



Disability and Accessibility Policy

Dormer House does not knowingly discriminate against disabled pupils in either admission or exclusions, and neither does it knowingly discriminate in education and associated services.

Definition of Disability: *A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.*

Accessibility Plan

The school maintains an accessibility plan which is incorporated into the long term School Improvement Plan and addresses such issues as:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of written information which is provided to pupils who are not disabled
- re-assessing our Admissions Policy and our Parent Handbook to ensure that they are free from any hint of prejudice against disabled pupils
- providing staff training in the education of the disabled pupil, including those with Specific Learning Difficulties
- this plan is readily available to interested parties upon request

Increasing the extent to which disabled pupils can participate in the school curriculum

The curriculum covers not only the teaching and learning, but the wider curriculum of the school such as participation in after school clubs, leisure, sporting and cultural activities and school visits. Our plan will show a strategic approach to removing those barriers that have been identified to exist within the school.

Improving the physical environment of the school

Within the resources available to it, the school will consider closely what it can do to improve the physical environment. It will consider accessibility in all purchasing decisions and in all new building works and refurbishments. Areas to be looked at will include:

- steps, stairways, kerbs, exterior surfaces and paving, building entrances and exits;
- internal and external doors, gates;

- toilets and washing facilities;
- lighting, heating, ventilation, lifts, signs;
- interior surfaces, floor coverings, room décor and furniture;
- improvements to physical access;
- ramps, handrails, lifts;
- widened doorways, electromagnetic doors;
- adjustable lighting, blinds;
- induction loops, well designed room acoustics and way-finding systems.

Physical aids to access education might include ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, photocopying enlargement facilities etc; specially slanted desks and chairs for children.

Improved access to the physical environment may possibly be achieved by rearranging room space, removing obstructions, changing the layout of classrooms, storage space, or by re-allocating teaching areas.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school recognises that it has a duty to make written information normally provided by the school available to disabled pupils. The information will take account of the pupils' disabilities, the pupils' and parents' preferred formats and will be made available within a reasonable time frame. The information might include handouts, timetables and information about school events and the school might consider providing the information in alternative formats (i.e. large print, audio tape, pictorially), using ICT or providing it orally.

Children with statements of SEND are already educated in the mainstream school unless this is incompatible with parents' wishes or the provision of efficient education of other children. These are the only reasons why mainstream education may be refused outright.

Re-assessing our Admissions policy and our prospectus to ensure that they are free from any hint of prejudice against disabled pupils

The school admissions policy is already free from any hint of prejudice. There are no criteria for entry other than the ability of the parents to pay the fees.

Annual Review

The school is committed to making the school more accessible to disabled pupils and undertakes an annual review of the accessibility plan and our provision for disabled pupils, parents and visitors to the school.

[This policy is monitored by the Headteacher and the Trustees and will be reviewed annually.](#)

Signed

Date: