



Marlborough House
Vinehall
A REPTON SCHOOL

Accessibility Plan: May 2026 – 2029

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Recent update summary: This is a recently updated version of the previous Vinehall Accessibility Plan that I reviewed with the previous Bursar during the Autumn term. I have updated the definition to include neurodiversity, added in a short section that sets out the main priorities of the plan, and included some current good practice. I have divided the Action Plan into 3 clear sections. I feel this plan is broader and more inclusive. Update July 2026: updates to physical environment section, referencing enhancements to accessibility of buildings in day-to-day operations and in emergency situations.	

This Accessibility Plan has been prepared in accordance with the requirements of the Equality Act 2010 and reflects guidance from the Independent Schools Inspectorate.

The school is committed to fostering an inclusive environment that supports **all pupils, including those with disabilities and those who are neurodivergent**. The school recognises that neurodiversity is a natural variation in how individuals think, learn, and process information, and that inclusive practice benefits all learners.

This plan operates alongside the school's SEND Policy, Equal Opportunities Policy, and Wellbeing Strategy.

Where pupils or prospective pupils are concerned, MHV acknowledges its non-discrimination and planning duty under the Special Education Needs and Disability Act 2001 and the Equality Act 2010. The School will continue

to increase the facilities and introduce reasonable adjustments for those staff and pupils with disabilities, and neurodiversity, whenever possible.

Definition of Disability and Neurodiversity

Disability

The school recognises that a disability is defined under the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Neurodiversity

The school recognises **neurodiversity** as an umbrella term describing differences in brain function and behavioural traits. This includes, but is not limited to:

- Dyslexia
- Dyspraxia (DCD)
- ADHD
- Autism Spectrum Condition (ASC)

The school acknowledges that:

- Neurodivergent pupils may or may not meet the legal definition of disability
- Many pupils benefit from reasonable adjustments without requiring formal diagnosis
- Strength-based approaches are essential to inclusive practice

THE MAIN PRIORITIES OF THE ACCESSIBILITY PLAN

The school aims to:

- Increase access to the curriculum for pupils with disabilities **and neurodivergent profiles**
- Create a learning environment that recognises and supports **different cognitive styles**
- Reduce barriers to learning, participation, and wellbeing
- Promote understanding and acceptance of neurodiversity across the school community

Current Good Practice

The school already:

- Adapts teaching to meet a range of learning profiles
- Implements Individual Education Plans / Learning Support Plans
- Provides targeted support for neurodivergent pupils (e.g. literacy interventions, executive functioning support)
- Works with external specialists (e.g. educational psychologists, occupational therapists)
- Promotes staff awareness of disability and
- neurodiversity and inclusive teaching strategies
- Maintains a strong pastoral and wellbeing framework

Monitoring and Evaluation

- The plan will be reviewed annually by the Senior Leadership Team and Governors
- Monitoring will include:
 - Pupil progress data
 - Learning walks and lesson observations
 - Pupil and parent voice (including neurodivergent pupils)
- Adjustments will be made in response to identified needs

Role of Governors

Governors will:

- Monitor implementation of accessibility and inclusion strategies
- Ensure compliance with the Equality Act 2010
- Support strategic development of inclusive and neurodiversity-aware practice

Links to Other Policies

- SEND Policy
- Equal Opportunities Policy
- Behaviour Policy
- Safeguarding Policy
- Wellbeing / Mental Health Policy

Increasing Access to the Curriculum

Actions	Timeframe	Responsibility	Success Criteria
Embed Quality First Teaching with a focus on neurodiversity (scaffolding, modelling, chunking and visual supports)	Ongoing	SLT/Head of Learning Support and Pre-Prep SENCO	Lesson Observations reflect inclusive strategies
Deliver staff training on disability and neurodiversity friendly classrooms	Annual	Head of Learning Support and Pre-Prep SENCO	Increased staff confidence and consistency
Expand use of assistive technology – e.g. speech to text and reading software	Ongoing	IT Lead and Head of Learning Support	Improved pupil independence
Develop executive functioning support programmes	2026-27	Head of Pastoral Care and Head of Learning Support	Pupils demonstrate improved organisation and independence.
Monitor progress of SEND children	Termly	Head of Learning Support, Pre-Prep SENCO, Academic Deputy Head and Data Manager. Head of Depts.	Data shows sustained progress.
Promote pupil voice to include disabled and neurodivergent perspectives.	Ongoing	Pastoral team	Active use and implementation of PASS surveys.

Improving the Physical Environment

Actions	Timeframe	Responsibility	Success Criteria
Conduct accessibility and sensory environment audit (Lighting, noise, classroom layout)	2026 – Completed 1 phase in Autumn term	Bursar/Head of Learning Support/Pre-Prep SENCO	Audit informs improvement
Creation of low-stimulation or quiet spaces for pupils	2026-27 - Ongoing	SLT	Spaces are used effectively
Review classroom environments for sensory needs (e.g. seating, acoustics)	Ongoing	All staff	Classrooms support focus and engagement
Conduct an accessibility review of outdoor spaces (playgrounds, sports fields, pathways)	2026	Site Manager / Head of Learning Support	Barriers to access identified and prioritised
Audit and adapt play equipment to ensure inclusivity (e.g. accessible swings, sensory play panels, ground-level activities)	2026–2028	Site Manager	Increased participation of pupils with disabilities
Develop inclusive playground zoning (quiet areas, active zones, social spaces)	2026-7	SLT/Pastoral Team	Reduced overwhelm; improved pupil engagement
Ensure all buildings have step-free access, and that buildings are equipped with ramps, lifts and handrails			
Review and ensure that emergency evacuation arrangements are fit for all accessible users			
The School recognises that parts of the site comprise historic buildings where structural alterations may not always be reasonably practicable. Wherever this is the case, the School will make reasonable adjustments to ensure that pupils, parents, staff and visitors are able to access education and school services through alternative arrangements wherever possible.			

Improving Access to Information

Actions	Timeframe	Responsibility	Success Criteria
Provide materials in accessible formats (e.g. dyslexia-friendly fonts, coloured backgrounds or audio if necessary)	Ongoing	Staff/Head of Learning Support	Pupils access materials independently.
Maintain accessible website and digital platforms	2026	IT Lead	Meets accessibility standards
Strengthen communication with parents of disabled/neurodivergent pupils	Ongoing	All staff	Ongoing positive parental feedback