

## **DISABILITY & ACCESSIBILITY POLICY**

Last Review: September 2025  
Next Review: September 2026  
Review by: Deputy Head  
Liaison with: DFO, SENCO

Refer also to:

Children and Families Act, 2014  
Disability Discrimination Act 1995, Part IV  
Equalities Act (2010)  
Reasonable Adjustments for disabled pupils, 2015 (Guidance from Equality and Human Rights Commission)  
Special Educational Needs and Disabilities Code of Practice, DfE January 2015 (updated May 2015)  
Special Educational Needs and Disabilities Regulations 2014  
Supporting pupils at school with medical conditions, 2017 (Guidance from DfE)  
Admissions Policy  
Anti-Bullying Policy: Living Together at Godolphin  
Behaviour and Discipline Policy  
Curriculum Policy  
Equality and Diversity Policy  
Health and Safety Policy  
Medical Policy  
Safeguarding and Child Protection Policy  
SEND Policy  
Taking Trips out of School and Residential Visits Policy

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## **1. Disability and Accessibility**

1.1. This policy forms part of the School's overall commitment to ensuring equality for its staff and pupils. It outlines the School's duties and the options available to both pupils and staff with disabilities, including mental health disabilities, in seeking support or adjustments to their studying and working environment; and it provides a framework to support the ongoing development of an inclusive, safe, enabling and supportive environment for all of the School's staff, pupils, and visitors, regardless of disability.

### **1.2. Definition of Disability:**

For the purpose of this policy, the term "disability" has the same meaning as that given in the Equality Act 2010 and the Special Educational Needs and Disability Act (SENDA) 2001: "A physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities".

### **1.3. A disability may include any of the following impairments:**

- sensory, ie speech, hearing, vision
- specific learning difficulties, such as Dyslexia, Attention Deficit Disorder, Autistic Spectrum Disorder, Central Auditory Processing Disorder, Dyscalculia, Dyspraxia
- memory – short or long term deficits
- ability to concentrate, learn or understand
- speech and language difficulties
- physical motor co-ordination
- gross or fine motorskills
- mobility
- ability to lift, carry or move things
- continence
- perception of the risk of physical danger
- medical conditions, such as diabetes
- emotional and/or physical state as a consequence of mental ill health

## **2. Admissions**

2.1 All prospective pupils must fulfil the School's entrance criteria: ie they must show that they are likely to achieve success within the formal academic curriculum, while also finding time to develop other skills and interests. Applicants are therefore accepted on the understanding that the School is reasonably confident in its ability to educate and develop them to the best of their potential and in line with the general standards achieved by their peers. The expectation is that they will then have every chance of a complete, happy and successful career at School, and emerge as a confident, responsible and well-educated adult, with a good prospect of a satisfying life. Pupils are regularly assessed throughout their time at School to ensure that they continue to meet these criteria.

- 2.2 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 so that no disabled pupil or potential pupil is substantially disadvantaged through disability compared to any pupil who is not disabled. Our aim is to educate all pupils in such a way as to provide an education that is appropriate to their needs, promotes high standards and enables them to fulfil their potential.
- 2.3 The School asks parents of a prospective pupil to complete a disability form 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.

### **3. Equal opportunities and accessibility**

- 3.1. We undertake:
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - to avoid treating disabled pupils less favourably
  - to consider accessibility in future strategic planning
- 3.2. We do this by:
- increasing the extent to which our current and future disabled pupils can participate in the School's curriculum
  - improving access through the physical environment
  - making provision for the delivery of information in different forms for disabled pupils
- 3.3. Our action plan is available on the School website and on request at reasonable times, and is maintained separately from this policy. The plan is structured so that it addresses the three strands mentioned above. Accessibility is addressed in The Three-Year Development Plan which is reviewed through the Learning Access Committee.

### **4. The Physical Environment**

- 4.1. The School acknowledges certain obvious problems for the physically disabled pupil. In common with many other schools, its lay-out covers a wide area and comprises separate buildings which have grown up since the School was established: most are of several storeys without lifts.
- 4.2. Another issue is the system, common to virtually all secondary schools, of having dedicated subject rooms, based on the educational need to deliver subjects within the most appropriate specialist environment. Thus pupils are required to move round the School for different lessons, and this involves using most buildings, including those with stairs and without lifts.

