



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 [opsdir@stpaulsschool.org.uk](mailto:opsdir@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 offer guidance and recommendations for the St Paul's community, to ensure equality of opportunity for 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 (last updated 30 June 2020).

## 2 Policy statement

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

- 2.1 maintain and drive a positive culture towards inclusion of people with disabilities in all the activities of the School.

2.2 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. 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 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.

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 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).

3.2 By way of further explanation:

3.2.1 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;

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 conditions and experiences 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.

3.3.5 neurodiversity, i.e a person with a specific learning disability/difficulty which affects their ability to learn

3.4 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.

#### **4 Discrimination**

We will not knowingly discriminate against people with disabilities;

- 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 their 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 people with disabilities 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 child with a disability 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.

6.13 admission to the school

## **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 or 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.

7.4.1 The School is not legally required to make adjustments, though it will endeavour to accommodate where possible and reasonable. Adjustments which the School is not legally obligated to make 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.

## **7.5 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).

## **8. Reasonable Adjustments for Staff**

Under the Equality Act (2010), the School must make reasonable adjustments for:

- 8.1 employees and workers
- 8.2 contractors and self-employed people hired to personally do the work
- 8.3 job applicants

Reasonable adjustments must be made when:

- 8.4 The School knows or could reasonably be expected to know, someone is disabled
- 8.5 a disabled staff member or job applicant asks for adjustments
- 8.6 someone who's disabled is having difficulty with any part of their job
- 8.7 someone's absence record, sickness record or delay in returning to work is because of, or linked to, their disability

A reasonable adjustment is something that; will reduce the disadvantage; is practical to make; is affordable; does not pose a risk to others. Examples of adjustments that would be reasonable include:

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

#### **How to ask for Reasonable Adjustments:**

If they have a disability, it is important that prospective employees make this known as part of the application process, so the hiring department/HR team can attempt to accommodate requests where possible and/or reasonable.

Current employees must speak to their line manager to ask for reasonable adjustments. When considering request for reasonable adjustments, line managers are required to:

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

Line managers 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 having a new manager or moving to different employment within the School.

## **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 person with a disability 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 pupils with disabilities 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 pupils with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the School

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

[You can access the School's Accessibility Plan here](#)

## **13 Review**

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