

CTT

ACCESSIBILITY PLAN

2021 – 2024

|  |  |
| --- | --- |
| *At the time of publishing the following roles were held:* | |
| SCITT LEAD | MRS. WENDY KENDALL |
| CHAIR OF CTT BOARD | MRS. V. HEPBURN-FISH |

|  |  |
| --- | --- |
| Approved by1 | |
| Name: | Mrs. V. Hepburn-Fish |
| Position: | Chair of the Board of Directors of CTT |
| Signed: |  |
| Name: | Mrs. W. Kendall |
| Position: | SCITT Lead |
| Signed: |  |
| Date: | September 2021 |
| Review date2: | September 2024 |

**REVIEW SHEET**

**The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).**

|  |  |  |
| --- | --- | --- |
| **Version Number** | **Version Description** | **Date of Revision** |
| Version 1 | Original | October 2015 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

CONTENTS

[1. INTRODUCTION 4](#_Toc106088687)

[2. DEFINITION OF DISABILITY 4](#_Toc106088688)

[3. REASONABLE ADJUSTMENTS 5](#_Toc106088689)

[4. AIMS OF THE ACCESSIBILITY PLAN 6](#_Toc106088690)

[5. KEY OBJECTIVES 6](#_Toc106088691)

[6. CONTEXTUAL INFORMATION 7](#_Toc106088692)

[7. DEVELOPMENT 7](#_Toc106088693)

[7.1 The Purpose and Direction of the Centre’s Plan: Vision and Values 7](#_Toc106088694)

[7.2 Information from Trainee Data and Centre Audit 7](#_Toc106088695)

[7.3 Views of those Consulted during the development of the Plan 8](#_Toc106088696)

[8. SCOPE OF THE PLAN 8](#_Toc106088697)

[8.1 Increasing the extent to which disabled trainees can participate in the centre curriculum 8](#_Toc106088698)

[8.2 Improving the physical environment of the centre to increase the extent to which disabled trainees can take advantage of education and associated services 8](#_Toc106088699)

[8.3 Improving the delivery to disabled trainees of information that is provided in writing for trainees who are disabled 9](#_Toc106088700)

[8.4 Financial Planning and Control 9](#_Toc106088701)

[9. IMPLEMENTATION 9](#_Toc106088702)

[9.1 Management, Coordination and Implementation 9](#_Toc106088703)

[9.2 Monitoring 9](#_Toc106088704)

[9.3 Accessing the Centre’s Plan 9](#_Toc106088705)

[10. RELATED POLICIES 10](#_Toc106088706)

APPENDIX A(i) - Template Plan (Improving Access to the Curriculum)

APPENDIX A(ii) - Template Plan (Improving Physical Access)

APPENDIX A(iii) - Template Plan (Improving Access to Written Information)

APPENDIX B(i) - Example Completed Plan (Improving Access to the Curriculum)

APPENDIX B(ii) - Example Completed Plan (Improving Physical Access)

APPENDIX B(iii) - Example Completed Plan (Improving Access to Written

Information)

## INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

* The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
* Failure to make a reasonable adjustment can no longer be justified. The fact that it must be ‘reasonable’ provides the necessary test.
* Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
* From September 2012 centres and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEN.

As in previous legislation a centre must not discriminate against a trainee because of something that is a consequence of their disability.

It is unlawful for a centre to treat a disabled trainee unfavourably. Such treatment could amount to:

* Direct discrimination
* Indirect discrimination
* Discrimination arising from a disability
* Harassment

Direct discrimination can never be justified but a centre could justify indirect discrimination against a disabled trainee, and discrimination arising from a disability if the discrimination is the result of action that is a ‘proportionate means of achieving a legitimate aim’.

## DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

* they have a physical or mental impairment
* the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

* 'substantial' means more than minor or trivial
* 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
* 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

**Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

**Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non–prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide

range of:

* Sensory difficulties
* Learning difficulties
* Impairment resulting from, or consisting of, a mental illness

In addition there is a range of ‘hidden impairments’ such as

* Dyslexia
* Speech and Language Impairments
* Autism
* Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a trainee is disabled but rather it is the effect on the trainee’s ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

* Mobility
* Manual dexterity
* Physical co-ordination
* Continence
* Ability to lift, carry or otherwise move everyday objects
* Speech, hearing or eyesight
* Memory or ability to concentrate, learn or understand
* Perception of risk of physical danger

## REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled trainees:

* When something we do places a disabled trainee at a substantial disadvantage to other trainees, we must take reasonable steps to avoid that disadvantage;
* We will be expected to provide an auxiliary aid or service for a disabled trainee when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the trainee faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be ‘reasonable’ although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other trainees, health and safety requirements, and whether aids have been made available through the SEN route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing special educational needs statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled trainee does not have a statement of SEN (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the centre.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

## AIMS OF THE ACCESSIBILITY PLAN

The planning duties on centres and Local Authorities are the same as the duties in the previous DDA. Centres are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled trainees, and how they will improve the availability of accessible information to disabled trainees. The LA is required to have an Access Strategy.

In **Cumbria Teacher Training**, we have a commitment to equal opportunities for all members of the centre community and our Accessibility Plan outlines our intention to remove barriers for disabled trainees and to:

* Increase the extent to which disabled trainees can participate in the different areas of the QTS;
* Improve the physical environment of the centre to enable disabled trainees to take better advantage of education, benefits, facilities and services provided; and
* Improve the availability of accessible information to disabled trainees.

Furthermore, under our equality duties, we intend to improve the physical environment of the centre to enable any disabled person (trainee, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the centre’s accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the centre will address the priorities identified in the plan.

It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

**Cumbria Teacher Training** strives to ensure that the culture and ethos of the centre are such that, whatever the abilities and needs of members of the centre community, everyone is equally valued and treats one another with respect. Trainees should be provided with the opportunity to experience, understand and value diversity.

## KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

* To reduce and eliminate barriers to access to the curriculum and to full participation in the centre community for trainees, and prospective trainees, with a disability.
* We are committed to providing a fully accessible environment which values and includes all trainees, staff, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
* We are committed to providing all trainees with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual trainees and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](http://www.education.gov.uk/schools/teachingandlearning/curriculum))which underpin the development of a more inclusive curriculum:
* Setting suitable learning challenges;
* Responding to a trainee’s diverse learning needs;
* Overcoming potential barriers to learning and assessment for individuals and groups of trainees.

## CONTEXTUAL INFORMATION

* *Cumbria Teacher Training is located in the Ashfield district of Workington.*
* *Cumbria Teacher Training is located close to the town centre there is a Bus Stop on High Street Rd, and the nearest Railway Station is at Workington.*
* *Cumbria Teacher Training is a Teacher Training Centre*
* *The centre premises are used outside office hours for revision and preparation sessions, meetings and Christmas parties etc.*

## DEVELOPMENT

### The Purpose and Direction of the Centre’s Plan: Vision and Values

***Cumbria Teacher Training****:*

* *Has high ambitions for its disabled trainees and expects them to participate and achieve in every aspect of centre life;*
* *Is committed to identifying and then removing barriers to disabled students in all aspects of centre life;*
* *Values the individual and the contribution they make to all aspects of centre life;*
* *Will strive to ensure that its disabled trainees have access to all areas of the curriculum and teaching resources so as to develop fully in their education;*
* *Acknowledges a commitment to embrace the key requirements set out in the QTS Inclusion Statement;*
* *Will continue to focus on removing barriers in every area of the life of the centre;*
* *Is committed to embracing equal opportunities for all members of the centre community.*

### Information from Trainee Data and Centre Audit

*Key starting points for the centre’s plan:*

* *The centre identifies any trainees with additional needs on an annual basis and they are supported throughout their time on the course. They are closely monitored and additional plans are drawn up to support their needs if needed, their progress is monitored through their phase reviews.*
* *Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.*

