



Marylebone Boys' School

STUDIO ET INDUSTRIA
Accessibility Policy and Plan

Policy Name	Accessibility Policy & Plan
Author	School Business Manager
Last reviewed	March 2023
Next review date	March 2026 (every three years)
Required to publish on school website	Yes
Statutory	Yes

Statement of intent

Marylebone Boys' School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal framework

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

1.2. This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behavioural Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

2. Definition

2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial, and long-term effect on their ability to carry out normal day-to-day activities.

2.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage, or civil partnership.

3. Roles and responsibilities

3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

3.2. The headteacher, in conjunction with the governing board will create an Accessibility Plan with the intention of improving the school's accessibility.

3.3. The governing board will be responsible for monitoring the Accessibility Plan.

3.4. The Finance, Audit & Risk committee will approve the Accessibility Plan annually.

3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent, or colleague.

3.6. The headteacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.

3.7. During a new pupil's induction, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

3.8. The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

3.9. The headteacher, governing board and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.

3.10. The SENCO will work closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.

3.11. Senior leaders will partake in training on equality issues related to the Equality Act 2010.

3.12. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

4. Accessibility Plan

4.1. The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

4.2. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.

4.3. The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

4.4. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

4.5. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

4.6. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

4.7. Both the Accessibility Policy and Accessibility Plan will be published on the school website.

4.8. The school will collaborate with the LA in order to effectively develop and implement the plan.

4.9. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

4.10. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

4.11. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.

4.12. The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

5. Equal opportunities

5.1. The school strives to ensure that all existing and potential pupils are given the same opportunities.

5.2. The school is committed to developing a culture of inclusion, support and awareness.

5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures to overcome these barriers, allowing all pupils equal opportunities.

5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

5.6. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

6.1. The school will act in accordance with the Admissions Policy.

6.2. The school will apply the same entry criteria to all pupils and potential pupils.

6.3. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

6.4. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

6.5. Information will be obtained on future pupils to facilitate advanced planning.

6.6. Prospective parents of EHCP pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school to discuss the pupil's specific needs.

7. Curriculum

7.1. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

7.3. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

7.4. The head of department for each subject and the SENCO will work together to provide effective teaching and learning strategies, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

7.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.

7.7. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.

7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.

7.9. Detailed pupil information on pupils with SEND are given to relevant staff to aid teaching.

7.10. Specialist resources are available for pupils with visual impairments, such as large print reading books.

7.11. Learning support assistants are deployed to implement specific literacy, numeracy, and speech programmes.

8. Physical environment

8.1. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.

8.2. There are no parts of the school to which pupils with disabilities have limited or no access.

8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

8.5. Wide doors are fitted throughout the school to allow for wheelchair access.

8.6. The corridor flooring and lighting is designed to support those who are visually impaired.

Accessibility Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Next steps	Lead	Time frame	Success Criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • MBS offers a differentiated curriculum for all • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all 	<p>Annual review of the curriculum by SLT and governors.</p> <p>Challenge Partners is used to assess the effectiveness of the curriculum provision.</p> <p>Targets are approved at Curriculum committee</p>	DHT	Sept 2023	Low level of complaints against the school. Feedback from parents and students that is positive.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils including:</p> <ul style="list-style-type: none"> • Elevators • Corridor width • Disabled toilets and changing facilities 	<p>Improvement of the visual [look for the environment.</p> <p>Paint maintenance programme.</p>	SBM	Sept 2023	

	<ul style="list-style-type: none"> • Library shelves at wheelchair-accessible height 				
Enhance the delivery of information to pupils with a disability	<p>MBS uses a range of communication methods to make sure information is accessible including:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	Purchase an induction loop for reception	SBM	Sept 2023	Loop installed and working
Enhance the delivery of information to parents with a disability	MBS website is regularly audited for accessibility		SBM	Sept 2023	
Enhance the delivery of information to staff with a disability	MBS provides furniture and ICT that can be adapted for disabilities		SBM	Sept 2023	