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# THE PERSE SCHOOL CAMBRIDGE

## Policy on Disability (Pupils)

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**This policy applies to the Perse School (“the School”) which comprises the Perse Pelican Nursery and Pre-Preparatory School including the EYFS setting (“the Perse Pelican School), the Perse Preparatory School (“the Perse Prep School”) and the Perse Upper School (“the Upper School”).**

### 1 Aims of this policy

- 1.1 To afford opportunities to pupils who have a disability.
- 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 “*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.**

### 2 Policy statement

The School will -

- 2.1 Maintain a positive culture which seeks to advance the inclusion of disabled people in all the activities of the School and rejects discrimination.
- 2.2 Train staff to understand the types of disabilities and how to deal with pupils and parents who have disabilities. Appropriate training for specific needs is directed by the learning support department and/or school nurse. However, Staff will only administer medication in accordance with the Administration of Medication Policy.
- 2.3 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.
- 2.4 Implement and review the School's **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 pupils and prospective pupils and parents.
- 2.5 Keep under review the impact of this Policy upon the School's **policies generally**.

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

By way of further explanation -

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

Other conditions which may amount to disability include -

- 3.4 Severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings).
- 3.5 Progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity.
- 3.6 A controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes.
- 3.7 A history of impairment, i.e. a person who used to be disabled and has recovered, for example, a person with a previous mental illness.

Disability does not include -

- 3.8 Hay fever.
- 3.9 The manifestation of anti-social tendencies or demonstration of abusive behaviour.
- 3.10 Behavioural difficulties, caused by a reason other than a disability, for example, arising from social or domestic circumstances.
- 3.11 Nicotine, alcohol and other non-prescribed substance addiction unless the addiction was originally the result of administration of medically prescribed drugs or other medical treatment.

### 4 Discrimination

The School will not knowingly discriminate against a disabled person -

- 4.1 In the arrangements for determining **admission 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.
- 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 his/her 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 reasonable 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 disability as defined above**.

- 5.1 The registration or admission form will require the parents (which term includes guardians where appropriate) to give details of their child's disability. The School needs this information so that, in the case of any applicant with particular needs, staff can assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the application process is accessible for the child and that the School can provide adequately for them should the offer of a place be made.
- 5.2 Every application will be considered on its merits within the School's criteria for selection on grounds of the pupil's ability and aptitude.
- 5.3 The School will treat every application from a disabled pupil in a fair, open-minded way.
- 5.4 The School will, where appropriate, require from the parents or previous School full details in the form of medical reports, educational psychologist reports and any other report which sets out 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.
- 5.5 The applications will be considered on the basis that all '**Reasonable Adjustments**' have been, or will be made by the School in order to cater for the child's disability. (See definition below).
- 5.6 The School will not offer a place if, after all Reasonable Adjustments have been made, the School will not be able to provide adequately and appropriately for the pupil's physical and educational needs.
- 5.7 The School shall 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 the place will not be made.

## 6 Education and associated services

The School has an on-going 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; the serving of school meals;
- 6.7 assessment and examination arrangements;
- 6.8 school discipline and sanctions;
- 6.9 exclusion procedures;

- 6.10 school clubs, trips and other activities; and
- 6.11 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 child's disability. The School shall inform the Pupils 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 examination.
- 7.3 Providing examination papers in larger print for a child with a visual impairment.
- 7.4 Rearranging the timetable to allow a pupil to attend a class in an accessible part of the building.
- 7.5 Arranging a variety of accessible sports activities.

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.

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.

## 8 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); or
- the 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, the School will take reasonable steps to:

- remove the feature;
- alter it so it no longer has that effect;
- 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, the School will take reasonable steps to provide it.

## 9 Disclosure

Parents must provide the School with copies of the child's latest medical report, educational psychologist's report and any other information regarding the child'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.

## 10 Accessibility Plans

Each individual School has a written Accessibility Plan which is available, on request from the Assistant Bursar, to all parents and staff.

Each Accessibility Plan includes consideration of how the individual School proposes to -

- 10.1 Increase the extent to which disabled pupils can participate in the **school's curriculum**.
- 10.2 Improve the **physical environment** of the school for the purpose of increasing the extent to which pupils and parents who are disabled are able to take advantage of **education and benefits, facilities or services provided or offered by the School**.
- 10.3 Improve the **delivery** to pupils and parents who are disabled of information which is readily accessible to pupils and parents who are not disabled.

The plans will be reviewed every year by the Assistant Bursar to ensure that they are up-to-date, appropriate and cover all aspects of School life and provide a report to the Governing Board.

## 11 Record Keeping

All records created under this with this policy are managed in accordance with the School's Records Retention Schedule.

<b>Authorised by</b>	Sir David Wright On behalf of the Board of Governors
<b>Date</b>	16 <sup>th</sup> April 2018

<b>Date of next review</b>	April 2019 (or earlier as required)
<b>Circulation</b>	Governors / teaching staff / support staff / parents / pupils [on request]  Published on the School's website. Perse Portal and available from the School Office on request
<b>Status</b>	Complies with the <b>Education (Independent School Standards) Regulations 2014 (SI2014/3283)</b> , <b>Equality Act (2010)</b> and the <b>Special Educational Needs and Disability Act 2001 (SENDA)</b>