



**Bosworth
Independent
College**

Accessibility Policy & Plan

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Lead for Review	Principal

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Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995

(DDA) to cover education. Since September 2002, the Board of Management (BOM) has had three key duties towards disabled students, under Part 4 of the DDA and in view of the 2015 national Code for Students with Special Educational Needs and Disabilities:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

The DfES definition of disability

Guidance from the DfES states that a person has a disability if he or she has a long term (i.e. lasting at least 12 months) physical or mental impairment that has a substantial and adverse effect on his or her ability to carry out normal day to day activities. Substantial, as defined by the DDA, is something that is more than minor or trivial.

The definition of disability is a wide one and includes those with medical needs (e.g. cancer, diabetes, impaired or lost hearing and sight) and a large number of students with learning difficulties and emotional, behavioural and social difficulties.

It is now a requirement that the College's accessibility plan is resourced, implemented reviewed and revised as necessary. This Accessibility Policy states that and how the College seeks to help students with any type of disability or special need to benefit as fully as possible and in the same ways as students without disabilities or special needs. This is as far as the College's physical and staff resources allow this.

Characteristics of the College

Bosworth College is an Independent non-selective boarding and day college for students taking courses from GCSE (Year 9-11 on a three year course), to GCE A level and University Foundation Programme (ages 17-19). There are also GCSE Preparation (ages 13-14) and A level Preparation (ages 15-16+) courses. The College is multiple site, largely of Victorian buildings of different sizes and one 1970s building. These buildings are accessed by public roads and pavements. There is a mix of buildings, none purpose built, but some adapted to their current use. The College seeks to accommodate wherever possible students with mobility access issues. There are some facilities already in place for such needs. Where capital expenditure plans allow, access is improved as far as possible. The College has no students who are wheelchair users, or any students with physical disabilities as at September 2021 review of this Policy.

There is well developed pastoral, SEND and medical structure to meet the needs of students with social, emotional or behavioural difficulties and specialist teaching and support is available to meet relevant students' needs through the SENDCO and languages departments.

Bosworth College has a strong commitment to equal opportunities and accessibility as laid out in the College Equal Opportunities Policy, Anti-Bullying Policy, Behaviour Policy, Health and Safety Policy

and other documents. As a college we aim to meet as far as possible the needs of all disabled students who wish to join us and consider in full the preferences of parents or carers.

Bosworth College aims to have a whole College approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled students. Everybody needs to take the lead in respect of accessibility within their area of responsibility: access to the curriculum needs to be led by those with curriculum responsibility; access to pastoral life of the College led by those with pastoral responsibility for overseeing the plan lies with Heads of Year, Head of Sixth Form, Heads of Department, Senior Leadership team and the Governing Body.

Aims of the Bosworth College Accessibility Plan

1. To Increase the extent to which disabled students can participate in the College curriculum.
2. Improving the physical environment of the College to increase the extent to which disabled students can take advantage of education and other activities.
3. Improving the delivery to disabled students of information that is provided in writing for students who are not disabled.
4. To prepare staff and to increase the confidence of staff and support staff when teaching or aiding a wide range of disabled students.
5. To have systems in place that will allow the development of strong collaborative relationships with students and parents or carers.
6. To have systems in place that will allow the regular review and evaluation of standards of attainment for disabled students.
7. To promote equality of opportunity and positive attitudes towards disabled persons.

To Increase the extent to which disabled students can participate in the College curriculum

This covers teaching and learning and the wider curriculum such as participation in Enrichment, clubs, curriculum trips and the boarders' sport and weekend activities programmes.

Students with disabilities or who develop disabilities may follow a modified curriculum. Assistant Principal Academic & SENDCO determine training needed to staff and to students concerned to give disabled students full access to the curriculum and use of external professionals to support their work.

INSET for teachers will focus on varying teaching styles, to allow a system to be developed where schemes of work will be differentiated to meet the needs of a wide range of abilities and learning styles.

An awareness of disability can be supported by the curriculum in a range of subjects. CPD & training is used to enable this. Positive role models are to be promoted. Through the PSHE programme student awareness of disability issues and legislation will be improved.

All College trips are to be planned well in advance to allow for risk assessments and consideration of disabled students' needs. Health and Safety will ensure policies fully support the inclusion of students with disabilities.

Improving the physical environment of the College to increase the extent to which disabled students can take advantage of education and associated services

This includes physical aids and equipment to access education.

