Policy on Disability

The Perse School

April 2026

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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 opportunity to and actively promote the well-being of pupils who are disabled;

1.2 To maintain and drive a positive culture towards the inclusion of disabled people in all the activities of the School;

1.3 To ensure compliance with the equality legislation and to have regard to relevant guidance and advice;

1.4 To create a whole school culture of openness, safety, equality, and protection; and

1.5 To have regard to the following guidance and advice:

1.5.1 The Equality Act 2010: advice for and schools (DfE, May 2014, updated June 2018)

1.5.2 Technical guidance for schools in England (Equality and Human Rights Commission, September 2025)

1.5.2 Supporting pupils at school with medical conditions (DfE, December 2017);

1.5.3 Mental health and behaviour in schools (DfE, November 2018);

1.5.4 Special educational needs and disability code of practice: 0 to 25 years (DfE and Department of Health, June 2014, updated September 2024) (Code of Practice);

1.5.5 Working together to improve school attendance (DfE, August 2024);

1.5.6 Mobile phones in schools (DfE, January 2026);

1.5.7 Keeping Children Safe in Education (DfE September 2025); and

1.5.8 Behaviour in schools: advice for headteachers and school staff (DfE, February 2024)

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*, the *Inclusion Equality and Diversity Policy*, the *Safeguarding and Child Protection Policy*, the Special Educational Needs (SEN (or SEND) and English as an Additional Language (EAL) Policy*, the Allergy and Anaphylaxis Policy,* the *Admissions Policy*, the *Policy on Behaviour and Discipline*, the *Anti-Bullying Policy*, the *Risk Assessment for Pupil Welfare Policy* and the *Relationships Education, the Attendance Policy and Relationships and Sex Education Policy*. 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 Director of Operations.

Current guidance recognises that both person-first (e.g. child with autism) and identity-first (e.g. autistic child) language may be appropriate. In this policy identity-first language is used. The school will adopt best practice to respect individual and community preference, and to use language that reflects dignity, inclusion, and the social model of disability.

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.

3.2 Train staff to understand the types of disabilities and how to support pupils and parents who have disabilities. Appropriate training for specific needs is overseen by the learning support department and/or school nurse in collaboration with IE&D staff. Staff will only administer medication in accordance with the Administration of Medication Policy.

3.3 Consult with parents about 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 Use PSHE and IE&D workstreams to encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010.

3.6 Keep under review the impact of this Policy upon the School's **policies generally**.

4 DISABILITY AND DISABILITY DISCRIMINATION

4.1 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)**.

4.2 This policy covers the following forms of discrimination:

4.2.1 **Direct discrimination:** direct discrimination occurs when a person is treated less favourably than another person because of a Protected Characteristic, for example, disability;

4.2.2 **Indirect discrimination:** indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of a protected characteristic, for example, their disability; and

4.2.3 **Discrimination arising from disability:** discrimination arising from disability occurs when a 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:

4.2.4 In the arrangements for determining **admission.**

4.2.5 In the terms on which a place at the School is offered.

4.2.6 By refusing or deliberately omitting to accept an application for admission.

4.2.7 In the provision of **education and associated services.**

4.2.8 In the way the School affords access to any benefit, service or facility offered or provided by the School.

4.2.9 By **excluding** a person on the grounds of their disability.

4.2.10 By **harassing** a person with a disability.

4.2.11 By **victimising** a person with a disability.

4.2.12 By treating a person with a disability unfavourably because of something connected with their disability; or

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

The School has regard to the Equality and Human Rights Commission, Technical guidance for schools (September 2025) to decide whether someone has the protected characteristic of disability.

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/or 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;

6.11 preparation of pupils for the next phase of education; and

6.12 pastoral support and care for pupils with a disability.

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 Equality and Human Rights Commission has published a guide Technical guidance for schools in England (Equality and Human Rights Commission, September 2025) which helps school leaders understand and comply with their reasonable adjustments' duty. 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 under the Equality Act 2010 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. 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

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 ADDITIONAL WELFARE NEEDS

The School recognises that pupils with a disability may be at risk of being bullied. The School's *Anti-Bullying Policy* and *Inclusion Equality and Diversity Policy* make 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.

When teaching pupils about safeguarding, the School recognises that a one size fits all approach may not be appropriate for all pupils and will consider whether it should adopt a more contextualised approach for pupils with a disability.

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 education need, disability or certain medical or physical health conditions that can create additional safeguarding challenges (both online and offline) for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that these may include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration;
- pupils with a disability or certain health conditions may be more prone to peer group isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs;

- some pupils may be unable to understand the difference between fact and fiction in online content and can repeat the content / behaviour in school without understanding the consequences; and
- there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

The School should consider providing extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in place.

Any reports of abuse involving children with disabilities will require close liaison with the designated safeguarding lead (or deputy) and the SENCO (Head of Learning Support).

Any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's *Safeguarding and Child Protection Policy*.

11 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.

The Deputy Head (pupil development and welfare), Head (Prep School) and Head (Pelican School) have responsibility for carrying out, monitoring, implementing, and reviewing the effectiveness of risk assessments.

12 ACCESSIBILITY PLANS

Each individual school has a written Accessibility Plan which is available, on request from the Director of Operations to all parents and staff.

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

12.1 Increase the extent to which disabled pupils can participate in the **school's curriculum**.

12.2 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**.

12.3 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 Director of Operations and associated staff to ensure that they are up-to-date, appropriate and cover all aspects of school life and provide a report to the Governing Board.

13 RECORD KEEPING

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

The information created in connection with this policy may contain personal data. The School's use of personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data. The School's approach to data protection compliance is set out in the School's data protection policies and procedures. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's *Data Protection Policy* and *Information Security and Sharing Data Guidance*.

14 VERSON CONTROL

Date of adoption of this policy	15 April 2026
Date of last review of this policy	March 2026
Date for next review of this policy	March 2027
Policy owner (SLT)	Upper School Senior Deputy Head, Deputy Head (Pupil Development and Welfare) / 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)** and the **Equality Act (2010),** **EYFS Statutory Framework for group and school-based providers (DfE, September 2025, Education and Skills Act 2008, Data Protection Act 2018, UK General Data Protection Regulation (UKK GDPR).**