



Disability Action Plan

2012 - 15

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Foreword by the Chief Executive

I am pleased to present CCEA's Disability Action plan for 2012 - 2015.

The purpose of this Disability Action Plan is to outline our key commitments and priorities for 2012-15 and to guide the work that we do so that disability is taken into account in all aspects of our work and the services we provide.

This Action Plan sets out a framework for making positive changes to the lives of disabled people by promoting disability equality in all our practices, policies and procedures. It is proactive with some targets being specific and others general.

CCEA is committed to equality and is fully committed to fulfilling our statutory obligations in compliance with Section 49A of the Disability Discrimination Act 1995 (DDA) and Disability Discrimination (NI) Order 2006 (DDO) which places duties on public authorities to:

- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life.

CCEA management will ensure that all staff are aware of the disability duties and is committed to ensuring that this action plan is implemented, reviewed and modified to take account changes in legislation.

CCEA will undertake a planned programme of communication and training on the disability duties for all staff.

CCEA is committed to engaging effectively with people with disabilities and their representative groups in the development, implementation and review of this plan.

Gavin Boyd

Chief Executive

1.0 Background

1.1 Legislation

Under section 49A of the Disability Discrimination Act 1995 and the Disability Discrimination Order (NI) 2006 (DDO) CCEA is required, in carrying out its functions and duties to:

- Promote positive attitudes towards disabled people; and
- Encourage participation by disabled people in public life.

CCEA is committed to fulfilling these duties throughout the organisation and has set out how we will achieve this in our Disability Action Plan (DAP).

In addition, CCEA staff must comply with the Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO) and also the '*Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations*' published by the Joint Council for Qualifications.

1.2 The role of CCEA

The Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) is a Non-Departmental Public Body (NDPB) reporting to the Department of Education (DE). CCEA brings together the three areas of curriculum, assessment and examinations.

1.3 CCEA's Duties and Functions

CCEA's key duties and functions are to:

- keep under review all aspects of the curriculum, examinations and assessment for grant aided schools and colleges of further education and to undertake statutory consultation on proposals relating to legislation;
- advise the DE on matters concerned with the curriculum, assessment, examinations and external qualifications, accredit and approve qualifications;
- conduct and moderate examinations and assessments, ensuring that standards are recognised as equivalent to standards of examinations and assessments conducted by other bodies or authorities exercising similar functions in the United Kingdom;
- publish and disseminate information relating to the curriculum, assessment and examinations;
- develop and produce teaching support materials for use in schools; and
- carry out research and development.

CCEA also has a remit for the development of educational technology and the production of multimedia resources.

1.4 CCEA Mission Statement

CCEA places learners and those who have a concern for their educational and personal development at the forefront of its thinking. CCEA's mission is 'to enable the full potential of all learners to be achieved and recognised'.

1.5 CCEA Values

CCEA is guided by the following principles:

- *Integrity*
CCEA will ensure staff are open and honest, tell the truth, play by the rules, not knowingly do anything wrong and do not allow themselves to be influenced to do otherwise.
- *Quality and Excellence*
CCEA will endeavour to ensure staff deliver the very best products and services to customers, partners and stakeholders and seek ways to continuously improve.
- *Social Responsibility*
CCEA will go beyond its statutory remit, where possible, in respect of investment in its own staff and the contribution it makes to the community.
- *Leadership*
CCEA will demonstrate exemplary leadership including leading the community debate on educational policy and promoting, through example, the seven principles of public life as set out by the Nolan Committee.
- *People*
CCEA will treat all its people with respect; will recruit, reward and promote staff on the basis of merit; will provide good working conditions; and will help its staff to achieve a work/life balance.
- *Customers, Partners and Stakeholders*
CCEA will meet the needs and expectations of its customers, keep its promises, secure full customer trust and will put things right when they go wrong.
- *Responsibility*
CCEA is committed to the effective implementation of all aspects in the plan in all parts of the organisation.

The Top Management Team (TMT), including the Chief Executive and the Council, are responsible for ensuring that CCEA comply with their disability duties.

Day to day responsibility for carrying out the DAP lies with People Services and Equality (PSE) who report to the Director of Corporate Services.

2.0 Communication

CCEA will ensure that all staff are aware of the DAP and are committed to its implementation. We will work with disabled people to find appropriate ways of

communicating the DAP. The DAP will be produced in clear print and plain English and will be available in alternative formats.

Following submission to the Equality Commission NI, the DAP will be available on the CCEA website, ibrowse and by contacting PSE.

The Annual Review of the DAP will constitute part of the monitoring and reviewing process and assist in adopting targets CCEA will report on actions fully achieved, partially achieved and not achieved if applicable.

