BRADFIELD COLLEGE

School Accessibility Plan

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School Accessibility Plan

Participation in the Curriculum for Disabled Students

1. The Disability Act 2010 outlaws discrimination on the basis of a range of protected characteristics, specifically:

   - Race

   - Religion

   - Gender

   - Sexual orientation

   - Pregnancy/maternity

   - Gender reassignment

   - Disability

2. The College's principal policy material relating to the Equality Act is the Equality and Diversity Policy available on the College website.

3. Whereas with the first six protected characteristics the requirement upon the school is that there will be no discrimination against students, direct, indirect, associated or perceived, the College recognises that its duty in respect of the seventh characteristic, disability, is that it should *equalise* opportunity for disabled students.

4. The College understands students to qualify as "disabled" under the terms of the Equality Act if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to engage in normal school activities.

5. The College understands the "equalising" of opportunity to be a duty to make reasonable adjustments to **proactively** address an identified disability and so facilitate full participation by the disabled individual in both the curricular and co-curricular life of the school.

6. Equalising of opportunity for those identified as physically disabled is addressed in the College's Accessibility Plan.

Access to the Curriculum

7. Equalising of curricular opportunity for those identified as mentally disabled because they possess a learning disability is addressed in a range of College documents, most

significantly the Special Education al Needs Policy. This policy undertakes to ensure the needs of SEN Students are addressed through interventions made by the Support and Study Skills Department (SSSD) which will:

- identify, assess and refer for further assessment by educational psychologists;
- work in close liaison with teaching staff, tutors and HsMs to ensure confidential communication on learning needs and progress of Students;
- teach Students according to their specific needs recognising their particular strengths and needs for learning to promote achievement of their academic potential;
- communicate effectively with parents/guardians on the learning needs of Students and regularly report on progress of individual lessons taught by Departmental staff provide advice, make applications and collate evidence to support exam access arrangements.

Note: In December 2017 it was agreed by SMT that for Year 9 2019 Admissions provision for SEN pupils should be further developed with the inclusion of group study skills sessions that focus on work habits, organisations skills, etc., This will be developed alongside a potentially modified curriculum – no language, as few as 7 GCSEs, etc.

8. Equalising of co-curricular opportunity for those with a learning disability is addressed through the College's tutorial system in which each Student is provided a tutor with whom to meet one-to-one for a minimum of 15 minutes each week. That tutor is charged with monitoring and supporting the co-curricular life of the student and identifying any interventions necessary for the Student's participation in the co-curricular life of the College to be enhanced if they are disadvantaged in some way. For example, a Student with severe time-keeping difficulties might be assisted in their participation in team activity by the provision of a "buddy" to insure prompt attendance at practices and fixtures. The provision is deliberately *ad hominem* because the range of issues is wide and the solutions available are various. Tutors, under the management of the HsM, are expected to consult and seek advice in the development of solutions to a student's particular needs.

9. Equalising of pastoral opportunity for those with a learning disability is addressed in the Equality and Diversity policy.

Access to Information

10. Information is provided to Students at Bradfield in a range of ways:

- Orally delivered advice, information and instructions are provided to Students in a range of settings. The College data management system, ISAMS, identifies Students who need to have oral instructions repeated or endorsed in some other way. It is College policy that those who work with children identified as needing this adjustment (to enjoy effective access to the life of the school) should bear the full responsibility for knowing the need of the student they are working with and acting in the way recommended to address that need. The importance of regular checking of the ISAMs data is emphasised in Advice to Teaching Staff.
- Written advice, information and instructions is provided to Students in a range of settings. The College data management system, ISAMS, identifies Students who need to have written instructions magnified or adjusted in some other way (e.g. in

a sans-serif font) It is College policy that those who work with children identified as needing such adjustment should bear the full responsibility for knowing the need of the student they are working with and acting in the way recommended to address that need.

- Visual information is provided to support and enhance what is available orally and in written form. The College has invested heavily in "big screen" data provision in the main College and in houses to support Students who need to be reminded regularly of what is going on in the curricular and co-curricular life of the College. Investment in ICT technology is on-going and tutors and teachers are encouraged to communicate with Students using e-mail and Firefly to support those who do not find recollection of orally delivered instruction an easy matter, or who find that paper instructions are too easily mislaid.

11. Making bespoke reasonable adjustments to provide for those with disability is often time-consuming and can be costly. The College understands that the adjustment required to equalise opportunity is ideally the one that the Student (or their family) requests and is comfortable with. All reasonable efforts will be made to meet those requests.

