BRADFIELD COLLEGE

Curriculum Accessibility Plan

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Bradfield College Curriculum Accessibility Plan

Participation in the Curriculum for Disabled Students

Introduction and Background

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.

History and Current Need

- **Current Need (figures from June 2020)**

Condition	Number
ADHD	32
Autism	1
Cerebral Palsy	1
Colour blind	15
Dyscalculia	3
Dysgraphia	4
Dyslexia	132
Dyspraxia	28
Specific Learning difficulty	37
Visual impairment	1
EHCP due to medical	1
WP users	140

205 pupils are identified as having a learning difficulty--25% of the population.

Requirements for adjustment are also required for students who have short-term injuries.

There are 11 pupils who, under the Act, are identified as disabled (September 2020).

History: 2016-2019 Curriculum Accessibility Plan

The previous three-year cycle saw a number of improvements in three broad areas:
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.

- o Staff training on the significance of Alis and Midyis data to ensure that tutors and teachers are better informed about the potential of their tutees. Further training has also been provided on differentiation and inclusion strategies in the classroom, and on tutor effectiveness.
- o Online revision videos produced and placed on the College intranet, alongside a widened provision of online revision and curriculum material via departments and the library.
- o Introduction of an enhanced programme of reporting including an extended self-evaluation by

the student.
- o An enhanced cycle of parent-teacher meetings including the attendance of a full team from the SSSD department.
- o 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 entails specific one-to-one follow-up for those with learning difficulties and in the care of the SSSD department.
- o 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.
- o 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. An extensive programme of INSET associated with the new whiteboard technology was provided – both internally by the ICT Support team and by external agencies as required.
- o A widening of the use of laptop computers and smartphones in classes where their use will enhance learning. Staff are encouraged to think about how students might effectively use technology to support their learning where necessary.
- o Use of a fleet of College cars to move students with mobility issues around the campus.
- o The College has developed its use of Firefly moving to a cloud-based product. This has added 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.
- o Reduced timetable plans to be developed for those who are finding progress challenging – for example dropping a modern language by discussion with academic staff.
- o 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).

Period	Target	Strategy	Responsibility	Resource	Timeframe	Success Criteria
Michaelmas 2020	Increase use of digital platforms and non-paper resources, allowing content to be easily revisited, but also to offer font type/size options, line-space options and digital cursor possibilities to assist with ease of reading;	Workshop on potential of on-line text (as opposed to printed material), specifically for SEND pupils	NMB	Minor financial cost; IT dept time	Michaelmas 2020: A series of drop-in workshops	Good levels of attendance at offered workshops and increased engagement with electronic text by SEND pupils
Michaelmas 2020	Increase use of on-line marking so evaluated work is automatically filed safely for SEND students	Workshop on potential advantages of on-line marking to SEND pupils (as opposed to paper correction -- marked paper gets lost when a pupil has organisational challenges)	NMB	Minor financial cost; IT dept time	Michaelmas 2020: A series of drop-in workshops	Good levels of attendance at offered workshops and increased use of electronic marking for SEND pupils
Michaelmas 2020	Increase use of audio feedback for SEND students	Workshop on potential advantages of audio feedback for SEND pupils (as opposed to written comment -- reading written comments adds a layer of difficulty for dyslexics)	NMB	Minor financial cost; IT dept time	Michaelmas 2020: A series of drop-in workshops	Good levels of attendance at offered workshops and increased use of audio feedback for SEND pupils
Michaelmas 2020 to Summer 2023	Improve use of student screening to enhance clarity of focus in the College's response to those with SEN disabilities.	Evaluate current screening arrangements and investigate alternative procedures	KAS	Minor financial costs; KLS' time	Lent 2021: Report/recommendations to NMB by end of term	Report submitted