*In order to ensure that our data is up to date and accurate we will:*

* *Liaise with the applicants so as to identify and therefore plan a response to students with a disability well before they arrive;*
* *Identify early on in their course any obstacles to the effective learning of disabled students;*
* *Use all available data to inform the planning of individual student learning patterns;*
* *Use information supplied via previous Accessibility Audits to assist us to develop an action plan to reduce obstacles for the centre community.*

### Views of those Consulted during the development of the Plan

***Cumbria Teacher Training*** *will:*

* *Consult relevant sub-committee;*
* *Consult staff including specifically, heads, Leadership & Management Committee, SCITT Lead;*
* *Set up a structure to allow the views of students, both able and disabled to be taken into account;*
* *Question trainees to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer trainees alternative ways of answering the survey;*
* *Involve outside agencies who already exist to assist disabled students in their education and future career;*
* *Ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;*

## SCOPE OF THE PLAN

### Increasing the extent to which disabled trainees can participate in the centre curriculum

* To investigate how the access to those areas of the QTS that are normally difficult for disabled students to access can be improved;
* To further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;

The centre plans to increase access to the **curriculum** for trainees with a disability, expanding the curriculum as necessary to ensure that trainees with a disability are as, equally, prepared for teaching life as are the able-bodied trainees. This covers teaching and learning and the wider curriculum of the centre such as participation in leisure and cultural activities or centre visits. It also covers the provision of specialist **aids and equipment**, which may assist these trainees in accessing the curriculum.

### Improving the physical environment of the centre to increase the extent to which disabled trainees can take advantage of education and associated services

* investigate various improvements to the site;
* improve accessibility points to different curriculum areas;

The centre will take account of the needs of trainees and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the centre has trainees or visitors with disabilities and is preparation for a situation when they do.

### Improving the delivery to disabled trainees of information that is provided in writing for trainees who are disabled

**Cumbria Teacher Training** **will strive to:**

* Produce all centre literature at the correct font size to help visually impaired students;
* Investigate alternative ways of providing access to information, software and activities;
* Investigate ways of communicating effectively with disabled adult users of the site.

The centre plans to improve the delivery of **written information** to trainees, staff, and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the centre and centre events. The information should be made available in various preferred formats within a reasonable time frame. The centre will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

### Financial Planning and Control

The SCITT Lead with the Board, together with the Staffing & Finance Committee will review the financial implications of the Centre Accessibility Plan as part of the normal budget review process. The objective is that over time Centre Accessibility Plan actions will be integrated into the Centre Development Plan.

**Cumbria Teacher Training** will finance the plan by identifying costs and incorporating them into current and future budget commitments.

## IMPLEMENTATION

### Management, Coordination and Implementation

***Cumbria Teacher Training*** *Leadership & Management Team will undertake a disability audit using a cross section of staff and trainees (refer to Section 7.3).*

*As a result of the audit, we shall:*

* *Produce action plans, with definite time scales for the implementation of the actions implicit in the plan;*
* *Ensure staff can understand and buy into the Accessibility Plan and not see it as a bolt on;*
* *Present the plan to the Board for their approval;*
* *Modify the plan based on the views of stakeholders;*
* *Review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary on an annual basis. A new Accessibility Plan will be drawn up every three years.*

### Monitoring

**Cumbria Teacher Training** recognises that monitoring is essential to ensure that trainees with disabilities are not being disadvantaged, and that monitoring leads to action planning.

### Accessing the Centre’s Plan

T*his will be done through:*

* *Presentation in a section on the centre website open to all visitors to the site;*

*The centre will achieve successful implementation of the accessibility plan with continued support in the areas of:*

* *Providing training and awareness opportunities to staff, the Board on issues regarding equality and inclusion;*
* *Providing targeted training for particular groups of trainees/staff;*
* *Promoting collaboration through the provision of information and the sharing of good practice;*
* *Encouraging liaison between all the CTT schools*
* *Seeking support/advice from outside the centre, from services, other agencies and organisations;*
* *Ensuring that* ***Cumbria Teacher Training*** *is aware of all support services that provide advice to centres and staff.*

## RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

* Staff Training and Development Plan
* Health & Safety
* Inclusion
* Centre Development Plan
* Complaints Policy