2.1 Progress Reporting

CCEA is committed to monitoring and reviewing policies and practices to ensure that disability equality duties are being met. Monitoring the progress of the DAP is a significant element. Progress will be monitored and reported upon at the most senior level within the organisation. PSE will ensure that the DAP is monitored and reported on annually. This is a proactive plan. Some targets are specific and some general in nature.

2.2 Reporting to Equality Commission

CCEA is committed to submitting an annual progress report to the Equality Commission as well as carrying out a three year review of this DAP. The annual progress report will be included in the general Section 75 Annual Progress Report.

2.3 Review

We will review the DAP on a regular basis and will carry out a three year review of the plan in consultation with the Equality Commission.

2.4 Consultation

CCEA is committed to carrying out consultation in accordance with our Consultation Guidelines. The involvement of disabled people is essential when developing the DAP. We will seek to engage disabled people and the organisations representing disability.

When consulting, we will work with representative groups, individuals with disabilities and Section 75 groups. This may take the form of face to face meetings, advisory groups, surveys, consultative panels and other methodologies identified as best practice. All responses to the consultations and our responses will be recorded.

All consultees will receive a copy of our response to their comments. We will place this draft DAP on our website. As part of the consultative process, we will remove barriers by making sure documents are available in alternative formats.

Arrangements for Gathering Information

CCEA uses a number of different means to compile the DAP such as:

- Disability Access Audit complete with recommendations
- Screening and consultation findings on policies

- Consultations with individuals with disabilities in order to make appropriate reasonable adjustments
- Service user surveys
- Analysis of complaints
- Comments from other consultations.
- Staff survey
- Permanent, FTC and temporary staff Exit Questionnaires
- Work Experience Students Exit Questionnaire
- Training evaluations
- Disability Audit for all staff
- Research findings

In particular CCEA keeps records of:

- The number of candidates sitting examinations
- Candidates with a disability and/or additional needs
- Candidates with a disability and/or specific needs that have not been addressed
- The number of disabled staff employed within CCEA
- The number of applicants for employment with CCEA with disabilities.

CCEA is committed to analysing this information in order to identify barriers that disabled people may face both as employees and as service users. This information will be considered when drawing up any DAP.

3.0 Employees

CCEA employs:

- Disability Officer with support staff within PSE. The Disability Officer ensures compliance with DDA and reasonable adjustments for staff.
- Facilities Manager who ensures that buildings are accessible and that reasonable adjustments for visitors to CCEA premises are made.
- Special Education Needs (SEN) Managers within the Curriculum and Assessment Development Department who ensure that SENDO is taken into account in all aspects of Curriculum and Assessment
- 6 staff within the Centre and Examiner Support Department whose remit is to ensure that all candidates who require access arrangements, reasonable adjustments and special consideration are treated fairly and in accordance with the JCQ Guidelines.

4.0 Accessibility

4.1 Hearing our website



Browsealoud is a software program that reads aloud web page and PDF document content. The free Browsealoud software can be downloaded by

placing the mouse pointer over the text to be read aloud and Browsealoud will do so. Browsealoud is available for both PC and Mac.

4.2 Changing the Text size

The text size can be changed in most browsers

5.0 Action Plan

The DAP as outlined below shows the measures CCEA proposes to take over the next five years to ensure that the organisation meets its disability duties. The plan has been constructed around a number of key strategic themes with further operational actions. The key themes are:

- To encourage and facilitate disabled people to study for and take CCEA qualifications
- To increase the representation of disabled people within CCEA
- To implement reasonable adjustments when necessary
- Communicate effectively with all stakeholders on disability issues
- To continue to implement training to raise awareness/deal with specific disability issues
- To ensure that information is accessible to all
- To ensure disability duties are integrated into all policies, procedures and activities

Disability Action Plan

Duty 1: To promote positive attitudes towards disabled people

| Action | Outcome | Performance Indicators | Responsibility | Timescale |
|---|--|--|---|--|
| To encourage and facilitate disabled people to study for and take CCEA examinations | | | | |
| Ensure that the specific needs of disabled people are taken into consideration in relation to CCEA's ongoing work on customer focus | Inclusive and tailored access to our services for disabled people | Improved customer relations between CCEA and disabled people. No complaints about disability issues. | Qualifications/Curriculum, Assessment and Reporting (CAR)/Marketing and Communications (Marcomms) | Ongoing |
| Ensure that the NI Curriculum and accompanying support and resource materials promote positive attitudes towards disabled people | The NI Curriculum and accompanying support and resource materials promote positive attitudes towards disabled people, e.g. through valuing and celebrating difference and diversity. | Difference and diversity included in the statutory NI Curriculum (e.g. within Personal Development and Mutual Understanding (PDMU) and Learning for Life and Work (LLW) statutory requirements). | CAR CAR | Complete Ongoing: annual review as part of CCEA's annual planning cycle |