		Enhance the impact of screening: Enhance College-wide screening-response strategy to ensure teachers take note of screening findings and make appropriate adjustments for identified pupils.	KAS	Minor financial costs;	Lent/Summer 2021: Strategy agreed with NMB by end 2020/21 academic year	Strategy established
		HOD INSET & dept discussions on application of the new screening-response strategy to be completed by end of Mich Term 2021	NMB/HoDs	Minor financial; HODs' INSET time; Dept meeting time	Michaelmas 2021: Departments' application of strategy – plans finalised by end of term	Dept strategies in place
		Activation, monitoring and review of Dept strategies	HoDs & teaching staff	Minor financial costs; HoD time to monitor and report	Lent/Summer 2022: Monitor over two terms; depts report to NMB by end of academic year 2021/22	Monitoring reports submitted on time and provide useful information
		Refining of Dept strategies	HoDs and dept staff	Minor financial costs; Dept meeting time	Michaelmas 2022 forward: Fine-tune strategies and hold under review through academic year 2022/23	New strategies finalised
Lent 2021 – Summer 2022	Improve opportunities for SEND students to up-skill in key areas of need (Part 1) Enhance and consolidate students' opportunities to	Investigate possibility of making opt-in on-line tutorials on various learning strategies available to SEND pupils	KAS & dept	Minor financial costs; SSSD time to scope tutorials and develop initial outline plans;	Lent 2021: Scope & outline-planning completed by end of term	Plans for initial tutorials in place

	make confident use of tested, generally applicable learning strategies.					
		Development of on-line tutorials on learning strategies	KAS & dept; IT Dept	Minor financial costs; SSSD time to record initial tutorials; IT support time	Summer 2021:

Actualisation of plans; first on-line tutorials in place for Sept 2021 | Some leaning support tutorials on-line |
| | | Monitoring of effectiveness of tutorials put in place; refinement of planning.

Further on-line tutorials may be commissioned by NMB | KAS & dept, NMB | Minor financial costs; SSSD time to monitor impact of initial tutorials; SSSD time to plan further tutorials, if commissioned | Michaelmas term 2021:

Monitoring undertaken in first part of term; decision on extending the project made by NMB at Long Leave.

Further tutorials planned in outline by end of term (if commissioned) | KAS reports to NMB & decision on the future is made/acted upon. |
| | | Development of further on-line tutorials on learning strategies is completed (if commissioned) | KAS & dept; IT Dept | Minor financial costs; SSSD time to record tutorials | Lent & Summer 2022

Further tutorials placed on line (if commissioned) by end of academic year | Suite of learning support materials on-line |
| Michaelmas 2020 – Summer 2021 | Improve opportunities for SEND students to up-skill in key areas of need (Part 2)

Consider greater use of bespoke on-line skill tuition (via Teams) for individuals in difficulty. | Extend use of on-line tuition (developed during Covid-19 crisis) to facilitate remote one-to-one support work as an alternative normal means of operation in SSSD, available where more convenient | KAS & Dept | Cost of any extra tuition provided by SSSD teachers (may be re-charged?) | Michaelmas 2020: Introduce the new provision.

Lent & Summer 2021: Monitor up-take and effectiveness of the alternative style of support | One-to-one pupil support currently provided face-to-face is also available via Teams and is assessed for |

						comparable quality
Lent 2021-Summer 2022	Improve staff understanding of specific SEN disabilities and their impact on affected students	Plans to be developed to provide focussed whole-staff INSET aimed at increasing the amount and quality of professional advice offered to staff on *specific* types of SEN difficulty (and their impact on students' experience and capacity to perform)	KAS	Cost of INSET provider	Lent 2021: Plan for delivery of INSET a/s Michaelmas Term 2021	INSET delivered and well-received by staff
		Provision of follow-up drop-in INSET workshops and on-line resources aimed at sustaining the impact of the whole-staff INSET in Michaelmas 2021	KAS	Minor financial costs; SSSD time to provide workshops and create on-line resources	Michaelmas 2021 Workshops run by SSSD Lent 2022: on-line resources finalised and published by end of term	Good take up of workshops and on-line resources widely used by staff
		Develop staff awareness of validated strategies which can be used to address specific SEN disabilities and increase use of those strategies: • in lessons • in tutorial support	NMB	Minor financial costs; SSSD time; time for discussion in HoDs' and HsMs' meetings	Summer 2022: Emphasise work done in Mich 2021 and Lent 2022 to HsMs/HoDs; Establish plans to reprise as a standing item at beginning of term Dept and Tutors' meetings	SEND issues become central to pedagogy and tutoring
Michaelmas 2021 – Michaelmas 2022	Improve opportunities for student up-skilling in preparation for the Sixth Form, to mitigate difficulties that might otherwise compromise enjoyment and success of SEND pupils in the first stages of new A-level/IB courses.	Investigate potential for introducing on-line support in key Sixth Form skills: Working Group established drawing on expertise from key areas.	NMB & Working Group chair (tba)	Working Group time commitment; minor financial costs	Michaelmas 2021: Investigation to identify fundamental study skills most likely to challenge SEND pupils but necessary for success a/s A-level or IB courses	Skills specifically identified

