



Falkner House Disability Policy and Accessibility Plan

Nursery - Year 6 including EYFS with reference to the Equalities Act 2010 and the Special Educational Needs and Disability Act 2001 (SENDA), the SEN and Disabilities Code of Practice 2014, the guidance issued by the Equality and Human Rights Commission in "What equality law means for you as an education provider: schools", April 2014 and the SEND code of practice: 0 to 25 years, January 2015 (last updated 30 June 2020).

1. Definition	1
2. Aims	2
3. Discrimination	2
4. Admissions procedure for pupils	3
5. Education and associated services	3
6. Reasonable Adjustments for pupils	3
7. IEPs and EHCPS to support Pupils with disabilities	4
8. Reasonable Adjustments for Staff	4
9. Non-Disability Related Reasonable Adjustments	5
10. Reasonable Adjustments for the public	5
11. Disclosure	5
12. Review procedure	6
13. Accessibility Plan	6
APPENDIX A	7
Accessibility Plan	8



1. Definition

A person has a disability if they have a physical or mental impairment which has a "substantial and long-term adverse effect" on their ability to carry out normal day-to-day activity. (Equality Act 2010).

physical disability can include but is not limited to medical conditions for which a person needs to use a wheelchair, for example, cerebral palsy or brittle bones;

mental impairment is a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness;

"long-term" means a period of 12 months or longer.

Other conditions and experiences which may amount to disability include: severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings), progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity, a controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes, a history of impairment, for example a person who used to be disabled and has recovered, for example, a person with a previous mental illness, neurodiversity, i.e a person with a specific learning disability/difficulty which affects their ability to learn

The School also adheres to the Social Model of Disability, which indicates that it is not the fault of the person if they have an access issue, but of their environment. In this, the School prescribes to the notion that it is our responsibility to make reasonable accommodations or adjustments where possible, and not that of the person with a disability.

2. Aims

The aims of this policy are to:

- offer guidance and recommendations for the Falkner House community, to ensure equality of opportunity for employees and pupils who are disabled;
- maintain and drive a positive culture towards inclusion of people with disabilities in all the activities of the School
- train staff to understand the types of disabilities which they may encounter in their respective areas, and how to better accommodate employees and pupils who have disabilities.
- adopt user-friendly procedures for considering admissions from parents of children with disabilities, and consult with those parents about the reasonable adjustments which can be made to ensure that the admissions process is accessible for their children.
- implement and review the Accessibility Plan (see Appendix A) with the aim of increasing the accessibility of the School's curriculum, improving the physical environment of the School and improving access to information for our employees, pupils and prospective pupils and their parents.
- keep under review the School's Admission Policy, Equal Opportunities and Behaviour Policies.

3. Discrimination

The School will not knowingly discriminate against people with disabilities:

- in the arrangements for determining admission or employment procedures
- in the terms on which a place at the School is offered

Mrs Anita Griggs Principal reviewed 9th October 2025. Checked 13th October 2025. Date of next review - no later than 9th October 2026.



- by refusing or deliberately omitting to accept an application for admission or employment
- in the provision of education and associated services
- in the way the School affords access to any benefit, service or facility offered or provided by the School
- by excluding a person on the grounds of their disability
- by harassing a person with a disability
- by victimising a person with a disability
- by failing to take steps to ensure that people with disabilities are not placed at a substantial disadvantage in comparison with non-disabled persons.

4. Admissions procedure for pupils

- The School is open to applications from any prospective pupil with a physical and/or mental impairment.
- The School will treat every application from a child with a disability in a fair, open-minded way. Every application will be considered on its merits within the School's criteria for selection on grounds of the child's ability and aptitude in line with our Admissions Policy.
- It is the responsibility of parents to make the School aware of any known disability or special educational need which may affect a pupil's ability to participate in the admissions procedure and take full advantage of the education provided at the School. This should be done at registration, or as soon as diagnosed if the admission process has begun. Copies of any reports carried out by specialists such as an Educational Psychologist should be provided to the School.
- The School will, if appropriate, request from the parents or previous School full details in the form of medical reports, educational psychologist reports and any other report which assesses the child's disability so that the School can make an assessment of the reasonable adjustments that would be needed in order to provide adequately for the child's physical and educational needs.
- If the child meets the academic entry requirements for the School but if, after all Reasonable Adjustments have been made, the School is not able to provide adequately or appropriately for the child's physical and educational needs, then the child will not be offered a place.
- The School will inform the parents of their decision and give details of the Reasonable Adjustments they are prepared to make or give reasons why the offer of a place will not be made.

5. Education and associated services

The School has an ongoing duty to make Reasonable Adjustments in respect of the education and associated services provided by the School. This is a broad expression that covers all aspects of school life. The range of activities that are covered by the expression include:

- the curriculum
- classroom organisation and timetabling
- access to school facilities
- school sports
- school policies
- breaks and lunchtimes
- the serving of school meals
- assessment and examination arrangements



- school discipline, sanctions and exclusion procedures
- school clubs, educational visits and other activities
- preparation of pupils for the next phase of education.