**Cumbria Teacher Training Accessibility Plan**

In drawing up this Accessibility Plan, the following were consulted:

* *The Leadership and Management Committee*
* *Staff*
* *Trainees/centre council*
* *Others*

The plan was approved on: DATE 3 September 2021

Date of Accessibility Plan: DATE 3 September 2021

Date for next Review: DATE 3 September 2024

Senior Member of staff responsible for the Plan : NAME / ROLE Mrs. W. Kendall – SCITT Lead

The Board & Committees responsible:

*Leadership and Management Committee*

**The Board is free to delegate the approval of this Plan to the Health and Safety Committee or an individual Board member.**

**CUMBRIA TEACHER TRAINING ACCESSIBILITY PLAN 2021-2024**

**IMPROVING THE CURRICULUM ACCESS AT CUMBRIA TEACHER TRAINING**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target** | **Strategy** | **Outcome** | **Timeframe** | **Achievement** |
| All out-of-centre and extra-curricular activities are planned to ensure the participation of the whole range of trainees | Review all out-of-centre and extra-curricular provision to ensure compliance with legislation | All out-of-centre and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | 1 | Increase in access to all centre activities for all disabled trainees |
| Classrooms are optimally organised to promote the participation and independence of all trainees | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Lessons start on time without the need to make adjustments to accommodate the needs of individual trainees | 1 | Increase in access to the QTS Standards |
| Training for Awareness Raising of Disability Issues | Provide training for the Board, staff, and trainees. Discuss perception of issues with staff to determine the current status of centre. | Whole centre community aware of issues relating to Access | 1 | Society will benefit by a more inclusive centre and social environment |

