

DISABILITY POLICY (Whole School Policy including EYFS)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY DISCRIMINATION

At The Manor Preparatory School, we recognise and take seriously our duty under the Disability Act 1995 as amended by SEN (Special Educational Needs) and Disability Act 2001 (SENDA) not to discriminate against disabled pupils in their admissions, exclusions, education and associated services. This covers two key duties:

- Not to treat disabled pupils less favourably; and
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustments duty')

This policy should be read in conjunction with the school's Learning Support Policy and Accessibility Overview and Plans.

DEFINITION OF DISABILITY

The Disability Discrimination Act defines disability as:

A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to perform normal day-to-day activities.

Reference to 'disabled people' includes disabled children, young people and adults, as pupils, employees, governors, parents and carers and other members of the wider community that might use school premises for leisure or other activities. The definition of disability covers a broad spectrum of impairments including:

- Cancer
- autism
- diabetes
- speech and language impairments
- epilepsy
- HIV
- multiple sclerosis
- hearing or sight impairments
- mobility difficulties
- ADHS
- people with mental health conditions or learning difficulties/disabilities.

More information on the definition of disability is available at the Equality and Human Rights Commission's (EHRC) website (www.equalityhumanrights.com). The DDA 1995 Paragraph 4 'Code of Practice of Schools' contains more detailed definitions of disability, SEN and their overlap.

ADMISSIONS AND DISABLED PUPILS (INCLUDING PUPILS WITH SPECIAL EDUCATIONAL NEEDS)

We are an academically selective school and we welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of the school. Treating every child as an individual is important to us, and we welcome pupils with physical disabilities provided that they can cope with our site.

We advise parents of children with physical disabilities to discuss their child's requirements with the School before he or she attends the assessment so that we can make adequate provision for him/her. Parents should provide a copy of a medical report to support their request, for example, for large print material or other special arrangements.

SUPPORTING CHILDREN WITH LEARNING DIFFICULTIES / DISABILITIES AT THE MANOR

The reasonable adjustments duty is anticipatory, ie we should not wait until a disabled pupil has arrived before making reasonable adjustments. The school needs to know that a child is disabled and must have some knowledge of the nature of the disability to ensure that the pupil will not be treated less favourably and that the appropriate reasonable adjustments can be made. Discussions with parents about the disability and potential adjustments will be important in this regard, and we aim to encourage these through an open and welcoming atmosphere and culture at the school so that parents feel comfortable disclosing information about their child's disability.

Each pupil with a disability requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he/she becomes a pupil at the school. We recognise that some disabled pupils may also require specialist support from our Learning Support Department, and we would normally discuss this issue with parents before their child enters the school. Copies of the school's Learning Support Policy may be downloaded from our web site.

The Manor has a highly inclusive ethos and has over the years successfully accommodated children with various disabilities and learning needs including autistic spectrum disorder, dyslexia, hearing impaired, asthma, etc. We aim to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

Although we are not a Special Educational Needs school and will invariably not have the required expertise to deal with all disabilities, we are committed to making reasonable adjustments so that current or prospective disabled pupils would not be placed at a substantial disadvantage compared to non-disabled pupils.

Furthermore, in considering whether or not an adjustment would be reasonable, we may take into account certain factors provided for by SENDA.

‘Reasonable adjustments’ may not be made in a particular case if there is a reason which is both material and substantial to that case. These include:

- The need to maintain academic and other standards
- Money available
- Practicalities of making the particular adjustment
- Health and safety of the disabled pupil and others
- Interest of other pupils.

The reasonable adjustments duty does not require the school to make major alterations to the physical features of the school nor does it require the school to provide auxiliary aids and services (eg a personal FM radio aid for a child with hearing difficulties or additional one-on-one support for a dyslexic child, the cost of which may be prohibitive). At independent schools, auxiliary aids and services are normally made available by the school but parents are usually charged for them. Auxiliary aids and services can also be paid for by the LEA through the SEN framework, particularly for the Early Years.

Under the DDA, we also have a planning duty to draw up strategies and plans to increase over time access for disabled pupils to our curriculum and education, including improvements to the physical environment. This is outlined in our Accessibility Overview and Plans, available from the School Office.

PHYSICAL ACCESSIBILITY

Parents and prospective parents of disabled children may wish to obtain copies of the school’s Accessibility Plan from the School Office. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

The school has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil’s needs, within the constraints imposed by its buildings, listed and unlisted, on a scattered site. We are progressively introducing facilities for wheelchair users as our buildings are upgraded.

OTHER ADJUSTMENTS

We are able, depending on need, to arrange for children to use laptop computers in classes, and, for example, for large print documents to be given to those with impaired vision.

THE MEDICAL CENTRE

The school has a Medical Centre that is open during the school day so that help can be summoned immediately. The Nurse is always happy to discuss any pupil's health problems with parents as well as the management of any medical condition.

STAFF TRAINING

Our teaching staff receive training on the learning needs of pupils with special education needs and disabilities.

DISABILITY: EMPLOYMENT POLICY AND PROCEDURE

In line with our Equal Opportunities Policy, disabled people are welcome to apply for all positions and will be treated fairly in all respects.

Applicants for posts are asked to let the school know of any special arrangements that need to be made in the application and interviewing process. All reasonable adjustments will be made in the workplace when the job starts.

All staff who apply for teaching positions also need to be 'fit to teach' (a statutory requirement for teachers) and a Medical Fitness form needs to be completed as part of the recruitment process, reviewed by the school's qualified medical advisor.

ADDITIONAL RESPONSIBILITIES FOR THE EARLY YEARS

As a provider in receipt of Government funding (Nursery Grant for the 3 and 4 year old children), we also have regard to the SEN Code of Practice. The main additional duties are that we have a Learning Support Policy, which includes specific reference to EYFS and a trained SEN Co-ordinator (SENCO), who is responsible for the day-to-day operation of the SEN policy in the Early Years. Overall responsibility for the management of SEN in the Early Years, as for the rest of the school, lies with the Headmaster.

RELATED POLICES

- Learning Support Policy
- Accessibility Overview and Plans
- Anti-Bullying
- Administration of Medicines (in First Aid Policy)
- Equal Opportunities

Date Policy Reviewed:	November 2010
Date of Next Review:	November 2011
Person(s) Responsible for Review:	SLT
Signature of Review(s)	