



King's High School

Policy:	<i>Disability</i>
Applies to:	<i>King's High School Staff and Pupils</i>
Authors:	<i>Deputy Head Pastoral</i>
Approved by:	<i>KHS Committee, June 2017</i>
Reviewed:	<i>1 July 2019; 1 July 2020</i>
Signed:	<i>S Watson, Deputy Head</i>

Policy on Disability

1 Aims of this policy

- 1.1 To afford opportunity to employees and pupils who have a disability.
- 1.2 To ensure compliance with the *Special Educational Needs and Disability Act 2001* ("SENDA") and the Equality Act 2010
- 1.3 To have regard to the guidance issued by the Dept of Education and the Dept of Health, 'Special Educational Needs and Disability Code of Practice: 0 – 25 years'

2 Policy statement

King's High School ("the School") will –

- 2.1 Maintain and drive a positive culture of anti-discrimination towards disabled people.
- 2.2 Train staff to understand the types of disabilities and how to deal with employees and pupils who have disabilities. Staff will not be expected, unless medically qualified, to administer medication.
- 2.3 Adopt **user-friendly procedures** for considering admissions from parents of disabled children.
- 2.4 Fulfil the planning duty to draw up a three year Disability Development plan (Accessibility Plan), with the aim of increasing the **accessibility of the School's curriculum**, and to improve the **physical environment of the School** and to improve **access to information** for our employees, pupils and prospective pupils.
- 2.5 **Implement and review** the Disability Development Plan regularly.
- 2.6 Keep under review the School's **Admission Policy, Equal Treatment and Anti-Bullying policies** in line with SENDA.

3 Disability

A disability is a *physical or mental impairment which has a substantial, long-term, adverse effect on day-to-day activity* (**Disability Discrimination Act 1995**).

Whether a person is disabled or not for the purposes of the Equality Act 2010 is generally determined by reference to the **effect** that the impairment has on the person's ability to carry out 'day to day activities'. Day to day activities are those carried out by people on a daily basis, but there is a wealth of case law to suggest where the dividing line might fall. For example, activities that are carried *mainly only by men or mainly only by women* can qualify as day to day activities.

The following list on the meaning of impairment is not exhaustive, but generally considered the best starting point.

Meaning of Impairment - In accordance with the Equality Act 2010

A disability can arise from a wide range of impairments which can be:

- Sensory impairments, affecting sight or hearing

- Impairments with fluctuating or recurring effects such as rheumatoid arthritis, ME, chronic fatigue syndrome, fibromyalgia, diabetes, depression and epilepsy
- Progressive, such as motor neurone disease, muscular dystrophy, and forms of dementia
- Auto-immune conditions such as lupus (SLE)
- Organ specific, including respiratory conditions such as asthma, cardiovascular disease and thrombosis, stroke and heart disease
- Developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia
- Learning disabilities
- Mental health conditions with symptoms such as anxiety, low mood, panic attacks, bipolar affective disorder, post-traumatic stress disorder, OCD, and some self-harming behaviour
- Mental illness such as schizophrenia, and depression
- Any long term, severe and significant condition produced by injury to the body and to the brain

Accessibility

Academic/Educationally:

- Staff will need to be aware of pupils with disability or SEND
- 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.
- Staff will need to adapt their teaching to the learning styles and needs of all their 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 (eg labs, workshops, sports equipment)

Social, Sporting and Recreational Activities:

- Individual Risk Assessment and management strategies will be provided for disabled pupils who wish to engage in school trips or visits

Disability does not include –

- 3.1 Hay fever sufferers.
- 3.2 A person with anti-social tendencies such as paedophilia and/or abusive behaviour.
- 3.3 A person diagnosed as HIV positive, until they exhibit physical symptoms or related conditions.
- 3.4 A person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances.
- 3.5 A person who is addicted to nicotine, alcohol and other non-prescribed substances.

4 Disability discrimination

We will not treat a pupil or employee or a prospective pupil or employee less favourably on the grounds of disability *without justification*.

We will not knowingly discriminate against a person on the grounds of disability –

- 4.1 In the arrangements for determining **admission or employment 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 or employment.
- 4.4 In the provision of **education and associated services**.
- 4.5 By **excluding** a person on the grounds of their disability.

