



All policies carrying the Bryanston logo apply to any other brands or operations of Bryanston including Bryanston Prep

ACCESSIBILITY PLAN

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Next Review:	September 2025

Introduction

Bryanston School's Accessibility Plan is designed to improve access to the physical environment for disabled pupils', improve access to the curriculum, and school information.

The Equality Act 2010 defines disability as: 'a physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities. This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014 but not all pupils are disabled by their SEND and vice versa.

For the purpose of the Accessibility Plan, the term 'disabled pupils' refers not only to those with physical disabilities but also those with health issues including mental health or learning disabilities.

We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life. We do not treat pupils with disabilities differently, and we do take reasonable steps to avoid putting such pupils at a substantial disadvantage in terms of both admission and educational provision.

We are an academically selective school that strives to be inclusive and welcoming. We have an Admissions Policy (available to view on our website) which seeks to reduce barriers to entry, where practicable, for pupils with special needs and/or disabilities.

Bryanston's commitment to accessibility means accessibility does not stand-alone within this document. The following school policies should also be considered:

- Equal Opportunities Policy
- Safeguarding Policy
- Child-on-Child Abuse Policy
- Admissions Policy
- Behaviour Policy
- Safer Recruitment Policy
- Learning Support Policy
- EAL Policy
- LGBT+ Policy
- Anti-bullying Policy
- Staff related for example risk assessments and return to work procedures.



How the Accessibility Plan is constructed

In drawing up and developing the School's Accessibility Plan, consideration has been given to the following areas:

- Admissions
- Behaviour and Sanctions
- Curriculum
- Extra-Curricular Activities
- Physical school environment
- Staff training
- Pupil welfare and well-being
- Staff Recruitment
- Parents

Accessibility has been introduced as a standing item on relevant school committee agendas (namely Education Committee, People Committee and Operations & Infrastructure). The Education and People Committees are Governor led. The committee's remit under accessibility is to:

- Review certain policies associated with disability and equality;
- Review facilities and academic offering as they are likely to affect pupils/prospective pupils;
- Make recommendations with a view to improving the accessibility of education by means of reasonable adjustments.
- Review how we can take steps to make information about our school more accessible to people with disability.

Information from these committees will be fed through to the Chief Operating Officer who is responsible for the Schools Accessibility Plan. The Accessibility Plan is reviewed on an annual basis.

Costings for accessibility led projects are provided within existing annual departmental budgets.

Admissions

Bryanston is a selective school. Admission therefore depends upon a prospective pupil meeting the criteria required to ensure that they will:

- Benefit from and be challenged by the educational programme offered.
- Feel comfortable with the range and depth of that programme and the pace at which it is delivered.
- Feel comfortable in the intellectual context of the other pupils in that year group.

Furthermore, admission depends on a prospective pupil meeting the criteria required to maintain and, if possible, to improve the educational and general standards for all its pupils, commensurate with the ethos to which the school aspires. The School must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of their potential, and in line with the general standards achieved by the pupil's peers. This is so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded individual with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the school.

The School's policy is to apply these criteria to all pupils and potential pupils, regardless of any disability of which it is aware. This is subject to its obligation to make 'reasonable adjustments' not to put any disabled pupil or potential pupil at a substantial disadvantage, compared to any pupil who is not disadvantaged, because of their disability – Equality Act 2010.



The School asks parents to complete a declaration about any medical condition, learning difficulty, special educational need or disability, in respect of a prospective pupil, at the time of registration. In assessing any pupil or prospective pupil, the School may take such advice and require such assessments as it regards appropriate which may also include contacting the pupils' current school to request further information or clarification. Subject to this, the School will be sensitive to any requests for confidentiality.

Behaviour and Sanctions

When considering appropriate sanctions for behaviour which falls short of expectations (Behaviour & Rules and Regulations Policies) pupils' disability will be considered when making decisions about whether their behaviour is acceptable. The School will also take into account if the behaviour was dangerous, offensive or detrimental to other pupils' education and well-being.

Curriculum

At Bryanston, we place special emphasis on the academic achievement of the individual and our long-standing and successful model is based on this premise.

Academic achievement stems from increased access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the School such as differentiated and adjusted teaching methods to meet the needs of individual pupils and their preferred learning styles, participation in sports and leisure, cultural activities and educational trips and visits. It also covers provision of specialist or auxiliary aids and equipment, and flexible timetable arrangements to accommodate individual requirements which may assist these pupils in accessing the curriculum.

