

Disabled Student Commitment: Strategic Approach

The following describes the strategic approach New College Durham will take to improving services and facilities for its students.

A	Guidance	Priority
A.1	Publish advice on how to share information provided by students about their disability and the adjustments they require.	Green
A.2	Provide training for Outreach staff.	Yellow
A.3	Publish new careers and employment guidance that acknowledges the barriers that may be experienced by disabled students, emphasising positive attributes and skills.	Yellow
A.4	Develop disability specific support in preparation for employment and the recruitment process.	Red
B	Monitoring	
B.2	Continue Learning Support attendance at enrolment and induction for all students.	Green
B.3	Establish consultation with disabled students to establish success (and success criteria) for DSC as a whole.	Green
B.4	Monitor development of the Disability Passport across the sector and look to align processes.	Yellow
C	Policy Review	
C.1	Review all new policies for OIA compliance.	Green
C.2	Validation Policy and Procedures will need reviewing in relation to the provision for Alternative Assessments.	Yellow
C.3	Mitigation Policy and Procedures to be reviewed to align sharing of data already disclosed with the Mitigation process.	Green
C.4	Appeals Policy and Procedures to be reviewed to align sharing of data already disclosed with the Appeals process.	Green
C.5	Learning Support Policies and procedures to facilitate sharing for the purpose of assessing work placements.	Yellow
C.6	Complaints Policy and Procedures to be reviewed to align sharing of data already disclosed with the Complaints process.	Yellow
C.8	Review approach to using Equality Impact Assessments for student facing policies.	Yellow
C.9	SU to review rules of clubs and societies and look to implement a code of conduct.	Green
E	Research	
E.1	Assess whether an HE Placement Policy is needed and how processes could be audited	Green
E.2	Investigate resource to apply RAP prior to day one	Yellow

E.3	Do students want to develop advocacy skills? How should we help students understand the value of support and strategies to create a 'level playing field'.	
E.4	Develop a strategy to look at how relationships built with employers include recognition of opportunities for disabled students and graduates.	

Equality, Diversity & Inclusion and Mental Health & Wellbeing Steering Group

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