However, although when considering options the College will always aim to be generous in its provision (bearing in mind its significant financial strength), where provision requires an expenditure of staff time or a redirection of limited resources to a degree that will evidently disadvantage other students, the situation will be formally reviewed. This will be done in discussion between the HsM and the Second Master.

This written review will formally assess the cost implications of the proposed adjustment (financial, staff resources, etc.), to evaluate whether these constitute a "reasonable" adjustment in the context of Bradfield College's broader duties to other students. In circumstances where this formal, written assessment reaches a conclusion that does not immediately support the requested provision for the disabled Student, the situation will be discussed with the Student's parents and alternative provision suggested by the College. The aim of these discussions will be to reach a conclusion that is reasonable and equitable, and represents a compromise acceptable to the Student and/or their parents.

Bradfield College Three Year Accessibility Plan: 2016-2019 (see also the Disability Access Audit 2017)

Notes on Strategy Categorisation:
'Curriculum' – *strategies to increase the extent to which disabled pupils can participate in the school's* **curriculum.**
'Information' – *strategies improving the delivery to disabled pupils of* **information.**
'Physical' – *improving the* **physical** *environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education, facilities, or services.*

12. In addition to its commitment to the on-going support of individual Students access to the curriculum, co-curricular and pastoral life of the school by the provision of reasonable adjustments mutually agreed between the College and the Student (and family), Bradfield is committed in the coming three year period to general improvements to encourage access to College life for those with learning disability. These commitments specifically include:

2016:

- Identified Students to have 'audio read back' software (Read and Write Gold) installed on their computers to help them with their normal way of working and as preparation for use in public examinations.
Curriculum. Ownership – Academic Office.
INSET on the significance of the Alis and MidYis data and the interpretation of data provided in reports by educational psychologists to ensure that tutors and teachers are better informed of the potential of their tutees and Students and work accordingly to maximise opportunities to realise that potential. Curriculum. Ownership – Academic Office.
- Online revision videos to be produced and uploaded to Firefly. Here, Students will access revision material in video format to supplement their learning; Curriculum. Ownership – Academic Office.
- An enhanced cycle of parent-teacher meetings developed in preparation for a full revitalisation of the College reporting programme. Reforms will be designed to routinely providing parents and Students clear opportunities, on a regular basis, to engage teachers and tutors in confidential, seated, desk-focussed discussion of students' specific needs. The attendance of a full team from the SSSD department will be a feature of all such meetings; Curriculum. Ownership – Academic Office.
- A revised cycle of examinations allowing Students to come to terms with any special access arrangements provided and to identify any shortcomings in what is provided. All examination activity will entail specific one-to-one follow-up for those with learning difficulties and in the care of the SSSD department; Curriculum. Ownership – Academic Office
- Significant expenditure on classroom technology, in particular a new generation of smart boards, to ensure that the classroom experience is diverse, multi-media and engaging; Information. Ownership – Academic Office.
- Strong encouragement of the use of laptop computers, tablets and smartphones in classes where their use will enhance learning. A new mobile phone policy will be introduced in association with this initiative (launched September 2017). Information. Ownership – Academic Office/Pastoral Office

2017:
- INSET on strong tutorial provision and high effectiveness as an individual tutor; Curriculum. Ownership – Pastoral Office
- Introduction of an enhanced programme of reporting that focusses comments on Students on proactive response. Reports will be deliberately succinct (no more than 140 characters) to ensure there is clear focus and to strengthen the student's understanding of key messages. The reports will also include an extended self-evaluation by the student, which will be discussed in specially scheduled tutorial sessions. Tutors will write follow-up commentary at length to ensure parents are fully appraised of all that is done to support their child and the student's individual needs; Curriculum. Ownership – Academic Office.
- Expansion of the video revision programme: the science faculty will produce a further 30 videos to add to this library. Further, the College will appointed (by January 2018) a team of educational technologists to help produce, edit and curate further video resources across the curriculum, to assist those with identified difficulties; Information. Ownership – Academic Office.
- Development of a reconfigured ground floor in the Science Centre. A key feature of this space will be the facility for Students to collaborate and work in

draft (the design of the space will be focussed on effective individual and group learning and include things like wrap-around whiteboards – to be extended to the majority of teaching rooms in due course if judged effective on review). The focus of redevelopment will be the support of Students who are challenged by the traditional learning environment; Physical. Ownership – Bursary/Academic Office.