Bryanston endorses the key principles in the National Curriculum Framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Physical School Environment

One of the main challenges the school faces (which is common for many other schools of this type) is its layout, which covers a wide area and consists of many separate buildings of which the main school building at Bryanston is Grade 1 listed. An additional challenge is having fixed classrooms for each subject, based on the valid grounds of having all the facilities for one subject in one location. This does require pupils to go from one classroom to another, often up steps or stairs in buildings without lifts.

Boarding facilities pose similar difficulties which in some respects impose a greater degree of disadvantage to a pupil with impaired mobility.

Many of these matters cannot be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the school at prohibitive cost and/or listed building consent/approval from the Local Planning Office which, in reality, is not easy to obtain.

The school is committed to a programme of continuous improvement however fruition of long-term plans can only go some way to ameliorate the position.



Staff training

Our staff review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

Awareness and learning activities associated with SEN during staff INSET sessions include:

- ADHD/Teaching and Learning training at the School's all staff INSET day on 2nd September 2021 presented by Dr Stephen Stanley (Consultant Child Psychiatrist).
- SEND/Differentiation discussion with Gareth Morewood (Educational Adviser – previously a SENDCo for 17 years) for all academic staff at Autumn 2022 INSET.
- Key legal and practical considerations for schools relating to supporting pupils with special educational needs and disabilities. (run by Veale Wasbrough Vizards LLP) 23rd February 2023. (Attended by Head and House Parent representative).

Pupil Welfare and Well-being

Bryanston has a number of pupils who have been identified as needing additional learning support, all as a result of educational psychologist consultation or via other qualified medical practitioners. We provide learning support on a supplemental fee basis.

From time to time, we have pupils with medical disabilities and general impairments. All our pupils are integrated into school life and participate widely in the curriculum.

Staff Recruitment

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability they may have. We actively implement the School's Equal Opportunities Policy for staff in the day-to-day management of Bryanston.

Existing staff with medical disabilities are provided with the necessary support for their roles and reasonable adjustments put in place and regularly reviewed to ensure these needs are being met.

Parents

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality. We deliver accessibility after taking account of pupil disabilities and any preferences expressed by them and/or the parents/carers, and whether adjustments are reasonable.

Parents and prospective parents may wish to view Bryanston's Accessibility Plan from the School's website. Alternatively, a hard copy can be requested from the School. The School informs parents that the Accessibility Plan is available to view. Any parental queries regarding the Accessibility Plan are directed to the Senior Deputy Head for the senior school and the Deputy Head for the prep school.



Action Plan (September 2023 – September 2026)

Bryanston is continuously monitoring the above areas to inform the action plan below. Governor led committees (as described above) and the Operations and Infrastructure Committee understand their roles in reviewing, amending, evaluating and ratifying this policy. Actions and recommendations from these committees are fed through to the Chief Operating Officer who is responsible for the Accessibility Plan.



Action Plan (September 2023-September 2026)

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT:

SHORT TERM	TARGET/PROVISION	RESOURCE REQUIRED	TIMESCALE	RESPONSIBILITY	IMPLEMENTATION
	Main ramp access required at the front of the senior school so that access can be gained into main corridor over the steps.	Cost of ramp and resources to fit ramp securely in place. Estates team to provide labour.	As soon as possible	Estates Operations Manager	2022 (completed)
	Metal railings to be erected on the steps between Coade Hall and Music (snr school).	Type of railing, cost and positioning. Installation by external fabrication company.	Consideration for 2021-2022	Estates Operations Manager	2022 (completed)
	Metal railing to be positioned on the wall up the steps outside the Senior Deputy Heads Office (snr school) to enable a member of staff to access to her office and to aid other individuals in the future.	Type of railing, cost and positioning. Installation by external fabrication company.	Considered as part of reasonable adjustments for employee and any future needs of others.	Estates Operations Manager	2022 (completed)
	Medical Centre (snr school) sleeping accommodation for pupils who are required to stay overnight are all located on upper floors with no lift access making accessibility very difficult.	Medical Centre physio room (ground floor) to be designed as a contingency when ground floor sleeping arrangements are required.		Medical Centre Manager/Estates Operations Manager	Completed
	The School considers what access to facilities is required by current and incoming pupils. Appropriate reasonable adjustments are	Admission arrangements require parents/guardians to inform the School of any SEN or disability needs. Physical needs are assessed & reasonable adjustments	As and when required	Admissions are the first port of call for incoming pupils. Pupils are signposted to for example Learning Support/Health & Safety	As and when required.