		Scope on-line support opportunities for delivery/enhancement of the key skills identified	Working Group chair & HoDs	Working Group & IT dept time commitment; minor financial costs	Lent 2022: Scope & outline-planning completed by end of term	Outline plan of on-line support package formulated
		Create package of on-line support materials for pupils to access once GCSE exams are concluded and during the Summer vacation prior to Sixth Form entry	Working Group chair & HoDs	Dept time; minor financial costs	Summer 2022: Actualisation of plans; first on-line tutorials in place for July 2022	Materials in place from June 2022 and fully complete by end of academic year
		Review and refinement of on-line materials and their use by SEND pupils during the Summer vacation of 2022	NMB & Working Group chair	Working Group time commitment; minor financial costs	Michaelmas 2022: Pupils use of materials monitored and their impact evaluated by departments	Report presented to NMB by end of Michaelmas term
Michaelmas 2021 – Michaelmas 2022	Improve teachers' understanding and application of *appropriate* differentiation for pupils with SEN disabilities	Investigate provision of workshops to discuss the best differentiation strategies for pupils with different learning strengths/weaknesses;	NMB	Time required for workshops; minor financial costs	Michaelmas 2021: A series of workshops involving a range of staff	A series of productive workshops with explicit learning outcomes
		Conclusions of workshops synthesised and presented to HoDs in INSET session a/s Lent term	NMB *et al.*	Time required to draw material together and prepare INSET session; minor financial costs	Lent 2022: INSET provided to HoDs and cascaded in Dept meetings a/s term	INSET session provided
		Enhance teacher *use* of appropriate differentiation techniques to support individuals;	HoDs	Minor: slight shift in focus in HoDs' observation of teaching in dept	Lent & Summer 2022: HoDs require all teachers to show evidence in all observed lessons of use of	Lesson observation notes contain appropriate comments and

					appropriate differentiation in favour of SEND pupils. Comment required in written feedback.	evidence proper scrutiny of practice
		Increase emphasis on appropriate, targeted differentiation in departmental development plans (and in departmental reviews)	HoDs	Minor: HoDs' time to include material in their written plan	Summer & Michaelmas 2022: Dept development plans drafted and activated at the start of the new academic year in 2022	Development plans appropriately drafted and emphasised in the Academic Year 2022/23
Michaelmas 2022 & Lent 2023	Improve teachers and tutors' active listening to pupils with specific SEN disabilities and so enhance development of co-operative individual strategies	Provision of active-listening INSET training to support teachers in hearing what their pupils are actually saying about their work and study experiences	NMB	Cost of INSET provider	Michaelmas 2022: Session on active listening in the academic context included in September INSET programme	INSET delivered and of evident utility
		Enhanced appropriateness of target-setting for pupils with added emphasis on flexibilities that take account of teacher/tutor's evolving understanding of the complexities of individuals' SEND experiences.	NMB and SRD with an important link to tutoring?	Minor financial costs; tutor time in preparing and delivering effective discussions	Michaelmas 2022 & Lent 2023: The lessons learnt in September INSET are consciously applied in target-setting conversations with SEND pupils (and in conversations to revise targets)	SEND pupils report that their views are taken into proper account in target-setting exercises
Lent 2022 – Summer 2023	Improve awareness and understanding of emerging digital technologies that potential support to pupils with SEN disabilities and make better use of such technologies	Discussions between IT and SSSD to scope the possibilities for greater use of digital technology in specific support of SEND pupils	KLS	Staff time; financial cost of new technology options identified as	Lent & Summer 2022: A series of conversations setting out specific significant problems encountered by SEND pupils	A good understanding of the potential possibilities of IT for SEND set

					potentially useful	and discussing ways in which IT might contribute to their solution	put in a brief report to NMB
		Workshops provided for individual department by IT (SSSD) setting out the possibilities for SEND presented by new technology	IT Dept/HoDs	IT dept time and time in department meetings		Michaelmas 2022: Each department has an opportunity to learn what IT can contribute to the support of SEND pupils in their area	Each department formulates a plan setting out how it intends to make better use of IT in SEND teaching
		Improve confident use (by teachers and pupils) of digital technologies supporting pupils with SEN difficulties;	IT Dept/HoDs	IT dept time in providing training and support to teachers; costs of any new technology purchased		Michaelmas 2022 – Summer 2023	Use of digital technology in support of SEND pupils is observed by HODs and in dept reviews