- 4.6 By **victimising** a person with a disability.
- 4.7 By failing to take 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 physical and/or mental impairment**.

- 5.1 The registration or admission form will enable the parents to give details of their child's disability.
- 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, if appropriate, request from the parents or previous School full details in the form of medical reports, educational psychologist reports and any other report which assesses the child's disability so that the School can make an assessment of the adjustments that would be needed in order to provide adequately for the pupil's physical and educational needs.
- 5.5 The applications will be considered on the basis that all '**reasonable adjustments**' have been 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 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 going to make or give reasons why the offer of the place is declined.

6 Education and associated services

The School has an on-going duty to make reasonable adjustment in respect of the '*education and associated services provided*'. 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

The School is legally required to make 'reasonable adjustments' in order to cater for a child's disability. The School is **not legally required to supply auxiliary aids or services or to make any alterations to the physical features of the School**.

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 exam.
- 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.

The School is **not legally required** to make adjustments which include –

- 7.6 Physical alterations such as the provision of a stair-lift or new ground floor facilities, such as a new library.
- 7.7 Auxiliary aids and services such as a loop for children with hearing aids; large LCD screen computers and disability trained classroom assistants.

Pupils are required to move around the site necessitating the use of steps and stairs to access some classrooms and public areas.

8 **Disclosure**

Parents will be requested to 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 a 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.

9 **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.

10 **Disability Development Plan/Accessibility plans**

The School has a three-year Disability Development Accessibility Plan. The plan is available, on request, to all parents and staff.

The Disability Development Plan/Accessibility Plan includes consideration of how the 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 disabled pupils are able to take advantage of **education and associated services**.
- 10.3 Improve the **delivery of information** to disabled pupils which is usually provided in writing to pupils who are not disabled.

The plan is reviewed, ideally every year, to ensure that the Plan is up-to-date and covers all aspects of School life as determined under the Act.

By Resolution of the Board of Governors**Head**

Circulation on Request : Pupils, parents, staff and the Governors

Legal Status : Advisory and non-contractual

To be reviewed : May 2021 DH(P)/HR

INFORMATION REGARDING ENTRY FOR APPLICANTS WHO HAVE A DISABILITY

The following is an extract from the School's Policy on Disability:

Admission procedure for pupils

The School will be open to applications from **any prospective pupil with a physical and/or mental impairment.**

1. The registration or admission form will enable the parents to give details of their child's disability.
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.
3. The School will treat every application from a disabled pupil in a fair, open-minded way.
4. The School will, if appropriate, request from the parents or previous School full details in the form of medical reports, educational psychologist reports and any other report which assesses the child's disability so that the School can make an assessment of the adjustments that would be needed in order to provide adequately for the pupil's physical and educational needs.
5. The applications will be considered on the basis that all '**reasonable adjustments**' have been made by the School in order to cater for the child's disability. (See definition below)
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 for the pupil's physical and educational needs.
7. The School shall inform the parents of their decision and give details of the reasonable adjustments they are going to make or give reasons why the offer of the place is declined.

If your daughter has a disability, please give brief details here, **return this form with the registration form** and we will then arrange to meet you to discuss it.

PUPIL'S NAME

DISABILITY

Signed _____

Date: _____

SCHOOL DEVELOPMENT PLAN: 3 Year Disability Accessibility Development Plan: 2020 - 2021