**CUMBRIA TEACHER TRAINING ACCESSIBILITY PLAN 2021-2024**

**IMPROVING THE PHYSICAL ACCESS AT CUMBRIA TEACHER TRAINING.**

|  |  |  |  |
| --- | --- | --- | --- |
| **AMP Report Ref.**  ***(if relevant)*** | **Item** | **Activity** | **Timescale** |
|  | Parking | There are two designated parking areas. One in front of the entrance and one to the left hand side of the building. | **N/A** |
|  | Lighting & signage to entrance | Automatic light comes on at front door and street lighting lights up the carpark. | **N/A** |
|  | Surfaces of approach | Check route regularly to ensure surface is maintained | **1** |
|  | External ramps | Check external ramps regularly including main entrance to ensure clear from permanent obstruction and projecting hazards.  Ramps would benefit from colour contrasted handrails, landing and edge protection clearly defined. | **1**  **3** |
|  | External steps | Keep steps to main entrance clear of permanent obstruction and projecting hazards. | **1** |
|  | Entrance doors and thresholds | Door entrance thresholds should be level. Provide saddle or wheel chair threshold ramp to alleviate problem. | **3** |
|  | Reception areas inc. desks, seating and lighting | Relocate seat to provide more space to access the building | **1** |
|  | Signs | Improve directional and information signs supported by tactile information (such as map) for people progressing to other parts of the building including toilet facilities and use recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface. | **3** |
|  | Obstructions and projections in corridors | Ensure surplus furniture and equipment is not left in corridors or assembly points. | **1** |
|  | Internal directional signs | Provide directional and information signs supported by tactile information (such as map) for people progressing to other parts of the building including toilet facilities and use recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface. | **2** |
|  | Lighting, floor surfaces and tonal contrasts of surfaces | Natural and/or artificial lighting should be even to achieve illuminance of at least 100 lux at floor level.  Colour contrast (with matt finish) between floors, walls, doors and ceilings to be updated during routine maintenance programme. | **3** |
|  | Internal doors | Internal doors to be reviewed and a programme introduced if structurally allowed to ensure the following; minimum clear width of door leaf opening of at least 750mm, vision panel (minimum zone of visibility between 500mm and 1500mm) and easy grip door furniture. Colour contrast matt finish required between door, architrave and door furniture.  Check all door closer mechanisms for correct opening/closing pressure action. | 3  1 |
|  | Access to and in dining areas/lecture room | Ensure surplus furniture is not left in dining room  Acoustic absorbency and texture of surfaces should also be taken into consideration and improved for hearing and vision impairments.  A hearing enhancement system should be considered for the lecture room to improve the audio for those with hearing and vision impairments  If the centre lease out the premises in the future then as landlord of these premises they will need to consider the implications of the Equality Act 2010. | 1  3  3  1 |
|  | Accessibility of switches handles and controls for lighting, heating and acoustics. | Lower switches, handles and controls and switches by colour contrast when upgrading decoration. | 3 |
|  | Seating and furniture | Definite colour contrast between furniture, seating and flooring in future programmes. Ensure appropriate seating and clear space available for individual with limited mobility or wheelchairs. | 3 |
|  | Male and Female WC | Designated male and female WCs are not accessible to wheelchair users. The female WC facilities could be accessible to wheelchair users with redesign. | 3 |
|  | Noticeboards, publication and other materials provided for trainees, and other users | Review all public information including centre website and prospectus (if applicable) and consider provision in alternative formats such as large print and audio-tape/MP3. Ensure colours on the website do not discriminate against those with visual impairments. | **2** |
|  | Routes clear and obstructions removed | Check traffic routes for surplus furniture and equipment and remove obstructions. | **1** |
|  | Maintenance of heating, emergency lighting and alarm system | Confirm adherence to regular checking and servicing of systems. | **1** |
|  | Emergency evacuation procedures for disabled people | GEEP (General Emergency Egress Plan) and, if applicable PEEP (Personal Emergency Egress Plan), should be reviewed regularly to ensure plans and staff trained to take into account individuals needing assistance.  Ensure that staff, trainees and visitors are aware of the evacuation procedures when the centre premises outside of normal centre hours.  Display notice at entrance/reception to ask visitors to inform staff of any individuals needing assistance. | 1  1  2 |
|  | Fire exits and escape routes | Review external evacuation/fire doors and improve to ensure minimum single leaf door width opening of 775mm, vision panels and door furniture can be operated with one hand. Door thresholds and any small steps should be redesigned to remove to enable ease of escape.  Colour contrast required between door/architrave and door furniture.  Check all door closer and exit mechanisms have opening/closing pressure action.  Fire exits and escape routes must be checked for compliance as part of regular fire risk assessment checks. | 3  2  1  1 |
|  | Emergency lighting and warning system | Ensure regular checks and servicing of systems. | 1  3 |
|  | Safe refuge areas in event of fire | GEEP (General Emergency Egress Plan) and, if applicable PEEP (Personal Emergency Egress Plan), should be reviewed regularly to take into account the need for safe refuge areas. | 1 |

**CUMBRIA TEACHER TRAINING ACCESSIBILITY PLAN 2021-2024**

**IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT CUMBRIA TEACHER TRAINING**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TARGET** | **STRATEGY** | **OUTCOME** | **TIMEFRAME** | **ACHIEVEMENT** |
| Availability of written material in alternative formats | The centre will make itself aware of the services available for converting written information into alternative formats. | The centre will be able to provide written information in different formats when required for individual purposes | ongoing | Delivery of information to disabled trainees improved |
| Make available centre brochures, centre newsletters and other information for trainees in alternative formats | Review all current centre publications and promote the availability in different formats for those that require it | All centre information available for all | ongoing | Delivery of centre information to trainees and the local community improved |
| Survey trainees as to the quality of communication to seek their opinions as to how to improve. | Send out survey to trainees regarding quality of communication. | Centre is more aware of the opinions of trainees and acts on this. | ongoing | Trainee opinion is surveyed and action taken appropriately. |
| Review documentation with a view of ensuring accessibility for trainees with visual impairment | Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials. | All centre information available for all | ongoing | Delivery of centre information to trainees with visual difficulties improved. |
| Raise the awareness of adults working at and for the centre on the importance of good communications systems. | Arrange training courses. | Awareness of target group raised | ongoing | Centre is more effective in meeting the needs of trainees. |