- Significant expenditure on classroom technology, in particular a new generation of smart boards, sited in response to departmental bidding, to ensure that the classroom experience is diverse, multi-media and engaging. An extensive programme of INSET associated with the new whiteboard technology will be provided – both internally by the ICT Support team and by external agencies as required; Information. Ownership – Academic Office.
- Further encouragement of the use of laptop computers and smartphones in classes where their use will enhance learning. Staff will be encouraged to think about how Students might effectively use technology to support their learning where necessary. Information. Ownership – Academic Office/Pastoral Office
- 'Sport for All' approach to College sport to be developed. All students to have access to training and matches – the football club will aim to put out 23 teams on Saturday afternoons allowing all abilities to train and play; Physical. Ownership – CC Office
- Use of newly leased College cars to move students with mobility issues around the campus – to be expanded if numbers grow (dependent on cost). Physical. Ownership – Estates Office

2018:
- Staff INSET on effective differentiation and inclusion strategies in the classroom April 2018 'Education Change Makers'; Curriculum. Ownership – College Office
- At the beginning of the year we aim to introduce a limited number (circa a dozen) new laptop/tablet hybrid devices (with a longer term plan for them to be rolled out across the curriculum). These devices will allow for on-screen annotation and feedback, helping Students with their organisation of paperwork and allowing feedback in real-time. Furthermore, these devices, coupled with an app on the teacher's mobile phone will allow audio feedback, particularly useful for certain types of learner. The broader aim is for September 2018 to see more devices rolled out across the teaching staff if the initial trial proves successful; Curriculum. Ownership – Academic Office.
- The College will develop its use of Firefly possibly moving to a cloud-based product in September. This should add further features to Firefly (including audio and real-time feedback on work). (Firefly was introduced in 2014 and has been seen as a success at the College. A number of SEN Students appreciate all prep being recorded in one place by the teacher -- instructions are accurate and not mis-copied or misheard, accessible at any time and with notifications of when work is due for submission. Firefly also provides Students online access to any number of support material, not simply documents but social media feeds and supplementary video content, to help with learning that responds to different styles and different materials; Information. Ownership – Academic Office
- Reduced timetable plans to be developed for those who are finding progress challenging – for example dropping a modern language by discussion with academic staff; Curriculum. Ownership – Academic Office.

- Introduction of 'Big Brother/Big Sister' programme in houses where senior Students help those with organisational issues in the lower school (full implementation by 2019). Curriculum. Ownership – Pastoral Office.

13. The increased frequency of mental health issues in young people is also something that requires address. The College has invested in counselling services over a number of years and this provision in being enhanced to support those with identified mental disability or on the cusp of diagnosis with issues such as depression, eating disorders and self-harm. The College's ongoing commitments will include:

2016:
- Maintenance of high-quality counselling provision at the College with the specific aim of ensuring that all Students with a need to meet a counsellor can do so expeditiously; Curriculum. Ownership – Pastoral Office
- Development of a "listening" service in the boarding houses (most importantly in the Faulkner's houses) to provide light-touch, low-level counselling at the point where the Students live, and eliminating the need for specific appointments in the counselling centre; Curriculum. Ownership – Pastoral Office
- Introduction of reconfigured Peer Mentoring scheme; Curriculum. Ownership – Pastoral Office
- Training staff in mental health first aid to be extended – the College aims to be a leader in this field and will host an annual "Talking Schools" conference to which teachers from other schools will be invited. Curriculum. Ownership – Pastoral Office

2017
- Further development of counselling service – two Associate counsellors to be appointed in 2017, with enhancement of an established link with the counselling course in Oxford (provided through a member of teaching staff (College will cover 50% fees for this member of staff completing CBT Diploma in own time); Curriculum. Ownership – Pastoral Office
- Development of the College's in-house CBT programme provided by a qualified psychologist. Additional psychologist to be appointed by end of year – on-going monitoring of provision. Curriculum. Ownership – Pastoral Office
- Implementation of Peer Mentoring Scheme across all of the Houses and continued review throughout the year. Curriculum. Ownership – Pastoral Office
- Rolling programme of MHFA training across all staff. Curriculum. Ownership – Pastoral Office
- Ongoing Parental lecture programme on Saturdays – to develop parent partnership. Information. Ownership – Pastoral Office.

2018
- New posts to be created (Head of Sixth Form and Director of Wellbeing) to take over role of training and supervision of Peer Mentors in 2018 – tasked with growing and enhancing the effectiveness of the programme and strengthening supervision and management. Curriculum. Ownership – Pastoral Office/College Office.

- Exploration of AS Tracking system for possible implementation in 2018-19 subject to financial constraints, four staff trained to deliver January 2018, proposal to SMT March 2018. Curriculum. Ownership – Pastoral Office
- Appointment of dedicated Director of Wellbeing for September 2018. Curriculum. Ownership – Pastoral Office