



## Leighton Park School

### **Disability Policy**

The School has a legal duty to be non-discriminatory towards disabled pupils and to provide equal access and opportunity to the curriculum.

This policy can be made available in large print or other accessible format if required.

#### **Aims:-**

- Support the ethos of the School which respects the rights of disabled pupils, to have equal access to the curriculum, extra-curricular and other services
- Value and encourage all children equally
- Foster positive attitudes towards disability within our community
- Notwithstanding the above, and the School's desire to enrich the lives of all our pupils by pursuing an inclusive policy towards all pupils which reflects the diversity of the outside world and our Quaker values, the School places equal importance on ensuring that no pupil's education and progress is impaired by the behaviour of another pupil.

The School will:-

1. Review the School's Disability Policy and Accessibility Plan on a regular basis and in any event every three years to ensure it is up to date and covers all aspects of school life
2. Make recommendations with a view to improving the accessibility of its education to pupils or prospective pupils with disabilities by means of reasonable adjustments
3. Ensure all staff are aware of changes

#### **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 (**Equality Act 2010**).

By way of further explanation:

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

Other disabilities which may amount to disability include:

- 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
- a person with anti-social tendencies such as paedophilia
- 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.

## **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.

## **Admission to the School**

- Admission to the School depends upon prospective pupil meeting the School's required academic standards.
- The School must feel reasonably sure that throughout the pupil's time at Leighton Park School, it will be able to educate and develop the prospective pupil to the best of his/her potential and in line with the general academic standards achieved by the pupil's peers taking into account all reasonable adjustments.

- The School policy is to apply these criteria and academic standards to all pupils and potential pupils, regardless of any disability of which it is made aware by parents. The School has a legal obligation to make reasonable adjustments to provide for the child's physical and educational needs.
- Leighton Park School requires parents to inform the School in respect of the disability of a prospective pupil in the relevant section of the application form so that the School can make an assessment of the reasonable adjustments that are needed.
- In assessing any pupil or prospective pupil, the School may request from the parents or previous school full details in the form of medical reports, Educational Psychologist's reports, and any other reports which assess the child's disability as it regards as appropriate
- With prior notification of disability, supported by the recommendation of an Educational Psychologist's report, the School may allow extra time in the entrance exam for prospective pupils with a disability.
- 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.

### **Physical Access**

While schools are not currently required to make physical alterations to the fabric of the School in order to meet the needs of disabled pupils, the School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School.

Parents should be aware that the School site covers a wide area with many old buildings of more than one storey and without lifts. As with many secondary Schools, the location of subject areas with designated classrooms requires pupils to move around the site, necessitating the use of steps or stairs in buildings to access classrooms. Pupils with impaired mobility will therefore be somewhat disadvantaged by these problems.

The School is seeking to address these issues as far as possible as part of the buildings development and refurbishment programme, as outlined in the School's Accessibility Plan.

The Accessibility Plan to meet the legal planning duties will seek to improve physical access within the constraints of local planning permission and budgetary resources.

### **Education**

- Staff will continue to be made aware of pupils with Disability or Special Educational Needs by the Head of the Individual Learning Centre, the Health Centre or Heads of Tier/Deputy Head.
- Staff will continue to be made aware of strategies to make "reasonable adjustments" within the classroom so as not to place disabled pupils at a substantial disadvantage in accessing the curriculum. Such strategies will be included in the Staff Handbook.
- Staff will need to adapt their teaching to the learning patterns of individual pupils according to their abilities and needs.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other pupils, nor their Health and Safety (e.g. labs, workshops, sports equipment).
- The School, as an independent School, is not currently required under legislation to provide auxiliary support such as a classroom assistant, or auxiliary aids e.g. laptops or hearing loops. The Equality Act 2010 will in due course require all schools to provide auxiliary aids and services for disabled pupils. In the meantime, if parents are willing to pay for auxiliary aids and

services, the School will carefully consider any proposals and will not unreasonably refuse any requests for such aids and services to be provided.

### **Sporting & Recreational Activities**

- The School will continue to make reasonable adjustments to provide as far as possible equal access to all School activities for disabled pupils.
- Individual Risk Assessment and management strategies will be provided for disabled pupils engaged in School trips or visits.

### **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.

### **Welfare Awareness**

- Staff and pupils are to be made aware of disability and understand its effects and accept and support disabled pupils as part of School life (e.g. "Your Life", Collect)
- Appropriate staff Inset will be provided from time to time to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to (in line with the School's Accessibility Plan):
  - increase the extent to which disabled pupils can participate in the School's curriculum

- 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
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- The School's Equal Opportunities Policy, Anti-Bullying Policy, Codes of Behaviour, pupil and staff handbooks, will be regularly updated to reflect inclusiveness and the difficulties faced by disabled pupils, thereby improve understanding and integration
- The School will agree with parents appropriate regular means of communication with regard to the pupil's progress, behavioural issues and the effects of any medication
- Information on dealing with pupils who have temporary disability, and or wheelchair access, can be found in the Staff Handbook.

### **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.

September 2011