



DISABILITY POLICY

Date Policy Reviewed:	January 2025
Date of Next Review:	January 2027
Person(s) Responsible for Review:	SLT

1. Aims of this Policy

The aims of this policy are:

- using best endeavours to ensure that all pupils get the support needed in order to access the School's educational provision;
- not treating disabled pupils less favourably than their peers;
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education;
- ensuring that all pupils with disabilities engage as fully as practicable in school activities alongside pupils who do not have disabilities;
- to ensure compliance with the Equality Act 2010 (EA) and the Children and Families Act (2014); and
- 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 pupils and parents with disabilities in all the activities of the School as appropriate;
- train staff to understand the types of disabilities and how to deal with employees, pupils and parents 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; and
- keep under review this policy as well as the School's Admission Policy, Equal Opportunities and Anti-Bullying policies.

The governing body is responsible for determining school policy and provision for pupils with disabilities.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

3. Legislation and Guidance

In drawing up this policy, the School has had regard to the following (in so far as they apply to the School):

- The Education (Independent School Standards) Regulations 2014 (as amended);
- ISI Inspection Framework, September 2023 (last updated November 2024)
- ISI Inspection Handbook, September 2023 (last updated November 2024)
- Special Educational Needs and Disability (SEND) Code of Practice;

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND;
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities;
- Equality and Human Rights Commission guidance 'Reasonable adjustments for disabled pupils' 2019;
- Equality and Human Rights Commission guidance 'Technical guidance for schools in England' (last updated July 2024); and
- The Equality Act and School, DfE non statutory advice (May 2014).

This policy should be read in conjunction with the School's SEND/Learning Support Policy, Admissions Policy, Equal Opportunities Policy, Curriculum Policy, School Development Plan and Accessibility Plan. All of these policies can be made available on request.

4. 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 their ability to carry out normal day-to-day activity (as defined by the Equality Act 2010).

By way of further explanation:

- I. physical disability could include medical conditions for which a person needs to use a wheelchair, for example, cerebral palsy or brittle bones;
- II. a mental impairment could be a recognised mental illness, a learning difficulty or a psychiatric illness;
- III. "long-term" means that the impairment will have lasted or be likely to last for a period of 12 months or more.

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.

5. Discrimination

We will not unlawfully 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 their 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.

6. Admission Procedure for Pupils

The School does not unlawfully discriminate in any way regarding entry and will be open to applications from any prospective pupil with a physical and / or mental impairment or disability, provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them.

Every application will be considered on its merits within the School's criteria for selection on grounds of the child's ability and aptitude. Please see our Admissions Policy (which is available on the School website) for more information.

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. We aim to ensure that all our pupils, including those with a disability, are provided with a safe and inclusive environment in which to learn.

Where a prospective pupil is disabled, the School will discuss with the parents, and if appropriate, their child's medical advisors and/or previous school, to make an assessment of the reasonable adjustments that would be needed in order to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to meaningfully access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the School.

In these circumstances the School will inform the parents of their decision and give reasons why the offer of a place will not be made.

7. Education and Associated Services

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities.

The School regularly reviews pupil progress to help monitor whether children are making expected progress. If there are significant emerging concerns, or an identified disability, the School will take action to put appropriate special

educational provision in place taking into account any advice from specialists. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

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.

8. Reasonable adjustments for pupils

The School is committed to treating all pupils fairly. In light of the School's obligations under the Equality Act 2010, the School will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the School does things);
and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

Reasonable adjustments may typically include:

- making arrangements for a child in a wheelchair to attend an interview in accessible ground floor room;
- providing appropriate assessment papers in larger print for a child with 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 sport activities, as far as is possible.

The School is not legally required to remove physical features or make physical alterations to comply with the duty to make reasonable adjustments for disabled pupils or applicants. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services. The School will discuss the proposed adjustments with parents and, where appropriate, the pupil, the SENCO, and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The School will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate). The School will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services. For further information on reasonable adjustments please see the school SEND/Learning Support Policy, available on the school website.

Existing and prospective pupils

Where the School becomes aware of a disability 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. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.

Once any reasonable adjustments have been identified, the School will consider whether there are reasonable adjustments for the School to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- the School's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

If the impact of making proposed adjustments 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.

Parents can assist the School in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the School if appropriate to implement any measures or reinforce any strategies put in place.

If in the professional judgement of the Head despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the School provides, a disabled pupil is evidently still at a substantial disadvantage, 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, the School reserve the right to request the withdrawal of the pupil. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort after consultation with the parents and the pupil (where appropriate), and in line with the terms of the Parent Contract.

In such a scenario the School will not charge fees in lieu of notice, return the acceptance deposit and do what is reasonable to help parents to find an alternative place 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.

Please refer to our Accessibility Plan, which is kept under review and revised as necessary, for further information. The Accessibility 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 a 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/Learning 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.

Please refer to our SEN/Learning Support Policy (which is available on the School website) for more information.

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);

- 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.

9. Disclosure

To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information is shared with the School. Accordingly, parents are required 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. Parents agree to do this when completing the registration form and accepting the terms and conditions of the Parent Contract.

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 reserves the right to withdraw the offer of a place, or ask the parents to withdraw a child who is already a pupil in line with the terms and conditions of the Parent Contract.

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 and this will be handled in line with applicable data protection law.

10. Queries and Complaints

The School will listen to any concerns expressed by parents about their child's disability.

We hope that any difficulty or concern can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, parents can choose to invoke the School's parental Complaints Procedure, where they feel it is appropriate to do so. The School's Complaints Procedure is available on the School website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send parents a copy of the Complaints Procedure on request.

11. Accessibility plans

In line with its duty under the Equality Act 2010, 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, can participate in the curriculum. This includes teaching and learning and the wider curriculum of the School, such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the School.
- Improve the School's 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. This includes improvements to the physical environment of the school and physical aids to access education, and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The Accessibility Plan is reviewed on a regular basis to ensure that it remains up-to-date and covers all aspects of School life.

12. Review

This policy is regularly reviewed in order to ensure that our provision is making the most reasonable use of time and resources, and that we offer the best provision for disabled pupils.