

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 2025.

Last review: September 2024

Next review: September 2026

Aim The aim of Brockhurst and Marlston House School is to ensure, as far as reasonably possible, that the school's facilities, services, culture, policies, and procedures are accessible to pupils, staff, and visitors with disabilities. The school is committed to complying with its moral and legal responsibilities under the **Equality Act 2010**, the **Independent School Standards**, and the **Boarding Schools National Minimum Standards (NMS)**.

Definition of Disability: Under the **Equality Act 2010**, a person is considered disabled if they have a physical or mental impairment that has a "substantial and long-term adverse effect" on their ability to carry out normal day-to-day activities.

Physical Access to the School

Brockhurst and Marlston House School is situated in a historic Victorian building, which presents physical limitations for accessibility. However, the school is committed to making reasonable adjustments where possible, including:

- Providing portable ramps for access to the main entrance.
- Exploring alternative solutions for accessibility between floors.
- Implementing feasible measures to enhance mobility within the school's grounds.

The school has previously assessed the feasibility of installing a lift or stair lift, but structural limitations prevent such modifications.

Admissions

Parents/guardians of prospective pupils are required to disclose any disabilities or special educational needs before registration. The school will assess reasonable adjustments that can be made to



accommodate the child's needs, including access to the curriculum, co-curricular activities, and pastoral care.

The school may request professional reports (e.g., from a doctor or educational psychologist) to determine whether it can fulfil its obligations to the child while ensuring their safety and welfare. Every effort will be made to include pupils with disabilities in school life, provided that their needs do not compromise the education or safety of others.

Support for Existing Pupils

The school recognises that medical and psychological conditions can develop in existing pupils. Parents/guardians must inform the school of any such conditions as soon as possible. The Head Teacher will initiate a consultation process to implement interim support measures and determine longer-term adjustments where necessary.

Wherever reasonably practicable, the school will modify its delivery of education to ensure the pupil's continued participation.

Learning Support and Special Educational Needs (SEN)

The school aims to identify and support pupils with learning difficulties in line with the **SEND Code of Practice (2015)**. While staff can provide initial assessments, they are not qualified to formally diagnose conditions such as dyslexia or dyspraxia.

- If a pupil is identified as potentially having a learning difficulty, parents/guardians will be informed and advised to seek professional assessment.
 - Parents/guardians must notify the school in writing if they suspect their child has a learning difficulty and provide relevant reports where applicable.
 - Reasonable adjustments will be made to accommodate identified needs, where practicable.
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Withdrawal of a Pupil

If, despite all reasonable adjustments, the school is unable to meet a pupil's needs, parents/guardians may be advised to seek an alternative educational setting. In such cases, the school will assist in identifying suitable alternative provisions.

Staff Recruitment and Employment

Prospective and existing staff members must disclose any disabilities or medical conditions that may require workplace adjustments. The school will assess reasonable accommodations, including adaptations to duties or the working environment.



Existing staff members should notify the school as soon as possible if their medical condition changes. The Head Teacher will initiate discussions on necessary support and reasonable adjustments.

Reasonable Adjustments

Where practicable, the school will make reasonable adjustments, which may include:

- Installing low-gradient ramps for ground floor access.
- Relocating classrooms to the ground floor where possible.
- Providing specialist seating or assistive equipment.
- Adjusting timetables or learning methods to accommodate individual needs.

The feasibility of adjustments will be assessed based on:

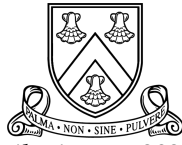
- Structural constraints of the building.
 - Financial and staffing implications.
 - Health and safety considerations.
 - The best interests of all pupils and staff.
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Confidentiality and Data Protection

All personal information regarding a pupil or staff member's disability will be treated as confidential and used in accordance with the **UK General Data Protection Regulation (GDPR)** and the **Data Protection Act 2018**.

Three-Year Accessibility Plan (2024-2027)

Key Issue	Action	Target Date	Responsible	Status
Curriculum Access	Expand hybrid classrooms for home access	2025	SLT	In progress
	Relocate upper-floor classrooms	2025	SLT	Ongoing
Physical Access	Improve nursery facilities	2024	SLT	Planned
	Install accessibility lift	2026	SLT	Feasibility review pending
Boarding Facilities	Improve disabled toilet & showers	2025	SLT	Planned



Outdoor Facilities	Install accessible toilet in sports fields	2026	SLT	Subject to funding
Parking	Designate disabled parking spaces	2025	SLT	Planned
New Classrooms & Facilities	Develop accessible PAC facilities	2027	SLT	Subject to planning

Review and Monitoring This policy and the **Three-Year Accessibility Plan** will be reviewed annually to ensure ongoing compliance with **DfE regulations, Independent School Standards, and Boarding Schools NMS**.