	made to enable physical access to rooms/buildings etc	whether temporary or permanent are considered/implemented upon child arriving in school. Liaison with parents/guardians is an important aspect of this process.			
	Where necessary in the event of fire or other emergency the member of staff teaching the disabled child (or person on break duty) oversees the evacuation.	Personal Emergency Evacuation Plans are put in place by the Line Manager or House Parent with support/guidance via H&S lead.	As and when required.	As per the evacuation plan	Completed where necessary. H&S Lead maintains records of any PEEP's
	Incoming pupil in D with prosthetic leg	Risk Assessment required and liaison with pupil and parent to assess and implement reasonable adjustments i.e. getting around the site for example use of a scooter.	In place for pupils' arrival and subject to review.	Health & Safety	Completed September 2024 – subject to review.
	Provision of disabled parking bay in Coade Hall Car Park & arrangements where required for staff and or visitors to park at the front of the school.	Painting of yellow disabled bay via contractor (cost of work incorporated within other work required on site at the time).	To be completed when contractor next on site for other works completion	Estates Operations Manager	Completed Spring Term 2024.
	Portable evacuation chair to evacuate disabled individuals from first floor of the Sports Centre.	Cost of item, annual servicing and training.	Completion as and when required by incoming or existing staff or pupil.	Head of Health & Safety	Installed September 2023 Training completed February 2024
MEDIUM TERM					
	Access to the senior school basement corridor from the main car park (Coade Hall) to be improved (access currently via steps between Coade Hall and Music.) This will also improve access to	Improvement in the paths from the Coade Hall and around the Music building required. Materials/manual labour etc to enhance the pathways.	Part of continuous rolling improvement measures for paths	Estates Operations Manager	Path completed



	other areas of the school for example CDT, Science, shop etc				
	Level access to the first floor of the Art and Conran building	Working lift to be provided		Estates Operations Manager	Completed
	Refurbishment to accessibility toilet on the ground floor by the dining hall.	Planning re appropriate timing and estate workers time. Costs included within annual budget spend for Estates Department.	To be completed out of term time.	Estates Operations Manager	Summer 2024
LONG TERM					
	The school is considering commissioning a third-party education inclusive design team to undertake a review of Bryanston's existing accessibility offering (to include prep school site). Main aim is to look at additional accessibility provision if advised/required.	Consideration to an external provider who is sympathetic to the challenges of the school site and listed building status.	Tentative meeting and site visit November 2024	Head of 6 th Form Operations Director	To be updated in due course.
	Provision of portable evacuation chair for Sanger and Music buildings	Cost of equipment and annual servicing. Training undertaken by H&S	2025/26	Head of Health & Safety	2025/26
	Senior school has looked to find an appropriate solution in providing a disabled toilet along the main corridor if possible. Note: accessible toilet available on the basement floor.	Planning application preparation and consent. Materials and labour plus identification of best time to complete work given footfall in main school corridor and disruption re noise etc.	This has been on the Accessibility Plan for a number of years however due to complications we are unable to provide any meaningful timescales.	Estates Operations Manager	Currently the plan is prohibitive due to complications with planning and listing building issues but the overall desirability /aim has not been abandoned.
	Any future building and project works.	Will require accessibility to be imbedded into design and	As and when required.	Estates Operations Manager	



		build programme as per building regulations.			
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IMPROVING ACCESS TO THE CURRICULUM:

	TARGETS	RESOURCE REQUIRED	TIMESCALE	RESPONSIBILITY	IMPLEMENTATION
SHORT TERM					
	Access arrangements for examinations	<p>Access arrangements are assessed by appropriately qualified assessor(s). Reasonable adjustments made where appropriate for example:</p> <ul style="list-style-type: none"> - Additional time - Reader - Word processor - Small exam room - Breaks 	Applications for access arrangements completed ahead of exam periods and within relevant exam timescales.	Deputy Head Academic Learning Support SENDCo	Ongoing process
	Material is prepared in ways to maximise accessibility to learning.	<p>Handouts, notes and other visual aids.</p> <p>This includes use of third-party platforms and invest in further classroom technology to assist in this process for example use of a sounder in case of flashing indicator is in use.</p>	Whole school use of iPADS from September 2024	Class teachers Deputy Head Academic Asst. Head (Teaching and Learning) SENDCo	Regular observations by SENDCo and SLT
	Bespoke strategies for learning in line with professional advice/guidance are implemented where this information is available.	Pupils may already start school with an assessment report in place or the school will suggest a learning assessment report should be sought. Any	Timescale very much akin to pupils needs.	Class teachers Deputy Head Academic Asst. Head (Teaching and Learning) SENDCo	Ongoing process



