

Activate Training Centre Limited Disability Strategy and Action Plan

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1. Overview

Activate Training Centre Limited (ATC) is committed to supporting diversity and inclusion for all learners in our community.

To ensure that we are truly enacting our values in supporting all sectors of our community, we seek to create a warm, inclusive, and welcoming environment so that students can flourish, succeed, and achieve their goals.

ATC's Disability Action Plan (DAP) is the organisations' programme for inclusivity, support and accessibility for people of all abilities. This means continuously assessing and reviewing our learning environments and how they can be improved.

ATC's Disability Action Plan provides the organisation with the opportunity to identify and remove barriers so that people of all abilities may achieve their potential.

1. ATC is committed to working proactively to develop an organisation that embodies inclusion and respect for all people.
2. ATC's DAP initiative presents a formal recognition of ATC's commitment to providing equal opportunities for all students.
3. The DAP is supported by a framework of monitoring and reporting to ensure ATC achieves its vision of inclusion and success for all people.

2. Definition

The New Zealand Disability Strategy states that, "disability is not something individuals have. What individuals have are impairments. They may be physical, sensory, neurological, psychiatric, learning, or other impairments."

On that basis, "disability is the process that happens when one group of people create barriers by designing a world only for their way of living, taking no account of the impairments other people have."

Therefore, people with impairments can be disabled by their environment. That is, disability occurs when people with impairments face barriers in society or within an organisation. This can occur through aspects such as negative attitudes, physical barriers, communication, and information barriers, etc.

3. Reasons for a DAP

- 3.1. Encourages broader participation (24% of NZ people have an impairment lasting six months or more).
- 3.2. Opens the door to additional people with a range of abilities.
- 3.3. Minimises discrimination and complaints.
- 3.4. Meets government expectations, such as the Tertiary Education Commission.
- 3.5. Legal and ethical requirements Article 24 of the Convention on the Rights of Persons with Disabilities (CRPD), requires:
 - equality of access to an inclusive, quality education (Art 24(2)(b))
 - reasonable accommodation of the requirements of disabled students (Art

24(2)(c))

- the delivery of support within the general education system (Art 24(2)(d))
- support measures that are effective, individualised, provide an environment that maximises academic and social development, and is consistent with the goal of full inclusion (Art 24(2)(e)).

4. Vision and Strategy

ATC's vision is to become a leader in disability inclusion that involves moving beyond compliance towards a new paradigm for inclusion. This strategy is supported by the senior management of ATC including the Board, CEO, and Senior Management Team.

ATC's Disability Action Plan sits within the organisation's broader strategic framework and is aligned within its first and second Key Strategic Elements: To create and deliver outstanding learning experiences for students, and Championing the best in one another.

Significant and sustainable change will not occur without an action plan. Social, environmental, digital, and attitudinal challenges and barriers may prohibit the inclusion, success, and participation of persons with an impairment and therefore barriers and challenges need be addressed for ATC to achieve its strategic goals for inclusion.

ATC's DAP is a strategy for changing practices that might result in discrimination (intentional or unintentional), against people with impairments and to improve outcomes for those learners in their education journey.

5. Strategic Process

5.1. Review of current practices

The means reviewing our current practices using the Kia Ōrite Toolkit Disability GAP Analysis - Learning support responsibilities. The analysis assesses the following areas:

- Appropriate use of disabled learners' personal information tools
- learning support and teaching tools
- learning support for Māori disabled learners tools
- examinations and assessment tools
- other diverse learners tools
- learning support for learners with different impairments tools
- access to general and specialist support services tools
- transition into employment tools
- staff development tools

Once the assessment is completed, action plans are prepared and reviewed. The Learner Wellbeing and Disability Action Plan Team works through the priority areas to improve the organisation's ability to create an inclusive and supportive environment for disabled learners. The DAP Actionable Items worksheet is used to

track actions, outcomes, responsibility, and timelines.

5.2. Setting Goals and Targets

Goals and target are reviewed and include the following:

- current position, for example parity of achievement
- baseline and annual improvements
- professional development and training
- surveys.

5.3. Evaluation strategies

Reviewing our current and future practices to track improvements and opportunities for further development is an important aspect of the DAP. The following items are reviewed:

- use of services by disabled members of the public
- numbers of disabled learners
- levels of academic achievement by disabled learners
- employment outcomes for disabled learners
- changes in the staff understanding of disability discrimination issues
- physical accessibility of education facilities
- learning support and teaching tools
- learning support for Māori disabled learner tools

5.4. Allocation of responsibilities

The Learner Wellbeing and DAP Team is responsible for the implementation of this strategy. The team is made up of staff across the organisation and meets monthly with records of minutes kept. The Learner Wellbeing and DAP Team works closely with the Cultural Team and AQC. The Learner Wellbeing and DAP Team reports to the CEO. The CEO reports on DAP progress to the ATC Board.

5.5. Communication of Policies and Programmes

The Learner Wellbeing and DAP Team is responsible for the development of draft policies and programmes for the organisation. This includes preparing and scheduling professional development and training of staff. Professional development and training records are kept. All policies and programmes are reviewed and approved by the AQC. All staff are updated on policy releases and programme reviews.