using the technology	Management	May 2022	Achieved
6R	Safety n Action staff will also require training in whatever technology is used so they can provide assistance to the learner and IT staff will also require training so that they can assist with any IT issues that may need solving. Current staff are trained however all new staff will need training.	Management	May 2022	Achieved but review needed on new staff
7R	The Disability Policy is to be presented to the Disability Reference Group in May 2022 for feedback. It is also expected that the policy will be shared with disabled community groups and their feedback considered before Senior Management add the agreed policy to their Quality Management System	N/A Policies already represented Disabled Learners	May 2022	Achieved
7R	This document forms the Disability Action Plan in conjunction with the support from Senior Management, the formation of the Disability Reference Group and the procedures associated with the plan the determine and report on measurable targets.	Management	May 2022	Achieved, targets to be set in Dec

Task		Completed by	Completed Date	Due Date
7R	The Disability Action Plan is to be developed and reviewed by the Disability Reference Group alongside Senior Management. Once it is agreed upon Senior Management is to send it to TEC for feedback before actioning it.	DRG & Management	May 2022	Achieved
7R	The agreed plan will have a set review and reporting date and become part of each PTE's annual review.	Management	May 2022	Achieved
7R	Safety n Action will use its standard review of policies and procedures within its Quality Management System to undertake a review taking into consideration the participation and achievement of disabled learners. This process is to start immediately and be completed by Dec 2023.	Management		Dec 2023
7R	The expectation is that the policies and procedures will guide the interaction between disabled learners and staff. This will be achieved by firstly sharing the entire disability action plan with staff and providing meetings to upskill staff and answer their questions. Second as individual policies and procedures are adapted staff will again be kept informed through a serious of stand-up meetings. Lastly any urgent changes that are made will include notifying the relevant staff immediately and providing training or guidance if necessary. Learners can expect the Disability Action Plan to be shared once performance measures are agreed to in Dec 2022.	Management		Dec 2022
7R	Senior Management is expected to manage and guide the Disability Action Plan through to its conclusion and has identified the Performance and Partnerships Director to undertake that action. He is expected to report in monthly to the Group CEO on progress and make sure the outcomes are defined, achieved and resourced.	Management	Nov 2021	Achieved
7R	As set out in section 8 a monitoring and evaluation process has been set out to collect information. Enrolment systems will focus on understanding the number of disabled students we have and the variety of disabilities whilst monitoring systems similar to those in other areas of academic checking will be applied to see progress, retention and achievement.	Management		Dec 2022 and Feb 2023 then ongoing
8R	An initial review of all barriers and their impact on disabled learners is to be conducted by the Disability Reference Group in 2022 prior to September. This information is to be	DRG & Management	May 2022	Achieved

	Task	Completed by	Completed Date	Due Date
	collated and fed back to the Senior Management. It should include a review of our physical facilities, is our equipment fit for purpose, fire evacuation strategy, relevant policy checks and a review of the company strategic plan.			
8R	The Disability Reference Group is to start meeting monthly from October 2022 with a specific agenda item being the discussion of any new barriers impacting on disabled learners or any barriers which have not been addressed and the minutes to be forwarded to Senior Management.	N/A decided to meet biannually		Dec 2022
8R	Senior Management are to annually review the barriers and their impacts on disabled learners at a time yet to be determined. This review will then be fed back to the Disability Reference Group to maintain good communication and dialog.	Management		Dec 2022
8R	Senior Management and the Disability Reference Group are to meet and set agreed measurable targets for disabled learners in 2023 for enrolment, retention and achievement.	DRG & Management		Dec 2022
8R	Safety n Action will collect data and present quarterly to Senior Management on those targets. Actions are expected to be taken if monitoring shows we are not reaching our targets	Management		Apr 2023 ongoing
8R	An annual review will be held by Senior Management and the Disability Reference Group to review the years progress and results and set targets for the upcoming year	DRG & Management		Feb 2023 ongoing
8R	Set up & promotion of the ongoing Disability Reference Group, with the expectation that disabled community groups will be welcome to add value to this group and their meetings. The original group has been used for reviewing policies and the draft plan but will be replaced by the second group now.	DRG & Management		Nov 2022

D. Agreed Milestone Meetings

There are a number of points still to check on and action but after the initial structure is set a series of Quarter Reviews to check on the progress of the measurements we are monitoring and the opportunity for feedback will guide us through each year whilst the Annual Review will provide better opportunities to review policy and strategy work in this area.

