

## DISABILITY POLICY

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The Disability Policy and Accessibility Plan have been developed with regard to the Special Educational Needs and Disability Act 2001. The Senior Management Team is responsible for reviewing the school's policies, procedures and facilities, as they are likely to affect pupils and prospective pupils who are disabled and to make recommendations with a view to improving the accessibility of its education to pupils or prospective pupils with disabilities. It may co-opt additional members whose expertise in any field would be of assistance.

Admission to the school depends upon a prospective pupil meeting the criteria required to maintain and, if possible, to improve the educational and general standards for all its pupils commensurate with the school's ethos. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of her potential and in line with the general standards achieved by her peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at school.

The school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of her disability. A disability may be physical, a hearing or visual impairment, epilepsy, dyslexia, dyspraxia, moderate learning difficulties, etc.

The school asks parents to complete a registration form with details of the pupil's disability at the time of application. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

One of the problems which the school has (in common with many other schools) is its layout which covers a fairly wide area and consists of some separate buildings, not all with lifts, which have grown up as the school has expanded. Another is the system, again common to many schools, of having fixed classrooms for each subject, based on the valid ground of having most of the facilities for one subject in one place. This requires pupils to move from classroom to classroom, often up steps or stairs in buildings without lifts. Every effort will be made to make timetable changes to make the curriculum accessible to pupils with impaired mobility, although this may not always be possible (see Accessibility Plan).