| Action | Outcome | Performance Indicators | Responsibility | Timescale |
|---|---|---|----------------------------------|--|
| | | Curriculum support and resource materials promote valuing of difference and positive attitudes. Curriculum support and resource materials encourage young people with disabilities to develop positive self-image. | CAR | Ongoing: annual review as part of CCEA's annual planning cycle |
| Ensure that modified question papers can be produced | Modified question papers are produced | All students are facilitated to sit exams | Question Paper Production (QPP) | As requested |
| To increase the representation of disabled people within CCEA | | | | |
| Monitor the number of applicants short listed and appointed with disabilities | Accurate data is maintained | Information for monitoring progress and reporting is readily available | People Services & Equality (PSE) | Ongoing |
| Facilitate work experience placements for | Improved access to work placement opportunities and | Work placements are provided for people with disabilities | PSE | Provided on an adhoc basis as per requests (dependent on time of year, area of |

| Action | Outcome | Performance Indicators | Responsibility | Timescale |
|---|--|---|--|--|
| disabled people | therefore employment for disabled people and a more diverse workforce for CCEA | | | interest etc) |
| Advertise vacancies to local disability groups to promote job opportunities for disabled people | Increased awareness to people with disabilities the of range of jobs available at CCEA | Increase number of disabled applicants | PSE | |
| To implement reasonable adjustments when necessary | | | | |
| Monitor and review the reasonable adjustments made for disabled employees | More accessible work environment | Retention of staff with disabilities | PSE | Biannually as part of the Employee Audit |
| Reasonable adjustments for disabled candidates | Disabled people enabled to attend/acquit themselves at interview | No barriers to recruitment of disabled people | PSE | Where required |
| Audit and improve access to CCEA premises | Improved access for disabled people | Implementation of audit findings by most urgent | PSE and Facilities Management | March 2013 |
| Ensure that CCEA meetings in external venues (Approved Venues List) are accessible | Inclusive and tailored access to our services for disabled people | Persons with disabilities can access any venue they are required to work in | Finance (in consultation with Belfast Education and Library Board) | Ongoing |

| Action | Outcome | Performance Indicators | Responsibility | Timescale |
|---|---|---|--|-------------------------------|
| Ensure that CCEA meetings in external venues (not on the Approved Venues List) are accessible | Inclusive and tailored access to our services for disabled people | Persons with disabilities can access any venue they are required to work in | Facilities Management | Ongoing |
| Monitor adjustments made for employees who become disabled during employment | Disabled people feel supported and able to fulfil their job role | Retention of staff who become disabled by reviewing job role, offering support, equipment and flexible working conditions | PSE | Ongoing, as and when required |
| Monitor and review short-term and long-term absence | Those with a disability can be offered reasonable adjustments | Reasonable adjustments in place | PSE | Ongoing |
| Communicate effectively with all stakeholders on disability issues | | | | |
| Include regular features about disability on ibrowse | Better informed staff | 5 features per year | PSE | As appropriate |
| Include photography and publications using positive images of disabled people where possible | Positive attitudes to disabled people are promoted | Images of disabled people displayed in CCEA media/resources | Multimedia and owner of the resource to be published | Ongoing |
| Ensure that all | | | Marcomms | |

| Action | Outcome | Performance Indicators | Responsibility | Timescale |
|--|--|--|----------------|----------------------|
| marketing and promotional materials are inclusive | | | | |
| Staff attitudes survey | Identification of positive attitudes measures/barriers | Action plan created based on comments | PSE | |
| To continue to implement training to raise awareness/deal with specific disability issues | | | | |
| Employees provided with specific training on Disability (Disability Awareness Workshop) | More tolerant/respectful workplace | Attendance at specific training courses on stress, evacuation training etc | PSE | Ongoing |
| Training provided for all employees on attitudes to disability during Diversity Training courses | More tolerant/respectful workplace | All staff to be trained by end of 2012 | PSE | December 2012 |
| Advice and workshops provided to all employees during Mind Yourself Programme | Prevention/Management of mental or physical disability | Take up of programme | PSE | Annually in November |
| To ensure that information is accessible to all | | | | |

| Action | Outcome | Performance Indicators | Responsibility | Timescale |
|---|--|---|-----------------------|--|
| Maintain accessibility to the CCEA website | Accessible website | Annual Review | Multimedia | |
| Maintain software on internet site e.g. Browsealoud | Easy to use and read/hear website | Annual review | Multimedia | |
| Review ibrowse to ensure accessibility | Accessible intranet | Annual Review | Marcomms | |
| Provide confidential advice for employees with a disability by provision of counselling service and Occupational Health Service | Person with a disability has access to external confidential and independent counselling | Take up of opportunity | PSE | |
| To ensure disability duties are integrated into all policies, procedures and activities | | | | |
| Ensure disability duties are incorporated into PSE's policies and procedures | Improved knowledge for all staff of disability issues and duties, attitudes and positive inclusion. Barriers to the participation of disabled people are removed | Greater participation of disabled people in CCEA's activities/functions | PSE | Continuous – incorporated into the HR Operational Plan |
| Include disability duties as part of | Awareness of the DAP from point of joining | Disability Awareness documents included | PSE | |