Date	Review #	Action
Nov 2022	1R	Marketing Material Reviewed
	1R	Enrolment Forms Changed to Assist with Data and Monitoring
	2R	Review of Withdrawal and Refund Policy
	5R	Possible Upskilling of Staff to be Discussed
	6R	Teaching and Learning Policy to Include Consultation and Staff Development
	7R	Any Policy Review to Include Discussion on Disabled Learners
	7R	The Domestic Code of Practice to be Reviewed to also check on Disabled Learners
	7R	Performance Measures to be Agreed Upon for 2023
Dec 2023	8R	Annual Check on physical facilities, equipment, health and safety measures like fire and evacuation and policy checks both on individual policies and the overall strategic policy
	8R	Trainer/Tutor Feedback to be Gathered and Reviewed
Jan 2023	1R	Company and Staff Briefed on Disability Days for the Year
Feb 2023	7R	Performance Measures Reviewed with Full Years Results and Reset if Necessary
Apr 2023		Quarter Review
Jul 2023		Quarter Review
Oct 2023		Quarter Review
Dec 2023		Annual Review
Feb 2024		Performance Measures Reviewed with Full Year Results
Apr 2024		Quarter Review
Jul 2024		Quarter Review
Oct 2024		Quarter Review
Dec 2024		Annual Review

E. Management Recommendations presented to the Disability Reference Group

After reviewing the Kia Orite Toolkit, Management presented the following actions to the Disability Reference Group for discussion and review.

1. Management Responsibilities

Areas to review

Recruitment	How does Management assist disabled learners to access our courses, enrol in them and should we do more to encourage them?

Undertaking the following activities can help ensure that individuals with disabilities are included in your recruiting efforts:

- Provide information about the program to disability-related advocacy/resource organisations (e.g., Work bridge, Blind Low Vision NZ, Deaf Aotearoa and careers advisors at schools.)

- Modify your program's website such that online information is more accessible to students with low vision, dyslexia or other disabilities that affect reading and visual processing.

- In promotional materials, include information about how individuals can request accommodations. Establish procedures to efficiently and effectively respond to accommodations requests.

- At recruiting events, prepare materials in alternate formats (e.g., large print, electronic, etc.)

- Recruiting materials to represent disabled learners.

- Are there scholarships provided for disabled learners by outside organisations.

- Hold recruiting events in a wheelchair-accessible location and consider mobility needs on site tours and other such activities.

- Make sure to include in your program your specific interest in recruiting qualified students with disabilities. Include information about your willingness to appropriately accommodate disability needs and your value of disability as a form of diversity.

- Make any interview process accessible. Think ahead about potential accommodations applicants may require (e.g.: sign language interpreter, wheelchair accessible transportation, etc.). Be prepared to offer this information readily.

- Recruit faculty and staff with disabilities. Students with disabilities may wish to form a mentorship with such professionals.

Application process	Discrimination against applicants with disabilities can be avoided by examining your program's application procedures:

- Ask all learners if they have support requirements resulting from an impairment that need to be considered by staff.

- Review application materials to ensure that questions are compliant with current disability-related laws.

- Offer application materials in a variety of formats (e.g., online, large print).

- Include information about how to request application-related accommodations (e.g., an interview) or alternative application formats on your program's website and in application promotions.

- Train faculty and staff on application review committees about disability-related laws, program policies and ways to avoid discrimination against qualified students with disabilities.

- Appeal processes for learners not accepted into programs on the grounds of impairment are available and widely publicised.

