

# BRYANSTON

## ACCESSIBILITY PLAN

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### I Ethos and Aims of Bryanston School

At Bryanston, it is the academic achievement of the individual rather than the year group that matters, and our long-standing and successful model is based on this premise.

Flexible timetable arrangements accommodate individual requirements, and the balance between lessons and supervised study or 'assignment' periods is carefully controlled. In addition to teaching in the classroom, subject teachers give personal tuition to pupils in private work review sessions. Academic results and use of time are recorded on the pupil's 'chart', providing the information the tutor needs to monitor progress in the weekly private tutorial.

This emphasis encourages independence of thought and good management of time and workload. It also results in impressive 'added value' across the academic ability range as well as allowing all children, including the very bright, to be stretched intellectually. 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 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. We are an academically selective school that strives to be inclusive and welcoming.

We deliver our accessibility policy after taking account of pupil disabilities and any preferences expressed by them and/or the parents/carers.

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

We regularly review ways to improve the physical environment of the school in order to improve the extent to which disabled pupils may be able to take advantage of education and associated services offered by the school.

Where required we provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience.

Our staff regularly 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.

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

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with the definition of 'special educational needs' in the Children and Families Act 2014 but not all pupils are disabled by their SEN and vice versa.

## **2 Context**

Bryanston has a number of pupils who have been identified as needing additional learning support, all as a result of educational psychologist consultation. We provide learning support on an additional fee basis.

We have pupils with medical disabilities and general impairments. All our pupils are integrated into school life and participate widely in the curriculum including extra-curricular activities.

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. We have staff with medical disabilities who are provided with the necessary support for their roles. We regularly review staff needs to ensure these are being met.

At Bryanston accessibility in terms of infrastructure is considered within the Capital Projects Committee. The Committee works closely with the Education Committee, which also focuses on accessibility issues, to fulfil our obligations under Schedule 10 of the Equality Act 2010 by:

- i) reviewing annually the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
- ii) making recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- iii) preparing the school's accessibility plan
- iv) reviewing such plans and policies as necessary and at least on an annual basis
- v) the Governing Body will allocate resources to support the delivery of accessibility

We have conducted an assessment of our provision for pupils with special educational needs and/or disabilities. The results have informed our school accessibility plan which is a written action plan with targets.

Governors understand their roles in reviewing, amending, evaluating and ratifying this policy. We will regularly monitor the success of the plan and the school's Capital Projects Committee, in conjunction with the Education Committee, will also review it annually.

## **3 Action Plan**

The results of Bryanston's audit and continuous monitoring of the above has informed the action plan below which relates to the ISI Regulatory Standards Schedule 10, on special educational needs and disability:

- 3 (2) (a) - Increasing the extent to which disabled pupils can participate in the school's curriculum;
- 3 (2) (b) - Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- 3 (2) (c) - Improving the delivery to disabled pupils of information, which is readily accessible to pupils who are not disabled.

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## Action Plan

Target	Standard	Action Required	Lead	Target Completion Date (short/medium or long-term) and Comment
Improve knowledge of how to integrate disabled pupils	3 (2) (a)	Keep under review with each intake	Deputy Head Academic	Education Committee to consider academic year 2016-17 with a view to updating the accessibility plan in 2017.
Improve physical access to the Main Building	3 (2) (b)	Scope and cost the options of lift and/or ramp access	Estates Bursar	Ramp access at the front of school is provided by means of a temporary ramp. Access to the basement has been much enhanced by the work carried out on paths around the music school. Access can now be gained into the basement from the Coade Hall.  The next phase is to be considered by the Capital Projects Committee
Improve physical access across the site	3 (2) (b)	Scope and cost the options of access to boys boarding houses	Estates Bursar	The new music school is fully DDA compliant. The paths around the new music school now allow free access to CDT, Science, the shop and the main building from the lower part of the school site (Coade Hall and Art). The new Hunter House extension and Purbeck House is fully DDA compliant.  Cranborne House now has ability for pupils to occupy the ground floor with sanitary accommodation.  New paths provide level access to the first floor of the Art Building and Conran Building without the need to use a lift.  Improved ambulant disabled access to back stage of Coade Hall  Commence construction of major extension to the Sports Centre which will provide disabled access and changing facilities to allow access and use of the whole building

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<b>Target</b>	<b>Standard</b>	<b>Action Required</b>	<b>Lead</b>	<b>Target Completion Date (short/medium or long-term) and Comment</b>
Improve physical access to the old music school	3 (2) (b)		Estates Bursar	Access to the EMMR social space is compliant.  Level/ ramped access to whole of old music school
Monitor inflow or development of disabilities	3 (2) (c)	Keep under review with each intake	Deputy Head Academic	The disabled pupils in the school currently have access to information which is readily accessible to those who are not disabled.

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