

	DISABILITY ACTION PLAN		
	General Manager Approval	Effective Date: October 2025	Review Date: As required
	Contact Authority: General Manager		

PURPOSE

This Disability Action Plan Strategy (DAP) outlines responsibilities for staff, managers, students and contractors at Christchurch City College (CCC). It ensures that CCC supports diversity and inclusion for all learners in our learning environment. This strategy aligns with governmental requirements and expectations, such as those of New Zealand Qualifications Authority (NZQA), and the Tertiary Education Commission (TEC), and aims to:

- Encourage equitable opportunities for learners over a broad range of abilities.
- Meet legal and ethical standards, including providing quality education in a safe and inclusive learning environment focused on the academic success and social development of learners; and learner accommodation that meets requirements of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, addressing the needs of disabled learners.
- Minimise discrimination.
- Enhance feedback and learner satisfaction

Additionally, the DAP adheres to best practices as defined by the New Zealand Disability Strategy. This approach views disability as a result of the interaction between individuals with impairments and societal barriers, - including neurological, psychological, physical, learning, or sensory. By removing these barriers and promoting inclusion, the New Zealand Disability Strategy aims to create a more accessible and equitable society.

CCC's DAP offers a framework for identifying and eliminating barriers, enabling individuals of all abilities to reach their potential. Our commitments include:

- Establishing and maintaining a *Culture of Care** throughout all levels of the organisation
- Providing equal opportunities for all learners
- Offering support to learners
- Actively collaborating with stakeholders to create an inclusive and respectful environment
- Continuously monitoring, reviewing and reporting on outcomes to achieve our goal of inclusivity and success for learners, staff, and the CCC community
- Ongoing assessment and review of the learning environment
- Providing resources to support DAP goals.

* Our *Culture of Care* creates a supportive, inclusive, safe, and welcoming environment where everyone feels engaged and valued. This ethos extends across the entire organisation – from learners in the classroom, to staff, management, and directors. We emphasise daily well-being check-ins starting with self then enquiring of others; offering support to those who need it; and maintaining open feedback channels. Inspired by Charles Kettering's philosophy that "A problem well stated is half solved", our management team is approachable and focused on bringing challenges "into the light" as we work to find solutions together.

COMPLIANCE

This Disability Action Plan Strategy aligns with:

- The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code)
- New Zealand Disability Strategy
- Human Rights Act 1993 and all related amendments
- Privacy Commissioner (in relation to the Privacy Act 2020)
- Education and Training Act 2020
- New Zealand Bill of Rights 1990
- Health and Safety at Work Act 2015
- The Tertiary Education Commission (TEC) especially in relation to the Tertiary Education Strategy (TES). *New version of TES to be released later in 2025.*
- New Zealand Qualifications Authority (NZQA) especially in relation to the Code.

STRATEGY

This Disability and Action Plan Strategy is informed by both the TEC ‘Dap Guidance’ and the Kia Ōrite Toolkit Disability GAP Analysis - *Learning Responsibilities Implementation*. The TEC resource has provided guidelines for content covered, and the toolkit on how best to support learners identifying with disability. Input from Māori and Pasifika teaching staff and student representatives also shapes this strategy.

This strategy outlines the overarching goals, framework and vision of achieving the DAP objectives. It provides a broad direction and sets CCC’s DAP priorities.

Strategic Goals

CCC offers quality education to international students across a range of programmes, from the English Language School (ESOL) to level 5 and 6 IT and level 6 Construction diplomas. CCC has expanded to include *Skills for Industry* through Ministry of Social Development (MSD), Youth Programmes through Alternative Education, and the Ministry of Education *Study Support Programme* (primary). The diversity in offerings calls for careful analysis and consideration when setting and meeting goals and targets.

Goals are reviewed continuously, focusing on the removal of barriers to learning, parity of achievement baseline, annual improvements, and professional development. We will evaluate current and future practices to refine progress, identify improvements, and find development opportunities. Evaluations will include factors such as:

- How many disabled learners we have
- Physical access to the building, facilities, and resources
- Disabled learner academic achievement
- Disabled learner graduate destinations and progressions
- Staff understanding and ability to appropriately handle relevant issues, i.e., discrimination; bullying; identifying learning support needs etc.
- Engaging with learners who identify as having a disability.

Review and Evaluation

CCC commits to reviewing current practices and to analysing the following factors, processes, and resources:

- Appropriate use of learner’s personal information. Health and disability information is managed per CCC’s Privacy Policy

- Teaching and learning support for learners with varying impairments
- Access to general and specialist support services
- Examination and assessment approaches
- Learning support for disabled Māori learners (also for disabled Pasifika, international, and diverse disabled learners)
- Employment transition support
- Assessing understanding and knowledge base of staff working at CCC with regards to good practices in support of learners with disabilities.

These reviews highlight the need for staff professional development and relevant training to effectively support learners with impairment and remove barriers to learning.

