

Disability Policy (CST)

This policy applies to Benjamin Adlard Primary, Mount Street Academy and Lincoln Carlton Academy.

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1. Aims ¶

1.1. The aims of this policy are:

- to afford equal opportunity to employees and pupils who have disabilities;
- to ensure compliance with equality legislation including the Equality Act 2010; and
- to have a regard to the guidance issued by the Equality and Human Rights Commission “*What equality law means for you as an education provider: schools*”.

2. Scope and Publication ¶

2.1. This policy applies to all staff and pupils at our partnership of schools and all others within the School communities. This policy is available on all the schools websites and can be made available in large print or other accessible format if required.

3. Policy Statement ¶

3.1. This partnership of schools will:

3.1.1. Maintain and drive a positive culture towards inclusion of all people with disabilities in all the activities of the school and foster positive attitudes towards disability within our School community.

3.1.2. Train staff to understand the different types of disabilities and how to act and/or assist people with disabilities. Staff will not be expected, unless medically qualified or trained, to administer medication to pupils.

3.1.3. Educate pupils to understand the different types of disabilities and how to act and/or assist people with disabilities.

3.1.4. 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.

3.1.5. Implement and review the Accessibility Plan with the aim of increasing the accessibility of the School's curriculum, improving the physical environment of the schools and improving access to information for our employees, pupils and prospective pupils and their parents.

4. Definition of Disability ¶

4.1. A person has a disability (a person who has the protected characteristic of disability) if they have a physical and/or mental impairment which has *'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'*.

4.1.1. Further details: "Long-term" means an impairment that is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur

or if the person no longer has the condition, they will be considered to be a person with a disability. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

4.2. Physical impairment: includes conditions that affect the body such as arthritis or epilepsy and hearing or sight impairment (unless this is correctable by glasses or contact lenses), as well as HIV infection, cancer. Physical disability also includes severe disfigurement, such as scarring, even if it has no physical impact.

4.3. Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia.

4.4. 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.

5. Discrimination ¶

5.1. We will not knowingly discriminate against a person with a disability:

- in the arrangements for determining admission or employment procedures
- in the terms on which a pupil place or staff position 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 or dismissing 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 people with a disability are not placed at a substantial disadvantage in comparison with people without a disability.

6. Admission procedure for pupils ¶

6.1. Admission procedure: The School will be open to applications from any prospective pupil with a physical and/or mental impairment. The School will treat every application from a prospective pupil with disability in a fair, open-minded way.

6.2. Informing the School: The registration or admission form will enable the parents to give details of their child's disability. The School will, if appropriate, request from the parents or the previous School full details in the form of medical reports, educational psychologist reports and any other report which assesses the potential pupil'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.

7. Education and associated services ¶

7.1. 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 meals
- 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 ¶

8.1. The school is committed to making reasonable adjustments to allow pupils with disabilities to access the educational provision and related services at the school.

8.2. The School shall inform the pupil and parents of the Reasonable Adjustment(s) that the School are legally required to make for that pupil, which may typically include:

- making arrangement for a child in a wheelchair to attend an interview in an accessible ground floor room
- allowing extra time for a dyslexic child to complete an entrance exam
- providing examination papers in larger print for a pupil with a visual impairment
- rearranging the timetable to allow a pupil to attend a class in an accessible part of the building
- arranging a variety of accessible sports activities.

8.3. The schools are not legally required to make physical alterations such as the provision of a stair-lift or new ground floor facilities, such as a new library.

9. Accessibility Plans ¶

9.1. The Schools have prepared an Accessibility Plan which is available on both the schools websites and 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 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.

9.2. The Plan will be reviewed on a regular basis, to ensure that the Plan is up-to-date and covers all aspects of School life. For further details please refer to the School's Accessibility

Plan.

10. Monitoring and Review ¶

10.1. The Schools will monitor and evaluate the impact of this policy by reviewing the number of complaints, the number of bullying incidents, the number of pupils, parents, governors and staff with disabilities within the School community and the attainment and career progression of pupils and staff with disabilities. The Executive Headteacher will report the results of this evaluation to the Local Governing Body annually.

10.2. This policy will be reviewed and amended in light of the evaluation by the Executive Headteacher and the Local Governing Body annually.

Provision Committee Review Date: Thursday 01st September 2016

Governing Body Review Date: Thursday 17th November 2016

Originally created on Thursday 18th August 2016