

## **NORFOLK HOUSE SCHOOL: Disability Access Policy**

### **Introduction**

At present our physical facilities for the disabled are limited. We will nonetheless do all that is reasonable to ensure that the School's culture, policies and procedures are made accessible to children who have disabilities, and to comply with our legal and moral responsibilities under the *Special Educational Needs & Disability Act 2001* in order to accommodate the needs of applicants, pupils and members of staff who have disabilities for which, after reasonable adjustments, we can cater adequately.

The school is located in a Victorian house built in 1896. Access between each floor is by stairwell only. The school has previously investigated installing a lift and stair lift, and was advised that neither was possible.

In defining what is reasonable the school will take into account:

- the cost and feasibility of making specific alterations to the school premises
- staffing requirements
- implications on financial resources and the likelihood of any external funding being available to offset this
- Health & Safety considerations
- the interests of other pupils

### **Admissions**

Parents/guardians of prospective candidates for entry 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 the 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 the website. The School also expects all its pupils to participate in sports, music and 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 any individual.

### **Definition**

The definition of disability is that set out in the Special Educational Needs and Disability Act 2001, and includes people who have any of the following:

- physical disability;
- sensory impairment (e.g. visual, hearing);
- mental health problems;
- chronic illness (e.g. asthma, epilepsy, diabetes);
- medical conditions which may cause pain or other symptoms which affect your learning (e.g. side effects of treatment, poor attention, poor concentration),
- Asperger's Syndrome/Autism Spectrum Disorder;
- specific learning difficulties (e.g. dyslexia, dyspraxia).
- any other condition which has a significant effect on your ability to study.

### **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 must, as soon as possible, disclose to the School in confidence any known medical condition, health problem or allergy affecting a pupil. Where appropriate the Headmaster will set up a consultation process so that interim measures can be put in place to support the pupil and that the longer term requirements 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.

### **Reasonable Adjustments**

The school will endeavour to make reasonable adjustments to aid a prospective pupil or an existing pupil. Such adjustments may include (but not limited to):

- allocate a classroom on the ground floor
- install low gradient ramps for easy access on the ground floor, and for entry to school and school playground
- remote web based learning through the school's website
- specialist seating

### **Learning Difficulties**

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

Parents must notify the Headmaster in writing if they are aware or suspect that a pupil (or anyone in their immediate family) has a learning difficulty and the parents must provide the School with copies of all relevant information.

### **Withdrawal of a pupil**

If following the process of consultation it is the professional judgement of the Headmaster that the School cannot provide adequately for a pupil's special educational needs, parents will be asked to withdraw the pupil. In such cases every effort will be made by the School to assist in finding a suitable placement in another school.

### **Review: Sept 2010**

### Appendix 1 – Disability Access Plan

KEY ISSUE	ACTION	BY WHEN	RESPONSIBLE
Access to curriculum	<ul style="list-style-type: none"> <li>▪ all pupils have appropriate access to all areas of the curriculum</li> <li>▪ provide access to off-site activities</li> <li>▪ implement and deliver effective Learning Support Policy</li> </ul>	On-going	All staff
Main entrance	<ul style="list-style-type: none"> <li>▪ acquire a low gradient access ramp</li> <li>▪ already double doors in place</li> </ul>	Sept 2010	Sile Milligan
Access to office, rear exit and dining hall	<ul style="list-style-type: none"> <li>▪ acquire a low gradient access ramp</li> </ul>	Sept 2010	Sile Milligan
Internal doors	<ul style="list-style-type: none"> <li>▪ survey to calculate width of each entrance and ensure some rooms are wide enough to accommodate wheelchair access</li> </ul>	Sept 2010	Sile Milligan
Classrooms	<ul style="list-style-type: none"> <li>▪ rooms are small but investigate how rooms could be modified for a child or member of staff with a disability</li> <li>▪ some lessons could be relocated to other rooms which may be more appropriate</li> </ul>	Sept 2010	MM/KF/SH
Playground	<ul style="list-style-type: none"> <li>▪ acquire playground equipment relevant to child's disability</li> </ul>	When necc	Child's teacher
Stairs	<ul style="list-style-type: none"> <li>▪ survey of stairs investigating stair lift provisions</li> </ul>	Sept 2010	Sile Milligan
Lavatory facilities	<ul style="list-style-type: none"> <li>▪ investigate possibility of a disabled lavatory on the ground floor</li> </ul>	Sept 2010	Sile Milligan