After the initial review and analysis, the Disability Action Plan was prepared and will be reviewed alongside the Gap Analysis on an ongoing basis. The Disability Action Plan Deliverables Table is used to track actions, outcomes, responsibility, and timelines. The Learner Wellbeing and Safety Committee (LWS) works through each priority area to improve the organisation's ability to create an inclusive and supportive environment for disabled learners.

The General Manager (GM) holds responsibility for approval of this Action Plan and any subsequent amendments to it. The Academic Quality Manager (AQM) oversees the creation, implementation and review of the plan.

Learner Wellbeing and Safety Committee

Our Learner Wellbeing and Safety Committee (LWS) is responsible for the DAP strategic process, DAP policies and reviewing and implementing the Action Plan. The AQM will oversee the LWS activities and progress through the DAP. Meeting chair will be shared by the GM, AQM, Operations Manager (OM) and or the Academic Administrator. LWS report to the Academic Quality Committee (AQC), the AQC reports to the Board.

LWS is responsible to identify related staff training/professional development needs and support the implementation of professional development (in regard to learner wellbeing and pastoral care).

The LWC will, in consultation with the AQM, communicate any relevant DAP matters to CCC staff.

Student Representatives

CCC encourages a Culture of Care extending to our learners. We seek learner feedback for developing and supporting the DAP. Student representatives, including disabled and/or neurodiverse learners contribute to this process. The LWS engages with student representatives developing and implementing the DAP, inviting them to at least two committee meetings annually.

DISABILITY ACTION PLAN DELIVERABLES TABLE

The Learner Wellbeing and Safety Committee will create a DAP Deliverables table on or before the end of October of each calendar year. DAP Deliverables are the specific, actionable tasks and outputs that need to be completed to achieve the strategic goals. They are concrete, measurable, and bound by time. This table will include Goals, Outcomes, Timelines and Completion, and be reviewed at scheduled LWC check ins throughout the year, with a final review of the deliverables in prior to the next review in the following October of the next year. At each DAP check in, outcomes will be discussed and measured against the timeline, gaps will be identified, and actions planned.

THE DAP DELIVERABLES 2025				
Item	Goal	Outcome	Timeline	Completed by
1.	Reporting (Governance)	The GM is to report DAP updates and progress to the Directors and to the Board.	After each LWS meeting (every 2 months)	Ongoing
2.	Prepare and review DAP	The AQM will ensure CCC comprehensively covers all requirements of the DAP. The Learner Wellbeing Committee implements the DAP Strategy and understands the DAP implications within their areas of responsibilities. • The LWC is made up of staff from the administration and teaching teams. • Meetings occur every second month. • Student representatives are to be invited to two meetings each year. • The Code Gap Analysis 'Toolkit' is used to review DAP practices and processes. • The AQM will oversee processes, reviews and reporting. • Minutes of LWC check in meetings are kept and filed.	February - November	Ongoing

THE DAP DELIVERABLES 2025				
Item	Goal	Outcome	Timeline	Completed by
3.	Schedule of Deliverables	The LWC will review the DAP Deliverables table on or before the end of October and review progress on or before the end of the year. • The DAP Strategy is prepared by the LWC/QM and approved by the GM (April). • The DAP Strategy will be published on the CCC website after the review has been completed. • The LWC will identify related staff training/professional development needs and will work with the AQM to ensure professional development and training is implemented. • The LWC will communicate any relevant DAP matters to CCC staff.	November to October	Ongoing
4.	Student disability needs are met	Outcomes are measured both qualitatively and quantitatively using data and information collected from our student management system and surveys. This information becomes a basis for self-assessment and ongoing improvements • CCC's Culture of Care includes reviewing data relating to learners with disabilities and how we have supported them towards being successful in their studies with CCC. • Students participate in 2x annual student surveys (April and October) to provide feedback into how well CCC supports learners with disability or neurodiversity, and on other factors in CCC's provider service delivery. • Other data and information will be collected from end of programme leaving forms and interaction with student representatives.	Ongoing	Ongoing

THE DAP DELIVERABLES 2025				
Item	Goal	Outcome	Timeline	Completed by
5.	Student Representatives	There is student representative (Student Voice) input into the DAP development, implementation and review processes • Student representatives are invited to at least two LWC meetings per year. • Where possible, there will be learner representation from Māori, Pasifika, International, and learners with disability and/or neurodiversity. • The LWC will work with student representatives to implement initiatives from the representative group. Student representative will be consulted on supporting learners with disability and/or neurodiversity in a culturally inclusive manner.	February – November 2025	November 2025
6.	Staff	All staff will share in the commitment to DAP Strategy to support the achievement of an inclusive work and learning environment. All staff will be consulted on supporting learners with disability and/or neurodiversity in a culturally inclusive manner.	January – December 2025	December 2025
7.	Code of Practice review	Complete Code gap analysis, action plan and review completed	August 2025	October 2025
8.	Enhanced stakeholder (includes students) partnerships and input	CCC's DAP Strategy and Deliverables will align with requirements of regulatory bodies. Stakeholders, including Student Voice and employers are invited to one LWC meeting each year to provide input into improving learner success, with a focus on disabled and neurodiverse students (December 2025).	January-December 2025	Ongoing