



THE PERSE
SCHOOL
CAMBRIDGE

Policy on Disability

The Perse School

April 2020

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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 POLICY AIMS

- 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 RELATED POLICIES

This policy is in accordance with and must be read and applied in conjunction with all of the School's policies, including the Equal Treatment Policy, Staff Equal Opportunities Policy, the Safeguarding and Child Protection Policy, the Policy on Special Educational Needs and Learning Difficulties and Learning Support, the Admissions Policy, the Policy on Behaviour and Discipline, the Anti-Bullying Policy, the Risk Assessment for Pupil Welfare Policy and the Policy on Personal, Social, Health and Economic Education (PSHE), Emotional Wellbeing (EW) and Spiritual, Moral, Social and Cultural Education (SMSC). All policies are available on the school website or Perse Portal and can also be made available in large print or other accessible format if required. The School also has separate Accessibility Plans for The Perse Pelican School, The Perse Prep School and the Upper School. The Plans are available on request from the Domestic Bursar.

3 POLICY STATEMENT

The School will -

- 3.1 Maintain a positive culture which seeks to advance the inclusion of disabled people in all the activities of the School and rejects discrimination.
- 3.2 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.
- 3.3 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.
- 3.4 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.
- 3.5 Keep under review the impact of this Policy upon the School's **policies generally**.

4 DISABILITY

A person has a disability if they have 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 (**Equality Act 2010**).

By way of further explanation -

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

Other conditions which may amount to disability include -

- 4.4 Severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings).
- 4.5 Progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity.
- 4.6 A controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes.
- 4.7 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 -

- 4.8 Hay fever.
- 4.9 The manifestation of anti-social tendencies or demonstration of abusive behaviour.
- 4.10 Behavioural difficulties, caused by a reason other than a disability, for example, arising from social or domestic circumstances.
- 4.11 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.

5 DISCRIMINATION

Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim. The School will not knowingly discriminate against a disabled person -

- 5.1 In the arrangements for determining **admission procedures**.
- 5.2 In the terms on which a place at the School is offered.
- 5.3 By refusing or deliberately omitting to accept an application for admission.
- 5.4 In the provision of **education and associated services**.
- 5.5 In the way the School affords access to any benefit, service or facility offered or provided by the School.
- 5.6 By **excluding** a person on the grounds of their disability.
- 5.7 By **harassing** a person with a disability.

- 5.8 By **victimising** a person with a disability.
- 5.9 By failing to take reasonable steps to ensure that disabled persons are not placed at a **substantial disadvantage** in comparison with non-disabled persons.

6 **ADMISSION PROCEDURE FOR PUPILS**

The School will be open to applications from **any prospective pupil with a disability as defined above**.

- 6.1 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.
- 6.2 Every application will be considered on its merits within the School's criteria for selection on grounds of the pupil's ability and aptitude.
- 6.3 The School will treat every application from a disabled pupil in a fair, open-minded way.
- 6.4 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.
- 6.5 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).
- 6.6 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.
- 6.7 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.

7 **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 -

- 7.1 the curriculum;
- 7.2 classroom organisation and timetabling;
- 7.3 access to school facilities;
- 7.4 school sports;
- 7.5 school policies;
- 7.6 breaks and lunchtimes; the serving of school meals;
- 7.7 assessment and examination arrangements;
- 7.8 school discipline and sanctions;
- 7.9 exclusion procedures;

- 7.10 school clubs, trips and other activities; and
- 7.11 preparation of pupils for the next phase of education.

8 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 -

- 8.1 Making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room.
- 8.2 Allowing extra time for a dyslexic child to complete an entrance examination.
- 8.3 Providing examination papers in larger print for a child with a visual impairment.
- 8.4 Rearranging the timetable to allow a pupil to attend a class in an accessible part of the building.
- 8.5 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.

9 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.

10 **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.

11 **ADDITIONAL WELFARE NEEDS**

The School recognises that pupils with a disability may be at risk of being bullied. The School's anti-bullying policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School will tackle inappropriate attitudes and practices through staff leading by example, through the personal, social, health and economic (PSHE) programmes, through supportive School culture and through the School's policies.

If parents are concerned about their child's welfare they can approach the pupil's form teacher or any senior member of staff to discuss their concerns in private at any time.

Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
- pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
- there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

Any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's safeguarding and child protection policy and procedures."

12 **RISK ASSESSMENT**

Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and educational plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focussed.

13 **ACCESSIBILITY PLANS**

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

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

- 13.1 Increase the extent to which disabled pupils can participate in the **school's curriculum**.
- 13.2 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**.
- 13.3 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 Domestic 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.

14 **RECORD KEEPING**

All records created under this policy are managed in accordance with the School's Records Retention Schedule and may contain personal data. Details of how the School obtains and uses this information is set out in the School's *Privacy Notices* for parents and pupils and the School's Data Protection policy and procedures.

15 **VERSION CONTROL**

Date of adoption of this policy	15 th April 2020
Date of last review of this policy	24 th April 2019
Date for next review of this policy	April 2021
Policy owner (SLT)	Deputy Head (Pupils) / Prep School Head / Pelican School Head
Authorised by	Jonathan Scott On behalf of the Board of Governors
Circulation	Governors / all staff / parents / pupils [on request] Published on the School's website and PersePortal and available from the School Office on request
Status	Complies with the Education (Independent School Standards) Regulations 2014 (SI2014/3283) , Equality Act (2010) and the Special Educational Needs and Disability Act 2001 (SENDA)