

DISABILITY POLICY

Date Policy Reviewed:	08 March 2023
Date of Next Review:	08 March 2025
Person(s) Responsible for Review:	SLT

1 Aims of this policy

The aims of this policy are:

- to afford opportunity to employees and pupils who are disabled;
- to ensure compliance with the Equality Act 2010 (EA) and the Children and Families Act (2014).
- to have regard to the guidance issued by the Equality and Human Rights Commission "*What equality law means for you as an education provider: schools*".

This policy can be made available in large print or other accessible format if required and should be read in conjunction with the School's SEND/Learning Support Policy and Accessibility Overview and Plans.

2 Policy statement

The Manor Preparatory School (the **School**) will:

- maintain and drive a positive culture towards inclusion of disabled people in all the activities of the School;
- 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. However, if they are willing to do so, staff may, with training, administer such things as an epipen or insulin injections for diabetic pupils;
- 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;
- 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;
- keep under review the School's Admission Policy, Equal Opportunities and Anti-Bullying policies.

3 Disability

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. (**EA 2010**).

By way of further explanation:

- i physical disability includes medical conditions for which a person needs to use a wheelchair, for example, cerebral palsy or brittle bones;
- ii a mental impairment is a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness;
- iii "long-term" means a period of 12 months or longer.

Other disabilities which may amount to disability include:

- severe asthma and/or severe allergies;
- 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.

Disability does not include:

- hay fever sufferers, mild asthma and mild allergies;
- a person with anti-social tendencies;
- a person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances;
- a person who is addicted to nicotine, alcohol and other non-prescribed substances unless the addiction was originally the result of administration of medically prescribed drugs or other medical treatment.

4 Discrimination

We will not knowingly discriminate against a disabled person:

- in the arrangements for determining admission or employment procedures;
- in the terms on which a place at the School is offered;
- 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 his or her disability;
- by harassing a person with a disability;
- by victimising a person with a disability;
- 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

The School will be open to applications from any prospective pupil with a physical and / or mental impairment.

Every application will be considered on its merits within the School's criteria for selection on grounds of the child's ability and aptitude.

The registration and admission form will enable the parents to give details of their child's disability.

The School will treat every application from a disabled child in a fair, open-minded way.

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.

Applications will be considered on the basis that all **Reasonable Adjustments** have been made by the School in order to cater for the child's disability (see definition below).

The School will not offer a place if, after all Reasonable Adjustments have been made, the School will not be able to provide adequately or appropriately for the child's physical and educational needs, or if attending to the child's needs would, to an unreasonable degree, affect the educational progress and welfare of classmates, or the welfare of staff.

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:

- 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 and sanctions;
- exclusion procedures;
- school clubs, educational visits and other activities;
- 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.

Reasonable adjustments may typically include:

- making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room;
- providing appropriate assessment papers in larger print for a child with a visual impairment;
- rearranging the timetable, where possible, to allow a pupil to attend a class in an accessible part of the building;
- arranging a variety of accessible sports activities, as far as is possible.

The School is not legally required to make adjustments which include physical alterations such as the provision of a stair-lift or new ground floor facilities, or a new library.

In making "reasonable adjustments" the School is required to provide auxiliary aids and services for disabled pupils. The School will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services.

Existing and prospective pupils: Where the School becomes aware of a disability or special educational need of an existing pupil, the School will do all that is reasonable to assist the pupil whilst at the School, which may include making reasonable adjustments. If, after reasonable adjustments are made or carefully

considered, the impact of managing existing or prospective pupils' needs or behaviour is considered to be sufficiently great that it compromises the education and well-being of other pupils and staff, then that is a strong, sometimes decisive, factor that the Head will have to consider. If in the professional judgement of the Head, and after consultation with the parents and the pupil (where appropriate), the School cannot provide adequately for the pupil's physical, educational or behavioural needs after all reasonable adjustments have been made, or if attending to the child's needs affects to an unreasonable degree the educational progress and welfare of classmates, or the welfare of staff, parents will be asked to withdraw the pupil, without being charged fees in lieu of notice and with the acceptance deposit returned. The School will do what is reasonable to help parents to find an alternative placement which will provide their child with the necessary environment and level of teaching and support.

Access: The School will monitor the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the School will take steps to improve access for disabled users of the premises. The School has an Accessibility Plan, which is kept under review and revised as necessary. The Plan is available on request.

Early Years Foundation Stage

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 an SEND/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 Head.

Reasonable Adjustments for Staff

An employee who is disabled or who becomes disabled in the course of his or her employment, is encouraged to tell the School about their condition. This is to enable the School to support them as much as possible and to ensure that they are not treated less favourably because of something related to their disability.

Staff may also wish to advise the Head of any reasonable adjustments to his or her working conditions or the duties of his or her job which are considered to be necessary, or which would assist in the performance of duties. This may involve the provision of an additional piece of equipment or assistance in helping the member of staff to perform their work. The Head may wish to consult with the member of staff and with their medical adviser(s) about possible reasonable adjustments. Careful consideration will be given to any such proposals and they will be accommodated where possible and proportionate to the needs of the job. Nevertheless, there may be circumstances where it will not be reasonable for the School to accommodate the suggested adjustments and the School will ensure that it provides the member of staff with information as to the basis of the decision not to make any adjustments.

In accordance with the School's Accessibility Plan, the School will monitor the physical features of its premises to consider whether it can make any changes to help remove any disadvantages for disabled users. Where possible and proportionate, the School will take steps to improve access for disabled users of the premises.

Reasonable Adjustments for the public

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

- Open Days;
- Parents' Evenings;
- Concerts and plays;
- Exhibitions;
- Conferences (including residential conferences during holiday periods);
- Use of sports facilities.

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:

- 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 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.

8 Disclosure

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.

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.

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.

9 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 as soon as possible and in any event within seven days of the decision being notified to the parents. The Head will advise as to the procedure under which such a review will be conducted. Parents can choose to invoke the School's parental complaints procedure.

10 Accessibility plans

The School has prepared an Accessibility Plan which is available, on request, to all parents and staff.

The Accessibility Plan includes consideration of how the School proposes to:

- increase the extent to which disabled pupils, including those with special educational needs, can participate in the school's curriculum;
- improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled;
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled;
- to 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.

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