- Staff must be able to justify any decision related to selection and admission. The appeal process should examine any grounds for refusing entry to a course, investigate support strategies that may allow entry and completion of industry requirements, seek expert impairment advice, adhere to relevant legislation and follow confidentiality protocols.

- Information about impairments is collected for relevant purposes only, the purpose of collection is clearly stated, measures to ensure confidentiality are followed.

Induction	Staff can take a number of steps to welcome incoming students with disabilities:

- Provide on-campus disability-related resources to all newly admitted students shortly after they have been accepted into the program.

- The support needs of disabled learners are identified during the enrolment and induction process and the support confirmed with the learner when in place.

- For new student orientation, include information on accessibility, including accessible housing, transportation, etc. In addition to information about the disabilities contact person, consider providing information about off-site groups and organisations that may be of interest to students with specific disabilities. This information should be provided to all students, and not only to those who voluntarily disclose or have a visible disability.

- If your program has a student/peer mentor program for new students, train peer mentors about disability awareness, disability etiquette and communication.

- Communicate with your site's disabilities contact person to be aware of special events or orientations designed for students with disabilities. Inform all new students about these opportunities.

2.   Funding and Withdrawal

Areas to review

Cost	The cost to disabled students and how funding is secured to accommodate impairments

- Management needs to be aware that organisations in receipt of equity funding are expected to provide financial support for domestic students with disabilities.
- Fees set for international students are expected to meet the additional costs and support provided to domestic students with impairments.
- Management must meet the costs of any physical access modifications from funding other than that provided as specific support for disabled learners.
- Baseline data on enrolment numbers, course participation and completion rates as well as graduation or qualification completion rates for disabled learners must be kept.

Withdrawal Policy and Procedures	Withdrawal Policy and Procedures need to be flexible if a student needs to withdrawal due to impairment.

- Management needs to have clear withdrawal policies and procedures allowing for a withdrawal without academic or financial penalty if a leaner withdraws from subjects or courses after scheduled closing dates because of an impairment.
- Withdrawal policy and procedures are known to all learners prior to commencement and implemented consistently.

3. Complaint and Appeal Policies and Procedures

Areas to review

- Are disabled learners treated in a non-discriminatory manner and do they receive appropriate impairment support.

- Are issues resolved in a timely and effective fashion?

- Disabled learners should know that an independent advocate can accompany them.

- Services are delivered in a culturally appropriate manner for Maori disabled learners, other ethnic and diverse groups as well as international learners.

- Are relevant legislation and protocols around confidentiality adhered to?

- Has expert impairment advice been used appropriately?

- Do staff have sufficient training to fulfil this task in relation to disabled learners?

- Ensure that learners have an outlet to which they may appeal in the event that there are disagreements on the provision of accommodations. Any appeals committee should be knowledgeable on the subject matter and impartial.

4. The Physical Environment

Areas to Review

Access	Do disabled learners have equitable access to the physical environment within the tertiary institution in which they will study, learn, live and take part?

- Are key access features such as location of lifts, accessible telephones, toilets, routes, entrances and parking clearly signed and identified on location maps?

- Do we have policies and procedures to ensure that the needs of disabled learners are taken into account when any new building work or refurbishment takes place including consulting with the disabled learners.

- Do we include disabled learners in the annual review of the physical access plan?

- We have accessible parking and public transport drop-off and pick up points (e.g. wheelchair taxis, buses) and location signage complies with *NZS 4121:2001.*

- Disabled learners are notified of any changes affecting the physical access during work on buildings and grounds. They should also be made aware of where to go if they find an access issue and want to report it.

- All buildings that are required comply with the standards identified in *NZ 4121:2001 Design for Access and Mobility: Buildings and Associated Facilities.*

- Physical access audits are completed on consultation with disability support staff and learners with different impairments.

- A physical access plan is developed to improve access to above the minimum standard *NZS 4121:2001* for learners with different impairments. Resources are allocated and ongoing monitoring and a review schedule is established and implemented.

5.   Facilities, equipment and health and safety

Areas to Review

Learning environment	Learning environment facilities, equipment and events are fully accessible to all disabled learners and allow equitable access to these services.

