



St Paul's School

FOUNDED 1509

Disability Policy

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This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to policyquery@stpaulsschool.org.uk.

1 Aims of this policy.

This Policy should be read in conjunction with St Paul's School Accessibility Plan. The aims of this policy are:

- 1.1 to afford opportunity to employees and pupils who are disabled;
- 1.2 to ensure compliance with the Equality Act 2010 and the Special Educational Needs and Disability Act 2001 (SENDA);
- 1.3 to have regard to 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.

2 Policy statement.

St Paul's School (Seniors and Juniors) (the School) will:

- 2.1 maintain and drive a positive culture towards inclusion of disabled people in all the activities of the School.
- 2.2 train staff to understand the types of disabilities and how to deal with employees and pupils who are disabled. Staff will not be expected, unless medically qualified or trained, to administer medication.

2.3 adopt user-friendly procedures for considering admissions from parents of disabled children, and consult with those parents about the reasonable adjustments which can be made to ensure that the admissions process is accessible for their children.

2.4 implement and review the Accessibility Plan 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.

2.5 keep under review the School's Admission Policy, Equal Opportunities and Anti-Bullying policies.

3 Disability

3.1 A person has a disability if he or she has a physical or mental impairment which has a "*substantial and long-term adverse effect*" on his or her ability to carry out normal day-to-day activity. (Equality Act 2010).

3.2 By way of further explanation:

3.2.1 physical disability includes medical conditions for which a person needs to use a wheelchair, for example, cerebral palsy or brittle bones;

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

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

3.3 Other disabilities which may amount to disability include:

3.3.1 severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings)

3.3.2 progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity

3.3.3 a controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes

3.3.4 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.

4 Discrimination.

We will not knowingly discriminate against a disabled person:

4.1 in the arrangements for determining admission or employment procedures

4.2 in the terms on which a place at the School is offered

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

5 Admission procedure for pupils.

- 5.1 The School is open to applications from any prospective pupil with a physical and / or mental impairment.
- 5.2 The School will treat every application from a disabled child in a fair, open-minded way.
- 5.3 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.
- 5.4 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 a Chartered Educational Psychologist should be provided to the School.
- 5.5 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.
- 5.6 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.
- 5.7 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.

6 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:

- 6.1 the curriculum
- 6.2 classroom organisation and timetabling
- 6.3 access to school facilities
- 6.4 school sports
- 6.5 school policies
- 6.6 breaks and lunchtimes
- 6.7 the serving of school meals
- 6.8 assessment and examination arrangements
- 6.9 school discipline and sanctions
- 6.10 exclusion procedures
- 6.11 school clubs, educational visits and other activities
- 6.12 preparation of pupils for the next phase of education.

7 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:

- 7.1 making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room
- 7.2 Allowing extra time for a dyslexic child to complete an entrance exam providing examination papers in larger print for a pupil with a visual impairment

7.3 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.

7.4 The School is not legally required to make adjustments which include:

7.4.2 physical alterations such as the provision of a stair-lift or new ground floor facilities, such as a new library

7.4.3 auxiliary aids and services such as a loop for children with hearing aids

7.4.4 large LCD screen computers and disability trained classroom assistants.

The Equality Act 2010 requires all schools to provide auxiliary aids and services for disabled pupils from their own resources where these are deemed to be a “reasonable adjustment” without passing the cost on to parents.

8. The Use of Care Plans to support Pupils with disabilities

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

9 Reasonable Adjustments for the public.

The School may provide services to the public, for example at:

9.1 open days

9.2 parents' evenings

9.3 concerts and plays

9.4 exhibitions

9.5 conferences (including residential conferences during holiday periods)

9.6 use of sports facilities.

9.7 Where a physical feature (for example steps, entrances, exits, toilet facilities) makes it impossible or unreasonably difficult for a disabled person to access the service, schools are required to take reasonable steps to:

9.7.1 remove the feature; or

9.7.2 alter it so it no longer has that effect; or

9.7.3 provide reasonable means of avoiding the feature; or

9.7.4 provide a reasonable alternative method of making the service available.

9.8 Where an Auxiliary Aid or Service would enable a disabled person 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.

10 Disclosure.

10.1.1 Parents will be requested to provide the School with copies of the child's latest medical report, educational psychologist's report and any other information regarding the pupil's disability.

10.1.2 If, following the offer of the place, it is discovered that the School has not received full disclosure of information relating to the child's disability and the School is not able to make Reasonable Adjustments for those disabilities, then the School may withdraw the offer of a place, or ask the parents to withdraw a child who is already a pupil.

10.1.3 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.

11 Review procedure

Parents may request a review if the School decides it is unable to offer their child a place on the grounds of disability. The request must be made to The High Master 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 High Master will consider the request and respond in writing at the earliest opportunity.

12 Accessibility Plan

The School has prepared an Accessibility Plan which is available on the School website for all parents, staff and visitors. The Accessibility Plan includes consideration of how the School proposes to:

12.1 increase the extent to which disabled pupils can participate in the school's curriculum

12.2 improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School

12.3 improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

13 Review

The Policy will be reviewed on a regular basis, to ensure that the Plan is up-to-date and covers all aspects of School life.