The College buildings are not fully accessible for students with physical disabilities. When the need arises and it is possible to do so, lessons are timetabled into rooms on the ground floor to ensure a fully accessible curriculum.

Improvements are being planned to access all buildings as they are improved and renovated. The Clerk of Works oversees building improvements and helps ensure that legal requirements for disabled access are met. The continued programme of works will be designed in a way that makes the College building more accessible (wherever possible). Improvements in toilet facilities will take into consideration access arrangements.

Improving the delivery to disabled students of information that is provided in writing for students who are not disabled

Students needing copies of information displayed on the interactive whiteboard will be able to access these in Microsoft Teams or be given memory sticks to download information and print. Handouts and worksheets can be retained by students with disabilities.

Timetables, including homework timetables will be made available online.

Students with visual impairment will have access to enlarged font as required or facilities to enable them to enlarge work as required.

Departments will make arrangements for the use of visual means to enable students with language difficulties or specific learning difficulties to plan and execute their work.

Teachers through direct communication by SENDCO and Course Directors will ensure students' needs and preferences are communicated.

To prepare staff and to increase the confidence of staff and support staff when teaching or aiding a wide range of disabled students

Training will be provided to raise teachers' and students' knowledge of specific areas of disability.

To have systems in place that will allow the development of strong collaborative relationships with students and parents or carers

Admissions Staff and the Principal will improve relations with parents and students to discuss SEND provision.

The views of students and parents on how the Accessibility plan is working are taken into account at Student / Form Teacher interviews, and through parents' evenings.

To have systems in place that will allow the regular review and evaluation of standards of attainment for disabled students

Student tracking, pastoral team meetings and test result meetings in departments and course director teams will check carefully a student's progress in connection with their SEND and associated needs.

To promote equality of opportunity and positive attitudes towards disabled persons

The College's Behaviour Policy supports the College's inclusive ethos by providing a positive (and successful) approach to managing behaviour to ensure a secure and stimulating environment for all students.

Through the PSHE programme, student awareness of disability issues and legislation will be improved. PSHE sessions and PT lesson time spent on these topics will be encouraged to focus on themes of inclusion and equal opportunities for all.

Improving access to the curriculum – TABULAR STRATEGY

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
2019-2020	To review short and medium-term targets in the light of 2018-19 changes	To review success and students' progress in new creative subjects (photography, GC and Fabrics) and in the adoption of RS in teaching Philosophy to Bosworth students	Good exam results and students achieving potential in the new creative subjects.	September 2020	Bosworth curriculum making us accessible to as many students as possible able to benefit from this academic college
2020-2022	To make accessibility as defined in this Policy central to new planning and aims following new owners – Bright Scholar	To optimise specialist teaching through review, rationalisation and new expenditure	Better exam results, more students achieving their potential and students achieving outside the exam specifications e.g LAMDA/ D of E	By September 2022	Subjects within the curriculum and student achievement within these being cost-effective and demonstrating student achievement in all SEND categories. Outstanding university progression.

Physical improvements to the environment

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
2021-2023	Future decoration of buildings to cater for students with SEND Eg. Illuminated switches, automatic doors, stairway lifts	To take appropriate advice with reference to guidelines and ask architects to ensure renovation as well as new designs	Improved buildings refurbishment	2021 - 2023	Greater accessibility for greater number of students with disabilities
2020-2021	To plan together with and use resources of new owners for improved SEND students facilities	Work with Bright Scholar to use greater resources now available	Improved access to areas for wheelchair users	By January 2022 to ensure Bosworth Hall is fully compliant	Existing buildings adapted and new plant acquired. English language no longer being a barrier to student achievement

Improving provision of information

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
2021 - 23	To embrace new technology, especially in learning, research and reading skill	To plan for information dispensing which uses AI useful for users and students with SEND	Wider understanding of issues involved amongst staff, students and parents	From September 2021	Improved delivery of information to disabled students. Means of prompting, recall and information organising user-friendly to students with SEND
2021-2023	Staff and students (and their parents) aware of learning needs and styles so that using adaptations is creative and natural	Encouraging students, regarding learning styles as basic Bosworth lesson-speak and encouraging teachers in this way	Annual value-added assessment of SEND students always indicating positive differentials	By June 2023	A College where students achieve in spite of their SEND with the emphasis being on their potential not their limits. A culture of natural expectation of

					success for SEND students
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