- Fire evacuation, health, safety and security procedures consider all disabled learners

- Facilities and equipment planning incorporates the requirements of disabled learners and occurs in consultation with these learners and disability support staff.

- Information technology systems, computer arrangements and assistive technology maximise access to learning and consider the learning support needs of disabled learners.

- Arrangements for events like graduation ceremonies ensure equal access and amenities for disabled learners.

6.   New technologies, digital platforms and procurement

Areas to Review

Digital technologies	When using digital technologies in teaching, learning and assessment consideration of the possible impacts on disabled learners so that outcomes are inclusive and equitable.

- When adopting new online tools, technological platforms or device-based software licences for teaching and learning an assessment is undertaken with consultation with disabled learners.
- Any use of online tools, technological platforms and device-based software for learning by disabled learners is supported by academic, teaching and learning support staff.
- Any acquisition of new assistive technology to assist and be used by disabled learners is discussed with those who require the technology.
- Teaching, IT and learner support staff all receive training so they are familiar with assistive technologies that disabled learners maybe using.

7.   Policy and planning

Areas to Review

Policies & Planning	All strategic planning, policies and procedures ensure disabled learners have equal opportunities for participation and achievement.

- A disability policy to achieve a fully inclusive educational environment for disabled learners is developed in partnership with disabled learners and community support groups.

- A disability action plan to achieve a fully inclusive educational environment is developed in partnership with disabled learners and disability support staff, has measurable goals and targets, and is reviewed and reported on annually.

- All policies, procedures and planning processes take into consideration the participation and achievement of disabled learners in academic and other areas of the learning environment life.

- These policies and procedures guide the interaction between staff and disabled learners and are understood by staff.

- Senior management commitment and accountability for achieving the agreed strategic outcomes in the disability action plan is clearly defined, owned and resourced.

- Management systems provide accurate information about the participation, progression and achievement of disabled learners and identify barriers that impact on this with a view to continuous improvement.

8.   Monitoring and evaluation

Areas for review

Monitoring & evaluation	Effective monitoring and evaluation systems are in place to report on the participation, retention and achievement of disabled learners. Data should be used to identify barriers or areas to be improved.

- Senior management have processes to identify barriers and the impact they have on disabled learners through Disability Action Plan monitoring.
- There are a range of monitoring and evaluation systems to measure progress, retention and achievement of disabled learners against measurable targets set by the Disability Reference Group.
- Effective systems are in place to provide a forum to raise, discuss and advocate on issues affecting disabled learners.

F. Review and Agreed Recommendations

The Disability Reference Group and Management then formulated possible actions listed for each section 1 – 8. After reviewing together, they agreed on the recommendations listed below to form what will become the Disability Action Plan.

1R Procedure Review of Management Responsibilities

o *How does Management assist disabled learners to access our courses, enrol in them and should we do more to encourage them?*

Action	Management to review recruitment processes, materials and areas targeted by December 2022 to ensure disabled learners are encouraged to enrol.
Action	Management to review program application procedures to ensure applicants with disabilities feel welcomed by December 2022.
Action	Management to review induction processes and staff training to ensure all disabled students feel welcomed, have the right tools to succeed and are aware of where they can gain assistance if they need any by December 2022.

Review Recommendations

This section be changed to read "Procedure Review of Management, Academic Support and Enrolment Teams Responsibilities."

Marketing material to be reviewed again by November 2022 ready for implementation of 2023 start dates to include a diverse range of photos and ensure that Safety n Action has the ability to provide materials to suit different needs.

Enrolment forms to be more prescriptive in asking how we may help a learner succeed. This is not a guarantee we can but an undertaking to work together with the learner where possible.

The review of program application procedures showed no applicants had been turned away or any issues being raised around the enrolment process. It also endorsed the induction process, felt staff training was appropriate and had suitable measures in place to assist if requested.

Additional to the points above was the expectation to look to celebrate the likes of Sign Language Day etc in 2023.

2R Procedure Review of funding and withdrawal for disabled learners.

