

## Disability Accessibility and SEN Policy

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*'College' refers to Bristol International College; 'parents' refers to parents, guardians and carers.*

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## **1. Definition**

As defined by the Equality Act 2010, a person (P) has a disability if:

- (a) P has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

## **2. Admissions**

The College welcomes all students who can make the most of the opportunities offered and can flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every student the best possible start in life. Treating every student as an individual is important, and students with physical disabilities are welcome. Students whose Special Educational Needs (SEN) and learning difficulties are suited to the curriculum are also welcome, provided that the Learning Support Department can provide them with the help and support that they require.

## **3. Selection process**

The College's selection policy is described on the website, in the prospectus and in the Admissions Policy/ Procedure. Applications from all who have the ability and aptitude to access our curriculum are welcome. It is sometimes helpful if parents of students with physical disabilities, SEN or learning difficulties are able to discuss their child's requirements with the College before application. Parents are asked to provide a copy of a medical report or educational psychologist's report to support their application.

## **4. Before entry**

Each student with a disability and/or SEN requires special consideration. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their student becomes a student at the College.

## **5. Barriers to learning**

The College recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The College aims to work together with families to overcome or minimise these as far as is possible.

## **6. Physical accessibility**

The aim of the College is to make the facilities accessible to disabled students, disabled parents and visitors. The College has an active monitoring policy and will do its best to make adjustments to take account of an individual student's needs, within the constraints imposed by its current buildings.

Facilities for wheel-chair users are available in the Annexe to Number 8 Durdham Park (Torwood House School). Should this access be required by a wheel-chair user, the teaching timetable will be adjusted accordingly to fit in with the student's needs.

## **7. Other adjustments**

Other adjustments are also possible. Depending upon need, students can use laptop/chrome book computers in class and can be given large print or documents printed on coloured paper if required.

It is possible to devise menus to cater for special dietary requirements.

#### **8. Auxiliary aids and services**

The Equality Act 2010 has made significant changes to the law on discrimination as it affects disabled students and in particular the extension of duties on educational establishments to include the provision of auxiliary aids and services.

#### **9. Learning support, role of the SENCO, staff training, EHCPs and carers**

The College's learning support, the role of the SENCO, staff training to support special education needs and provision for students with EHCPs (Educational Health and Care Plans) are included within the Support for Learning (Special Educational Needs) Policy.

#### **10. English as an additional language (EAL)**

The College has policies in place to support students whose first language is not English.

#### **11. College behaviour and discipline**

The College takes pride in its well-developed system of pastoral care for social interaction amongst students. The College's objective is to ensure that a disabled student, or a student with SEN or other protected characteristic, does not suffer less favourable treatment as a result of discrimination.

Students are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The College's behaviour policies and College rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage and even suicide. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All students understand that the College has a zero-tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

This is included within the Anti-Bullying and Behaviour Policies.

#### **12. Partnership with parents**

The College's hope is that all parents will feel able to share any concerns about their student with the pastoral staff in order that a healthy partnership for the care of their student can be developed. The SENCO, other pastoral staff, tutors teaching and medical staff who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum or individual education plan followed by their student might be in their best interests, or if there was a specific concern.

#### **13. Complaints**

The College naturally hopes that a parent will not feel that they have cause to complain but its Complaints Policy and Procedure is published on the website for any parent who wishes to use it. Additionally, all parents of students with SEN or disabilities have the legal

right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.

**14. Monitoring**

This policy and the Accessibility Plan will be reviewed annually.