## Summary of progress with 2024 Disability Action Plan Goals - Aug 2024

### **GOALS ACHIEVED**

|  |  |
| --- | --- |
| **Goals** | **Outcome** |
| Establishment of Staff Disability Reference Group (DRG) | 8 members. Regular meetings are scheduled. |
| Appointment of Senior Manager to drive the development and implementation of the Disability Action Plan (DAP) | Rachel Teesdale, GM PTE Operations. |
| Creation of our vision statement for our disabled learners | To make our training accessible to all, regardless of impairment. |
| Establishment of the reporting pathway to the leadership team | Monthly reports to the SLT from GM PTE Operations |
| Identification of options for reasonable accommodations for assessment | Update of Assessment policy |
| Identification of learning supports that we have access to and can make available to our learners | Update of Assessment policy about reader/writers |
| Feedback collected from frontline staff regarding implementing the DAP | Feedback collected from 70 staff through an online survey (non-anonymous) |
| Identification of staff training needs | Identified through the staff survey. A plan is being made to roll out the training. |
| Establishment of an Advisory Group | 4 external stakeholders attend the DRG meetings |
| Identification of our disability cohort | We have identified the make-up of our disability cohort, for each fund  This would be looked at regularly by the DRG, in response to the changing body of enrolled learners. |
| Identify the support and training needs of academic, teaching, and technical staff, to enable them to meet the requirements of disabled learners | Identified through the staff survey. A plan is being made to roll out the training. |

### **GOALS IN-PROGRESS**

1. Allocation of responsibilities in the DRG
2. Creation of disability policy
3. Review of existing policies, through the lens of suitability for our disability cohort
4. Establishment of equity targets
5. Implementation of personalized support plans
6. Review of frontline staff capabilities in supporting disabled learners with enrolments
7. Training needs rolled out for front line staff including in non-discriminatory practices
8. Identification of all available supports for our learners with impairments, including accommodation for assessment
9. Review of all existing courses, for suitability for those with impairments
10. Provision of information to our non-disabled cohort to improve understanding, eliminate discrimination and encourage participation.
11. Set up a student voices project to showcase learner success stories
12. Set up disabled student group
13. Identification of learning supports that we have access to and can make available to our learners – Information needs to be updated in the student handbook and website