



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

ACCESSIBILITY PLAN

1 Ethos and Aims of Bryanston School

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.

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 small group tuition (called correction periods) to Sixth Form pupils in private work review sessions. The outcomes of weekly assignments and classwork are recorded on the Bryanston 'Chart'. Marks for attitude to learning and engagement are recorded every week in every subject: these are visible to tutors and parents. In addition, teachers' comments can be seen on the Chart and inform part of the weekly tutorial discussion. Late work and merits are also registered on the Chart, for tutors and heads of year to monitor. Attainment is measured using national exam specification grading in interim reports on the Chart, and then in end-of-term reports, produced by subject teachers, tutors and houseparents.

This emphasis encourages independence of thought and good management of time and workload as well as allowing all children, 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.

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 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. We are committed to a process of continuous improvement as reflected in the action plan (see section 3).



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 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 Estates and Infrastructure Committee which meets termly. This 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:

1. reviewing annually the school’s policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
2. 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;
3. preparing the school’s accessibility plan;
4. reviewing such plans and policies as necessary and at least on an annual basis;
5. 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 Estates and Infrastructure Committee, in conjunction with the Education Committee, will also review it annually.

3 Action Plan (September 2021 – September 2024)

Bryanston is continuous monitoring of the above areas informs the action plan below, which relates to the ISI Regulatory Standards Schedule 10 on special educational needs and disability:

1. 3 (2) (a) - Increasing the extent to which disabled pupils can participate in the school's curriculum.
2. 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. 3 (2) (c) - Improving the delivery to disabled pupils of information, which is readily accessible to pupils who are not disabled.

All recommendations in the action plan are considered in the first instance by the Estates and Infrastructure Committee who endorse recommendations and scope funding and programming requirements. All funding of such projects has to be endorsed through the termly Finance and General Purposes Committee.

Reviewed: September 2021
Reviewer: Chief Operating Officer/Director of Operations/Deputy Head Academic
Next Review: September 2021
Author: Chief Operating Officer



Target	Standard	Action Required	Lead	Target Completion Date and Comment
Improve knowledge of how to integrate disabled pupils	3 (2) (a)	Keep under review with each intake	Deputy Head Academic.	More awareness of how to support physically disabled pupils is an ongoing process, both around the school site and in the classroom. This is being regularly reviewed by Heads of Departments depending on the current and anticipated changes to pupil intake.
Improve physical access to the Main Building	3 (2) (b)	Scope and cost the options of lift and/or ramp access	Estates Operations Manager	<p>Ramp access at the front of school is provided by means of a temporary ramp. An additional two lightweight ramps were purchased in September 2019 to improve the speed at which ramps could be deployed to support accessibility. Access to the basement of the main school building has been much enhanced by the work carried out on paths around the music school. Access can now also be gained into the basement from Coade Hall.</p> <p>Investigations continue to find an appropriate solution in providing a disabled toilet along the main corridor. Note: a disabled toilet is available on the basement floor where access is possible.</p>
Improve physical access across the site	3 (2) (b)	Scope and cost accessibility options across the site.	Estates Operations Manager	<p>The new music school is fully DDA compliant. The paths around the new music school now allow disabled 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 are fully DDA compliant. Purbeck requires ramp access into the building but remains fine for ambulant disabled. Cranborne House now has ability for pupils to occupy the ground floor with sanitary accommodation.</p> <p>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 completed in 2017.</p> <p>The newly completed Sports Centre provides disabled access and changing facilities to allow access to the whole building. Internal lift became operational in October 2018 and no-stepped tarmac access to the front has been completed. Disabled hoist available for the pool</p>



				and ambulant disabled access steps are also provided. Part of the costings in relation to the whole build at £6.5 million.
Improve physical access across the site (Continued)			Estates Operations Manager	The Medical Centre required improved ramp access. Permanent ramp access completed October 2021 enabling access from the car park to the rear of the Medical Centre. The current physio room on ground floor is designated as a contingency when ground floor sleeping arrangements for pupils with mobility issues are required.
Improve physical access to the old music school	3 (2) (b)	Confirm compliance	Estates Operations Manager	Access to the EMMR social space is compliant. Level/ramped access to whole of old music school is now compliant.
Assess new admissions to the school with disabilities.	3 (2) (c)	Assessment of each new intake	Admissions Registrar	The disabled pupils in the school currently have access to information which is readily accessible to those who are not disabled. Access arrangements for exams are assessed by appropriately qualified assessor. Allowances provided may include, additional time/access to a word processor/reader etc. Deputy Head Academic to lead on consideration of possible improvements to the delivery of information and to make recommendations through the next Education Committee.
Monitor existing conditions and development of disabilities	3 (2) (c)	Keep under review throughout time at school	Deputy Head Academic & SMaster	Continuous review by 1.Learning Support/Deputy Head 2. Pastoral/Secondmaster. Resources that may be made available include materials for the visual and hearing impaired, extra processing time, bespoke strategies for learning in line with professional advice/guidance etc.