6. Reasonable Adjustments for pupils

When providing educational services to a pupil, the School is legally required to make “reasonable adjustments” in order to cater for a pupil’s disability. The School shall inform the pupil and parents of the Reasonable Adjustments that the School are legally required to make for that pupil, which may typically include:

- making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room
- Allowing extra time for a dyslexic child to complete an entrance exam or providing examination papers in larger print for a pupil with a visual impairment
- rearranging the timetable to allow a pupil to attend a class in an accessible part of the building
- arranging a variety of accessible sports activities.
- The Equality Act (2010) requires all schools to provide auxiliary aids and services for pupils with disabilities from their own resources where these are deemed to be a “reasonable adjustment” without passing the cost on to parents.

6.1 Adjustments which the School is not legally obligated to make (but will consider where they are considered a reasonable adjustment, considering cost, practicality and effectiveness) include:

- physical alterations such as the provision of a stair-lift or new ground floor facilities e.g a new library. It should be noted that all the Falkner House buildings have five floors without the possibility of lifts. Several of the staircases are very narrow.
- auxiliary aids and services such as a loop for children with hearing aids
- large LCD screen computers and disability trained classroom assistants.

7. IEPs and EHCPS to support Pupils with disabilities

Where the needs of an individual pupil require it, the School will liaise with all professionals working with the pupil to devise an Individual Education Plan (IEP) to ensure that the pupil can play a full and active part in school life, stay healthy and fulfil their potential. Pupils might require an in-school IEP when they do not meet the criteria for an EHCP.

8. Reasonable Adjustments for Staff

Falkner House makes reasonable adjustments for employees and workers, contractors and self-employed people hired to do the work and job applicants.

Reasonable adjustments must be made when the School knows or could reasonably be expected to know,

- that someone has a disability
- a staff member or job applicant who has a disability, asks for adjustments
- someone who has a disability is having difficulty with any part of their job
- someone's absence record, sickness record or delay in returning to work is because of, or linked to, their disability

Mrs Anita Griggs Principal reviewed 9th October 2025. Checked 13th October 2025. Date of next review - no later than 9th October 2026.



8.1 A reasonable adjustment is something that: will reduce the disadvantage; is practical to make is affordable and does not pose a risk to others e.g:

- Changing lighting or layout of a workstation, or providing access to alternative equipment
- Holding a job interview in an accessible room
- Changing someone's working pattern or arrangement if it is reasonable to do so

Current employees must speak to the Head Teacher to ask for reasonable adjustments. When considering such requests the Head Teacher is required to:

- Listen and take lead from the employee, so they can best understand how their disability is impacting them
- Not make assumptions about an employee's disability and what reasonable adjustments they may need
- Consider the employee's specific situation

The Head Teacher may then consider obtaining medical advice to judge what reasonable adjustments the employee needs, and what they can try to provide, either from a doctor, or from an occupational health assessment. It is important that employees regularly communicate with their manager about their reasonable adjustments, in case they change or they need further support. It is recommended that employees note down what reasonable adjustments have been made, in the event of moving to different employment within the Falkner House

9. Non-Disability Related Reasonable Adjustments

Falkner House wants to ensure that all employees have access to a working environment where they feel safe and able to perform to the best of their ability. In this, the Headteachers appreciate that sometimes employees may require reasonable adjustments to their working conditions and arrangements for medical reasons which do not fall neatly into the category of 'disability'. For example, this could include: short-term medical conditions, which still have a significant impact on a person's ability to easily complete day-to-day activities, such as minor injuries, broken bones, etc. Perimenopause and menopause, In these instances, employees should also speak with the Headteacher to discuss the impact of their health condition and what reasonable adjustments they require. Though the school is not legally required to provide adjustments for medical conditions which are not considered disabilities, it is important that employees highlight any reasons why they may need temporary adjustments, so the school can ensure that employees are supported as best as possible.

10. Reasonable Adjustments for the public

The School may provide services to the public, for example at: open days, parents' evenings, concerts and plays. Where a physical feature (for example steps, entrances, exits, toilet facilities) makes it impossible or unreasonably difficult for a person with a disability to access the service, schools are required to take reasonable steps to: remove the feature; or alter it so it no longer has that effect; or provide reasonable means of avoiding the feature; or provide a reasonable alternative method of making the service available. Where an Auxiliary Aid or Service would enable a person with a disability to make use of a service, schools are required to take reasonable steps to provide it. An Auxiliary Aid or Service could be something as simple as extra assistance from a member of staff or a large print sign, or it might be a temporary ramp where steps are preventing wheelchair access.

Mrs Anita Griggs Principal reviewed 9th October 2025. Checked 13th October 2025. Date of next review - no later than 9th October 2026.



