



BROCKHURST & MARLSTON HOUSE SCHOOLS

Including all of the Pre-Prep Department and Early Years Foundation Stage

ACCESSIBILITY POLICY

Brockhurst & Marlston House Schools (the School) is committed to providing the best possible care and education to its pupils, and to safeguarding and promoting the welfare of children and young people. This policy is written with that commitment in mind, and in accordance with KCSIE September 2024.

Last review: September 2024

Next review: September 2026

Aim

It is the overall aim of Brockhurst and Marlston House School to do all that is reasonably possible to ensure that the school's facilities, services, culture, policies and procedures are made accessible to pupils, staff members and visitors who have disabilities, and to comply with our moral and legal responsibilities under the Equality Act (2010).

NB: A person is defined as having a disability if they have a physical or mental impairment, which has a "substantial and long-term adverse effect" on their ability to carry out normal day-to-day activity (Equality Act 2010).

Access to School

The school was founded in 1884 and is located in a Victorian mansion; as such our physical facilities for persons with disabilities are limited. We will however make every reasonable adjustment in order to accommodate the needs of applicants, pupils, parents/guardians, visitors and members of staff who have disabilities.

Access is available through the front double-doors (with a portable ramp) for the old building. Access between

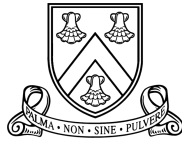
each floor is by stairwell only. The school has previously investigated the feasibility

of installing a lift and/or stair lift, and was advised that neither was possible within the building's present structure.

Admissions

Parents/guardians of prospective pupils must notify the school of any disabilities in advance of registration and must discuss with the school what adjustments could reasonably be made to accommodate their child. The school may request a full report from a doctor or educational psychologist to help determine whether it can properly fulfil its legal and moral responsibilities to the child and its contractual duties to the parents/guardians.

In particular, the school will do all it reasonably can to ensure that the child can, with reasonable adjustments, access the curriculum, whether in the classroom or through other means. The school also expects all of its



pupils to participate in sports, music, drama, trips and expeditions as part of its ethos of inclusiveness, but must ensure that no pupil's education or safety is put at risk by the needs of another individual.

Existing Pupils

The school recognises that medical and psychological conditions can develop in existing pupils which may require adjustments to be made to the way in which the curriculum is delivered.

Parents/guardians must, as soon as possible, disclose to the school in confidence any known medical condition, health problem or allergy affecting an existing pupil. Where appropriate, the Head Teacher shall set up a consultation process so that interim measures can be put in place to support the pupil, and that longer term requirements may be determined. The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a pupil to continue at the school.

Learning Difficulties

The school shall do all that is reasonably possible to detect and deal appropriately with a learning difficulty, which amounts to a "special educational need". The school staff are not, however, qualified to make a diagnosis of specific learning difficulties such as dyslexia, dyspraxia, or other learning difficulties. The screening tests available to schools are indicative only; they are not infallible. Parents/guardians will be notified if a screening test indicates that a pupil may have a learning difficulty. It will be the responsibility of the parent/guardian to arrange any formal assessments; the school can help with this process by recommending specialist help.

Parents/guardians must notify the Head Teacher in writing if they are aware or suspect that a pupil (or anyone in the immediate family) has a learning difficulty and the parents/guardians must supply the school with copies of all relevant information.

Withdrawal of a Pupil

If, following the process of consultation and the making of all reasonable adjustments, it is the professional judgement of the Head Teacher that the school cannot provide adequately for the pupil's disability or special educational needs, parents/guardians will be asked to withdraw the pupil. In such cases, every reasonable effort shall be made by the school to assist in finding a suitable placement in another school.

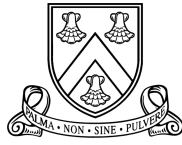
Prospective Staff Members

Prospective staff members must notify the school of any disabilities as part of their application and must discuss with the school what adjustments could reasonably be made to accommodate them

should they be employed. The school may request a full report from a doctor to help determine whether it can properly fulfil its legal, moral and contractual responsibilities to the prospective staff member, its pupils and their parents/guardians.

Existing Staff Members

The school recognises that medical and psychological conditions can develop in existing staff members which may require adjustments to be made to the way in which they are employed.



Existing staff members must, as soon as possible, disclose to the school in confidence any known medical condition or health problem. Where appropriate, the Head Teacher shall set up a consultation process so that interim measures can be put in place to support the staff member, and that longer term requirements may be determined. The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a staff member to continue at the school.

Reasonable Adjustments

The school shall endeavour to make reasonable adjustments to aid a prospective or existing pupil/staff member. Such adjustments may include (but not limited to):

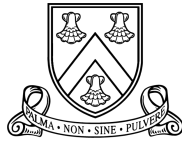
- Installing low gradient ramps for easy access on the ground floor;
- Allocating a classroom on the ground floor;
- Specialist seating or any other relevant classroom resources or equipment.

In defining what is reasonable, the school shall take into account:

- The cost and feasibility of making specific alterations to the school premises;
- Implications on financial resources and the likelihood of any external funding being available to offset this;
- Staffing requirements;
- Health and safety considerations;
- The interests of pupils, staff and visitors.

Personal Information

All personal information provided to the school regarding a pupil or staff member's disabilities shall be treated in strictest confidence and only used in accordance with the Data Protection Act (1998).



Three Year Plan – 2021-2024

KEY ISSUE	ACTION	BY WHEN	RESPONSIBLE	REVIEWED
Access to curriculum Improve nursery facilities Extension of hybrid classrooms to give home access to the curriculum	Move top floor classroom to ground floor Alterations 2021	Subject to planning and finances 2022 In progress Year 3 to 8 completed	SLT	09/2021 2021 2021
Improved access between Art/DT/Music	Install access lift	July 2020	SLT	Completed July 2020
Improve toilet facilities and disabled toilet in boarding area for sick bay Refurbishment of boarding showers to give better access and likewise toilets on middle corridor	Disabled toilet and	January 2022	SLT	Completed June 2022



Three Year Plan – 2021-2024

KEY ISSUE	ACTION	BY WHEN	RESPONSIBLE	REVIEWED
Junior classrooms	Remove terrapin. New classrooms with better disabled access and toilets	Terrapin removed July 2020 Classrooms are subject to planning and finances	SLT	2021 PP and part completed 2021 work in progress through to 2025
Playing fields	Toilet facilities	Subject to planning and finances	SLT	2023
Parking	Designated disabled parking spaces beside the new Music School. Signage Parking control in mornings on front drive to improve safety for all pupils entering the school	Subject to planning and finances	SLT SLT	2022 Subject to PP for dome Completed Sept 2021
Development of PAC to create 4 junior classrooms, changing facilities, pavilion/dance studio and disabled access	Planning permission granted July 2022	Work scheduled for March 2023	SLT	current