○ *Does Management have clear withdrawal policies and procedures allowing for a withdrawal without academic or financial penalty if a leaner withdraws from subjects or courses after scheduled closing dates because of an impairment?*

○ *Are withdrawal policy and procedures known to all learners prior to commencement and implemented consistently?*

Action	A review of our current withdrawal and refund policy to be undertaken and reported on by December 2022. It is also to review historical occasions when disabled learners withdrew and report on those findings. Learners will be aware of our policies and procedures, but a sample of disabled learners should be asked to check on this.

○ *Is management aware that organisations in receipt of equity funding are expected to provide financial support for domestic students with disabilities?*

Action	No action required. Management is aware of this and its other responsibilities. This has been conveyed back to the Group CEO.

Review Recommendations

Agreed to review the current withdrawal and refund policy again in November 2022 prior to documents for 2023 being made available.

There was limited data on historical withdrawals but with enrolment documents expected to change and better monitoring this will continue to be checked on. Discussion also centred on the fact that our own systems may not pick up any issues regarding withdrawals and good communication with disability groups in the areas we work would allow them to provide additional feedback that we might not be receiving.

Confirmed that management are aware of the requirements of equity funding.

3R Procedure Review of the complaints and appeals process

○ *Are disabled learners treated in a non-discriminatory manner and do they receive appropriate impairment support?*

Action	A review of the complaints policy is to be undertaken with the express purpose of looking into the following questions prior to December 2022. • Are issues resolved in a timely and effective fashion?

- Disabled learners should know that an independent advocate can accompany them.
- Services are delivered in a culturally appropriate manner for Maori disabled learners, other ethnic and diverse groups as well as international learners.
- Are relevant legislation and protocols around confidentiality adhered to?
- Has expert impairment advice been used appropriately?
- Do staff have sufficient training to fulfil this task in relation to disabled learners?
- Ensure that learners have an outlet to which they may appeal in the event that there are disagreements on the provision of accommodations. Any appeals committee should be knowledgeable on the subject matter and impartial.

Review Recommendations

Having reviewed the above information the group was satisfied that current systems do not discriminate and are appropriate. It was felt that additional time could be spent outlining the expectations of the programme/course for clarity.

4R Procedure Review for the physical environment.

○ *Do disabled learners have equitable access to the physical environment within the tertiary institution in which they will study, learn, live and take part?*

Action	Each PTE is to conduct a review of their premises in consultation with their disabled learners and report its findings back to Senior Management by December 2022.
	The review must assess the following: o Are key access features such as location of lifts, accessible telephones, toilets, routes, entrances and parking clearly signed and identified on location maps? o Do we have policies and procedures to ensure that the needs of disabled learners are taken into account when any new building work or refurbishment takes place including consulting with the disabled learners? o Do we include disabled learners in the annual review of the physical access plan? o Do we have accessible parking and public transport drop-off and pick up points (e.g. wheelchair taxis, buses) and location signage.

> o Are disabled learners notified of any changes affecting the physical access during work on buildings and grounds? Are they aware of where to go if they find an access issue and want to report it?
>
> o Physical access audits are completed on consultation with disability support staff and learners with different impairments.
>
> o Are resources allocated and ongoing monitoring and a review schedule established and implemented?

Review Recommendations

Our discussion centred around the two different approaches the parts of Cornerstone have here. On one hand we have online provision where the company's physical environment is not part of their learning environment and the other where we deliver at companies for their staff.

Group policies were checked and meet the requirements and it was felt that keeping positive relationships with companies that we work with to provide relevant information was critical. The example being of a room provided for training that didn't include space for an interpreter.

Our policies do require a site check, but it was an oversight by the company not the PTE.

Ergonomic information could be sent to online enrolments to assist with suitable learning environments.

5R Procedure Review for facilities, equipment and health and safety.

○ *Do fire evacuation, health, safety and security procedures consider all disabled learners?*

Action	Each PTE is to review and test its fire evacuation procedure making sure that a range of barriers are identified, and solutions put in place if needed for disabled learners. This review is to be completed and sent to Senior Management by December 2022. Fire evacuation information that disabled learners may need to be aware of will identified and a procedure put in place to make sure that is shared with disabled students and can be seen on site.