11. Disclosure

Parents will be requested to provide Falkner House with copies of the child's latest medical report, educational psychologist's report and any other information regarding the pupil's disability. The School is committed to working collaboratively with parents in this regard. If, following the offer of the place, it is discovered that Falkner House has not received full disclosure of information relating to the child's disability and Falkner House is not able to make Reasonable Adjustments for those disabilities, then the School may, as a last resort after consultation and attempts to implement reasonable adjustments, withdraw the offer of a place, or ask the parents to withdraw a child who is already a pupil. Any decisions will comply with the public sector equality duty (PSED) principles of proportionality and fairness.

The School will have due regard to any request by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of a person's disability as confidential.

12. Review procedure

Parents may request a review if Falkner House decides it is unable to offer their child a place on the grounds of disability. The request must be made to the Headteacher in writing within seven working days of the Admission decision being notified to parents. The request must state clearly the grounds for the review and any reasonable adjustments that school might consider. The Headteacher will consider the request and respond in writing at the earliest opportunity.

13. Accessibility Plan

See Appendix A. The Accessibility Plan includes consideration of how the School proposes to increase the extent to which pupils with disabilities can participate in the school's curriculum and improve the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the School.



APPENDIX A

Disability Policy Review Committee

The school has set up a Disability Policy Review Committee which consists of Mrs Griggs (Principal and partner), Miss Day (Lower School Coordinator) and Mr Tim Larvin (Bursar) and may co-opt additional members whose expertise in any field would be of assistance. The Committee's terms of reference are:

- to review annually, the school's policies, plans procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
- to make recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- and to prepare the School's disability inclusion, SEN and learning support policy;
- to prepare and review on an annual basis the school's Accessibility Plan (below);

THE FOLLOWING has been considered by the Committee :

Admissions Please see the Admissions Policy which is reviewed on an annual basis.

Welfare

The Committee has considered the difficulties which might arise for specified types of disability e.g. bullying, non-integration, physical and mental welfare, and health.

- Falkner House is a small school across two sites where the children are well integrated
- All Reception children have a "big sister/ brother" in Year 6. The choice of child can be tailored to fit in with any specific need.
- Parents can be involved in ensuring that disabilities are explained to a child's peers.

Awareness And Observance

The Committee has considered the existing machinery in the school for ensuring awareness and observance of the policy:

- The equal opportunities policy is on the school website and is required to be read by all new staff.
- Minutes of the findings of the Committee are kept by the bursar. Mention is made of the minutes and the need for staff awareness at first staff meeting before the autumn term.
- A full list of any children with disabilities is kept in the relevant office and staffroom and given to staff as required



Accessibility Plan (see below)

The School's plan is to make sure that the School accommodates and actively supports, on a case by case basis, each and every child who has been admitted (on a non-discriminatory basis) and to:

- increase the extent to which disabled pupils (including those with SEN) can participate in the School's curriculum (Sch. 10 3(2)(a) of Equality Act 2010) and
- improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school (Sch 10 3(2)(b) of Equality Act 2010); and
- improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled (Sch. 10 3(2)(c) of Equality Act 2010).

The Committee met and reviewed in September 2025 the provision for pupils with SEN and/or disabilities to establish priorities for our pupils and their parents. The results have informed the School accessibility plan for 2024- 2027 (see below which will next be reviewed in September 2025). The Bursar keeps minutes of these meetings.



Target	Standard to be met	Action required	Resources required	Short (within academic year) /medium (within 3 years) /long term (within 7 years)
Increase access to PE curriculum for visually impaired	3(2)(a)	Acquire equipment and arrange training for PE staff if required	£x – we would anticipate allocating approximately £200	Medium term
Access to general curriculum for the hearing impaired	3(2)(a)	Staff training in use of hearing aids / sign language / room layout etc	Sessions with external/internal experts costing £x and additional or amended furnishings costing £x	Short term
Access to music for the hearing impaired	3(2)(a)	Research instruments that are particularly good. Acquire and encourage the use of appropriate instruments/lessons if required.	Head of music to investigate suppliers and acquire at cost of £x	Short term
Access to the curriculum for the highly stressed or those with anxiety disorders	3(2)(a)	Research possible councillors and discuss with parents. Support parents in their use of councillors for their child in / out the school	Head to spend time investigating suitable people Cost to school or parents (pprox. £150 a session	Short term
Access to music for the visually impaired	3(2)(a)	Research braille printed music v. Suzuki systems	Head of music to investigate	Short term
Improve ease of access to the building	3(2)(b)	Research building and planning regulations regarding external ramps. To the extent permissible, investigate appropriate permanent/temporary ramps. Buy and install ramps if required.	Administrator to consult with relevant public bodies, suppliers and occupational therapists Circa £1000 for each ramp	Medium term

Mrs Anita Griggs Principal reviewed 9th October 2025. Checked 13th October 2025. Date of next review - no later than 9th October 2026.



Disabled loo on the ground floor	3(2)(b)	Research size and layout required	Price TBC but estimate over £5000	Long term
Improve access to information for visually impaired or dyslexic pupils	3(2)(c)	Training staff as to their role with visually impaired children (eg. colours and font for white board and books)	£x – we would anticipate training one member of staff externally and then in-house training going forwards	Medium term