		recommendations/professional advice are fed through to tutors and teachers to implement.			
	Risk assessments for certain trips include specific information about accessing accommodation or elements of the educational visit.	RA processed through the Schools Evolve platform	Completed within Evolve platform process	Trip Leaders	Ongoing process
	Setting suitable learning challenges for respective pupils in line with their disability.	Class teachers use diagnostic strategies for pupils with additional learning needs to inform appropriate targets. The SENDCo updates relevant diagnostic information regularly and informs appropriate staff accordingly.	As and when required for each pupil.	SENDCo Deputy Head Academic Class teachers	Ongoing process
	Making suitable and appropriate considerations in relation to sanctions for poor behaviour.	Having regard to the appropriate application of sanctions when taking into account a pupils' respective disability and any associated behaviours connected to their disability.	As and when required for each pupil.	Senior Deputy Head	Ongoing process
	Whilst academic progress is already monitored, tutors make brief notes regarding any perceived progress on the pupil's part which is not connected necessarily to academic progress. For example, this could be in relation to improved communication/social skills, better eye contact, behaviour, and attitude to learning etc. which do not	SENDCo liaises with tutors regarding pupils' individual learning needs. Tutors liaise with house parents and coaches to get a well-rounded holistic view of pupils and how progress is being made across different areas in addition to academic attainment.	As and when appropriate.	SENDCo Dep. Head Academic Tutors	Ongoing process



	usually form part of a formal assessment or report.				
	Enabling pupils to receive 1:1 and small group tuition as required.	Tutors to refer pupils to LS lessons where required. Lessons offered on a 1:1 basis or additionally where the ratio of 1:2 benefits both learners. Referral information helps LS Lead put in bespoke plan for each pupil.	As advised by the Learning Support Team and SENDCo.	SENDCo Learning Support	Ongoing
	Use of assistive technology	Pupils (where appropriate) are approved to use assistive technology to assist with their learning in the classroom. For example, text-to-speech technology approved and actioned for a former pupil.	As advised by the Learning Support Team and SENDCo or Tutor.	SENDCo Learning Support Tutor	Ongoing where required based on pupil need.
MEDIUM TERM					
	Developing staff knowledge and skill of differentiation by regular SENDCo advice and INSET training, lesson observations and use of external agencies.	To continue to look at training and awareness opportunities for academic staff – identifying areas where a need for external experts to present an INSET opportunities. Speakers, INSET dates and costs to be explored alongside online learning.	Tentative -September 2025	Senior Deputy Head SENDCo	TBA
LONG TERM					
	Continued raising of awareness for equality/accessibility with identified front-line support staff who deal regularly with prospective parents/pupils.	Online learning opportunities to be explored including identification of staff member lead where queries can be directed to for advice/assistance.	Summer Term 2025	Compliance Officer	TBA



IMPROVING ACCESS TO INFORMATION:

	TARGETS	RESOURCE REQUIRED	TIMESCALE	RESPONSIBILITY	IMPLEMENTATION
SHORT TERM					
	Staff training events are adjusted for the hearing impaired by volume increase and subtitle function and/or captions in Teams, live recordings where necessary.	Not so much a resource issue but an awareness by those delivering courses or training that these functions may be required.	Reminders to be circulated from time to time.	All staff who deliver training.	HR Learning & Development Partner
	Improved access to school policies and other HR information for staff who do not have a school owned device.	Access to policies and HR information is provided via a hub space positioned in an accessible but secure location in a central part of the school. Catering and Domestic staff are aware (via reminders passed down by HR and their line managers that the booth is available).	In place	HR	Ongoing process
MEDIUM TERM					
	<p>Improve accessibility of digital content on school website and digital channels, including:</p> <ul style="list-style-type: none"> - Video and audio content on website and social media platforms includes subtitles - All forms elements have labels for screen readers - Website heading structure is clear, so 	Resource included within contract with website developer and content implementation by Digital Marketing Manager.		Digital Marketing Manager	Largely completed in August 2024 when the new website went live with more accessibility best practice embedded.



	<p>screen readers can read out the content in a logical manner</p> <ul style="list-style-type: none"> - All images have alt text descriptions - Website does not use flashing lights or images 				
	Website Accessibility Statement	Review of website accessibility offering/information and drafting a suitably worded statement for users with a disability.	To be reviewed in Autumn Term 2024 following build and launch of the new website.	Digital Marketing Manager	Completed October 2024
LONG TERM					
	Consideration to translation of certain school policies into a number of languages to reflect staff members where English is not their first language.	It's possible to use google translate however the quality and accuracy of this and other translation services needs to be checked to avoid technical elements of policies being translated poorly. Costings to be considered.	Summer Term 2025 when annual review of policies take place.	Compliance Officer	To be explored by Compliance/HR 2025