○ *Facilities and equipment planning to incorporate the requirements of disabled learners and occurs in consultation with these learners and disability support staff*

Action	PTE capex policies to be reviewed prior to December 2022 with clauses to include consultation with disabled learners and the Disability Reference Group prior to any change or purchase

○ *Information technology systems, computer arrangements and assistive technology maximise access to learning and consider the learning support needs of disabled learners.*

Action	PTE teaching and learning policies to be reviewed prior to December 2022 with clauses to include consultation with disabled learners and the Disability Reference Group prior to any change or purchase

○ *Arrangements for events like graduation ceremonies ensure equal access and amenities for disabled learners.*

Action	Individual PTE's to review events and consult with disabled students to identify if any changes need to be made. His to be achieved by December 2022

Review Recommendations

Fire and evacuation procedures are checked as part of any site visit by Safety n Action staff. Online students are not on or premises, so this makes a review for them redundant.

Management is happy to consultant with relevant parties regarding any capex purchases or teaching and learning equipment that impacts on disabled learners.

Opportunities for possible upskilling of staff around Dyslexia and Sign Language.

6R Procedure Review of New technologies, digital platforms and procurement.

○ *When using digital technologies in teaching, learning and assessment, there will be consideration of the possible impacts on disabled learners so that outcomes are inclusive and equitable*

Action	PTE teaching and learning policies to be reviewed to include a clause outlining where the use of digital technologies will require consultation with the disabled learners who will be using the technology
Action	PTE staff will also require training in whatever technology is used so they can provide assistance to the learner and IT staff will also require training so that they can assist with any IT issues that may need solving.

Review Recommendations

The above actions have been agreed.

7R Procedure Review of Policy and Planning

○ *Has a disability policy to achieve a fully inclusive educational environment for disabled learners is developed in partnership with disabled learners and community support groups?*

Action	The Disability Policy is to be presented to the Disability Reference Group in May 2022 for feedback. It is also expected that the policy will be shared with disabled community groups and their feedback considered before Senior Management add the agreed policy to their Quality Management System.

○ *Has a disability action plan to achieve a fully inclusive educational environment is developed in partnership with disabled learners and disability support staff, has measurable goals and targets, and is reviewed and reported on annually?*

Action	This document forms the Disability Action Plan in conjunction with the support from Senior Management, the formation of the Disability Reference Group and the procedures associated with the plan the determine and report on measurable targets.
Action	The Disability Action Plan is to be developed and reviewed by the Disability Reference Group alongside Senior Management. Once it is agreed upon Senior Management is to send it to TEC for feedback before actioning it.
Action	The agreed plan will have a set review and reporting date and become part of each PTE's annual review.

○ *Do all policies, procedures and planning processes take into consideration the participation and achievement of disabled learners in academic and other areas of the learning environment life?*

Action	Each PTE within the Aspire2 Group will use its standard review of policies and procedures within its Quality Management System to undertake a review taking into consideration the participation and achievement of disabled learners. This process is to start immediately and be completed by Dec 2023.

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○ *Do these policies and procedures guide the interaction between staff and disabled learners and are understood by staff?*

Action	The expectation is that the policies and procedures will guide the interaction between disabled learners and staff. This will be achieved by firstly sharing the entire disability action plan with staff and providing meetings to upskill staff and answer their questions. Second as individual policies and procedures are adapted staff will again be kept informed through a serious of stand-up meetings. Lastly any urgent changes that are made will include notifying the relevant staff immediately and providing training or guidance if necessary.

○ *Does Senior management have commitment and accountability for achieving the agreed strategic outcomes in the disability action plan and are they clearly defined, owned and resourced?*

Action	Senior Management is expected to manage and guide the Disability Action Plan through to its conclusion and has identified the Performance and Partnerships Director to undertake that action. He is expected to report in monthly to the Group CEO on progress and make sure the outcomes are defined, achieved and resourced.

○ *Do management systems provide accurate information about the participation, progression and achievement of disabled learners and identify barriers that impact on this with a view to continuous improvement?*

Action	As set out in section 8 a monitoring and evaluation process has been set out to collect information. Enrolment systems will focus on understanding the number of disabled students we have and the variety of disabilities whilst monitoring systems similar to those in other areas of academic checking will be applied to see progress, retention and achievement.

Review Recommendations

The review found that we have a robust QMS where current policies support disabled learners to achieve in a fully inclusive environment. The QMS policies are regularly reviewed and will have close monitoring to maintain that standard and to be able to adapt to any future need.

It was also found that this would also be reflected in our work with the Domestic Code of Practice.

All other actions were agreed upon although specific measures of performance have not been set yet but are due to be agreed upon prior to the start of the 2023 year.

8R Procedure Review of Monitoring and evaluation

o   *Does Senior Management have a process to identify barriers and the impact they have on disabled learners and is this monitored?*

Action	An initial review of all barriers and their impact on disabled learners is to be conducted by the Disability Reference Group in 2022 prior to September. This information is to be collated and fed back to the Senior Management. It should include a review of our physical facilities, is our equipment fit for purpose, fire evacuation strategy, relevant policy checks and a review of the company strategic plan.
Action	The Disability Reference Group is to start meeting monthly from October 2022 with a specific agenda item being the discussion of any new barriers impacting on disabled learners or any barriers which have not been addressed and the minutes to be forwarded to Senior Management.
Action	Senior Management are to annually review the barriers and their impacts on disabled learners at a time yet to be determined. This review will then be fed back to the Disability Reference Group to maintain good communication and dialog.

o   *Are there are a range of monitoring and evaluation systems to measure progress, retention and achievement of disabled learners against measurable targets set by the Disability Reference Group?*

Action	Senior Management and the Disability Reference Group are to meet and set agreed measurable targets for disabled learners in 2023 for enrolment, retention and achievement.
Action	Individual PTE's will collect data and present quarterly to Senior Management on those targets. Actions are expected to be taken if monitoring shows we are not reaching our targets
Action	An annual review will be held by Senior Management and the Disability Reference Group to review the years progress and results and set targets for the upcoming year

o   *Are effective systems in place to provide a forum to raise, discuss and advocate on issues affecting disabled learners?*

Action	Yes, by keeping and promoting the Disability Reference Group and its meetings we believe this will give our disabled students a forum to not only raise and discuss issues but provide them with a group they can join and advocate through for others. Our expectation is that disabled

> community groups will be welcome to add value to this group and their meetings.

Review Recommendations

Agreed that an Annual Review in December 2022 would occur to check once again on physical facilities, equipment, health and safety measures like fire and evacuation and policy checks both on individual policies and the overall strategic policy.

This review would also collate feedback from our tutors/trainers about their experiences with disabled learners in case disabled learners were not filling in their evaluation forms or simply not raising issues.

It was felt that meeting monthly was not necessary for the Disability Reference Group. Targets would be set and monitored bi-annually. Our original meeting did a good job of identifying any barriers with steps put in place for all new enrolments to have a voice.

It was felt that Senior Management and the Disability Reference Group would join together to review the barriers and impacts rather than just the Senior Management meeting and then communicating back.

There wasn't a range of monitoring and evaluation measures previously as it hadn't been a formal requirement and as a PTE who measures data this was certainly an area we could improve in. It was agreed that Senior Management would present a list of performance measures for disabled learners with regard to progress and achievement outcomes. Senior Management to present these targets in November/December to the Disability Reference Group to be agreed upon.

It was agreed that we would collect and present data at a minimum quarterly to Senior Management with actions to be taken to ensure the agreed above measures.

Also agreed was the annual review to be held in February when results are finalised. This may mean at this point an adjustment of the evaluation measures previously agreed in November/December.

There are effective measures for any students to raise and discuss issues. Where we can see improvements in our system is for more engagement with disability groups who may be working alongside our learners.