- 4.3. The boarding facilities pose a similar dilemma; however, there is a lift in Walters House which would facilitate boarding for a pupil who had a physical disability. Thus a pupil with impaired mobility will inevitably be disadvantaged to some degree, or may even be prohibited altogether from access to some or all of the educational and other facilities the School offers. Nor can these matters always be remedied in any substantial way by reasonable adjustments, as they may require major alterations to physical features of the School at prohibitive cost. Even the fruition of long-term plans can only go some way to ameliorate the position.

## **5. The Curriculum, Extracurricular Activities and School Life**

- 5.1. Where appropriate, we will make the following reasonable adjustments which cover the curriculum, timetabling, sports, meals, interaction with peers, exams, outings and discipline:

- extra time on a subject-by-subject basis in assessments for pupils with Specific Learning Difficulties diagnosed or recognised by the School, substantiated by the teachers and in line with Joint Council for Qualifications (JCQ) current requirements
- facilitating the use of laptops and, where appropriate, voice activated software for pupils who would underachieve on the grounds of their specific learning difficulty or weak motor co-ordination skills
- a reader
- scripts of audio materials for pupils with hearing difficulties
- enlarged texts for pupils suffering from a visual impairment
- using overlays or different coloured paper for pupils suffering from a visual impairment
- wheelchair access on outings where possible
- extra help on outings where there are ADHD pupils
- extra training for staff dealing with new situations and disabilities

## **6. Education, Health and Care Plans (EHCP)**

- 6.1. It is recognised that not all disabled pupils have Special Educational Needs, but where this is the case the plans established will include all aspects of the pupil's needs and, where a pupil has a Local Authority Statement of special educational needs, will devolve into an Education, Health and Care Plan (EHCP). Notwithstanding, the School may also decide that in certain cases an EHCP is the most helpful way to advance the pupil's needs.
- 6.2. The construction of the EHCP counts on the participation of all concerned. This includes:
- the pupil
  - the pupil's parents or carers
  - professionals working with the pupil and the family
  - teachers and pastoral staff at Godolphin

- the School SENCO and SEN staff

6.3. In this context, the pupils will be consulted and their views taken into account, due weight being accorded when taking into account their age, maturity and capability.

## **7. Exclusions**

7.1. While it is always our wish that such reasonable adjustments may be made, this may sometimes prove impossible within our specific context. In such cases, the School reserves the right a) to refuse entry to a new pupil; b) to request that a current pupil withdraw should the situation become impossible to manage appropriately.

7.2. Such exclusions are likely to result from all or any of the following factors:

- the School's inability to educate and develop the pupil to the best of their potential and in line with the general standards achieved by their peers
- the interests of other pupils in the School
- health and safety legislation
- the School's limited financial resources

## **8. Pupils who are temporarily disabled**

8.1. From time to time a pupil may become temporarily disabled. When this occurs the pupil will be assessed by the Sister in charge of the Health Centre who will make recommendations for adjustments to be made in order to enable the pupil to continue with her studies and to participate as fully as possible in the everyday life of the School; for a pupil using crutches, for example, this may involve relocating lessons to the ground floor where possible and allowing her to leave lessons early in order to avoid the general exodus from a room or a building. If she is a boarder, this might mean temporarily living in Walters House, where there is a lift.

8.2. Pupils may also become temporarily disabled as a result of emotional needs. It will be the responsibility of the Head of Year and House staff to liaise with the School Nurse and the external agencies involved, where appropriate, to assess and make recommendations for helping pupils on an individual basis.

## **9. Coronavirus or other pandemics**

9.1. Pupils with SEND may have additional difficulties and be more vulnerable as a result of lockdown. Where the School considers that a pupil's wellbeing might be adversely affected by being at home during lockdown imposed by the government or Public Health authorities, this pupil can be invited into School to learn alongside the children of key workers. If the child is considered at risk or that their learning is being significantly affected, the DSL should be notified and appropriate actions taken.

- 9.2. Staff are asked to ensure that access to online learning is facilitated for pupils with special learning needs or other disability, for example using Teams to provide worksheets through assignments and support sheets in Classroom Materials with regular feedback to the pupil.
- 9.3. On return to School, staff are expected to be alert for difficulties these pupils may have faced and may present and, where these are detected, to liaise closely with the SEN department to ensure that any learning gaps are covered and emotional needs addressed.