| Action | Outcome | Performance Indicators | Responsibility | Timescale |
|---|---|---|----------------|-----------|
| induction | CCEA | in Induction Pack | | |
| Include specific information about CCEA's Equality standards in all procurement documents | All organisations in the procurement process are made aware of CCEA's equality and good relations standards | Evidence that this information is included in Procurement documents | Finance | |
| Address the needs of disabled people within the review of Health and Safety procedures | H&S Procedures are equality proofed | All queries and concerns regarding Health and Safety are addressed | PSE | |

Duty 2: Encourage participation by disabled people in public life

| Action | Outcome | Performance Indicators | Responsibility | Timescale |
|---|---|---|----------------|-----------|
| To encourage and facilitate disabled people to study for and achieve CCEA qualifications | | | | |
| Ensure that the NI Curriculum and accompanying support | Disabled people are encouraged to participate | Support and resource materials promote access to, and | CAR | Complete |

| Action | Outcome | Performance Indicators | Responsibility | Timescale |
|---|---|---|-----------------------|--|
| materials enable participation by disabled people | | participation in, the NI Curriculum (eg Thematic Units). Assessment materials (statutory and non-statutory) promote access to and participation in the NI Curriculum (eg Quest, Q Skills, InCAS). | | Ongoing annual review as part of CCEA annual planning cycle Ongoing annual review as part of CCEA annual planning cycle |
| Provide a range of modified question papers | The full potential of disabled learners can be achieved and recognised | 7 versions of question papers to meet the needs of visually impaired, hearing impaired and dyslexic candidates. Modified language (dual modification) | QPP | As requested |
| Provide advice on availability and access to modified question papers | Awareness of availability and access to modified question papers | Examinations Officer Roadshow to promote and advise | QPP | As requested |
| Advise on appropriate modified papers | QPP meets with EO/SENCO and, if required, candidates to discuss and identify the most | As requested | QPP | As requested |

| Action | Outcome | Performance Indicators | Responsibility | Timescale |
|---|--|---|----------------|----------------|
| | appropriate format of modified paper for the individual | | | |
| Qualifications consult with a variety of disability organisations when producing new specifications | More accessible qualifications | Consultation feedback from various disability organisations | Qualifications | As required |
| To increase the number of disabled people within CCEA | | | | |
| All applicants given option to declare if they have a disability | All advertised posts available to disabled people | DAP drawn up Specific disabilities identified Reasonable adjustments identified | PSE | September 2012 |
| Maintain membership of EFDNI | CCEA can benefit from the Forum which is a network of employers drawn from the public, private, and voluntary sectors working to promote training and employment opportunities and accessibility for | CCEA staff involved and informed of recent developments through EFDNI CCEA staff attend training events CCEA can avail of networking and support for specific | PSE | Ongoing |

| Action | Outcome | Performance Indicators | Responsibility | Timescale |
|--|---|---|--|-----------------------|
| | people with disabilities as employees and customers | disability issues | | |
| To continue to implement training to raise awareness/deal with specific disability issues | | | | |
| Provide disability equality training to interview panels | Panel is aware of reasonable adjustments and avoidance of assumptions | To be included in all interview panel training | PSE | July 2012 |
| Provide interview panel members with specific information regarding applicants to ensure their needs are catered for at shortlisting/interview | Interview panel makes allowance as necessary for adjustments | Disabled applicants seen to be facilitated in recruitment process | PSE | As and when necessary |
| To ensure disability duties are integrated into all policies, procedures and activities | | | | |
| Consider related legislation when developing new, and reviewing existing, aspects of curriculum, | Effective processes to ensure there are no intended barriers to disabled people are created | All developments are in line with legislations and best practice | PSE/ SENDO staff/staff responsible for Special Requirements/CAR/Qualifications | March 2013 |

| Action | Outcome | Performance Indicators | Responsibility | Timescale |
|---|---|---|-----------------------|------------------|
| assessment and examinations CCEA. | | | | |
| Provide opportunities for disabled people to engage with CCEA policy makers and be involved in the development and delivery through consultations | Disabled people have input into the development of policies selected for consultation | Each policy selected for consultation is sent to disability organisations for comment | PSE | March 2013 |
| All policies screened for any potential impact on people with disabilities | Effective policies with no barriers to people with disabilities | All policies screened with outcomes monitored | PSE/Policy Owner | Ongoing |