Aim/Project/Priority Area: Disability				
Targets	Criteria for Success	Implementation Strategies	Timescale	Who
<p>Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole school curriculum:</p> <p>a) Review provision of disability aspects in PHSE programme b) review needs of disabled pupils</p>	<p>a) Pupils familiar with access and aware of disability provision and reasons why</p> <p>b) Pupils participate in broad curriculum</p>	<p>Promote that King's now is a fully accessible school – first time in its 141 year history.</p> <p>Continue to :</p> <ul style="list-style-type: none"> • Review progress with curricular changes and potential impact on SEND pupils (public exam results against expectations) • Review the trips on offer in school and the accessibility of them to students with a disability. • Include specialist speaker(s) and opportunities to work with disabled people • Review need of physically disabled pupils and where necessary re-room subjects if required etc. • Review staffs understanding of Specific learning difficulties and disabilities in school and provide specific training to enable them to fully support their students. Continue to communicate needs to staff and train as appropriate <p>The implementation of BYOD and the School's response to Covid-19 has enabled all students to have remote access to all learning through the use of Office 365 suite. This enables pupils with any physical or mental health needs to access their learning remotely.</p>	Autumn term 2020	Head/DHP/DHA
<p>Making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled</p>	<p>Pupils and parents have access to information</p>	<p>Respond to the advice provided by Senco and external agencies and implement resources such as increasing font size, sourcing specialist exam textbooks for visually impaired pupils; inclusion of loop hearing system as required. Review need of students on SEND list for laptops, and other specialist technology or aids.</p> <p>Review the BYOD policy Yr 8-13 and ensure that the needs of Yr 7 disabled student are continuing to be met.</p> <p>Review the expectations made on SEND students e.g. cannot expect a SEND student to produce same amount of homework as another student and should look to giving extensions to those SEND students who require it.</p>	Throughout year	Head/DHP/Senco

Proposed developments in physical access to education and associated services:	Pupils have better access to all curricular areas	Ensure that the final POC project Music school is fully accessible. Continues to check specifics of changes of new small capital build developments including small DDA requirements such as nosing on stairs etc. Continue to ensure that any future estate plans include practical and financial review for disabled provision including any new build developments	During year	Head/Foundation Managers
Financial implications of building design and fabric, resources and training				
Evaluation Procedures				
Increase in provision				

SCHOOL DEVELOPMENT PLAN: 3 year Disability Accessibility Development Plan: **2021 – 2022**

Aim/Project/Priority Area: Disability				
Targets	Criteria for Success	Implementation Strategies	Timescale	Who
Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole school curriculum: a) Review provision of disability aspects in curriculum and specifically PSHEE programme b) review needs of disabled pupils	a) Girls familiar with access and aware of disability provision and reasons why b) Pupils participate in broad curriculum	Review legislation and changes to DDA and other related H&S laws Review progress for individual students with regard their curricular and any further changes that need to be addressed. Ensure that students options for future are being met Include specialist speaker(s) and opportunities to work with disabled people. Work more closely on co-curricular collaboration at Foundation level. Review need of physically disabled pupils and where necessary re-room subjects if required etc. Implementation of new Learning Support procedures with specialist staff team Continue to communicate needs to staff and train as appropriate, so can effectively cater for differing needs	Summer term 2019	Head/ DHA and DHP & Heads of Key Stage
Making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled	Pupils and parents have access to information	Ensure that the BYOD programme is meeting the needs of disabled pupils. Respond to the advice provided by Senco and external agencies and implement resources such as increasing font size, sourcing specialist exam textbooks for visually impaired pupils; inclusion of loop hearing system as required. Review need of students on SEND list for	Throughout year	Head/DHP/ Senco and relevant staff

		laptops, and other specialist technology or aids for exams and other school usage		
Proposed developments in physical access to education and associated services such as disabled transport:	Pupils have better access to all curricular areas	<p>Review the competition of DDA in the final Project One Campus project.</p> <p>Continue to ensure that future KHS estate plans include practical and financial review for disabled provision – progress of Foundation strategic plan for one site.</p>	During year	Head/DHs & Heads of Estates, Operations, H&S & Capital Build team incl. Governors
Financial implications of building design and fabric, resources and training				
Evaluation Procedures				
Increase in provision				

SCHOOL DEVELOPMENT PLAN: 3Year Disability Accessibility Development Plan : 2022 – 2023

Aim/Project/Priority Area: Disability				
Targets	Criteria for Success	Implementation Strategies	Timescale	Who
Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole school curriculum: a) Review provision of disability aspects in school curriculum b) review needs of disabled pupils	a) Pupils are familiar with access and aware of disability provision and reasons why b) Pupils participate in broad curriculum	Review legislation and changes to DDA and other related H&S laws Review progress with curricular changes and options for future Include specialist speaker(s) and opportunities to work with disabled people. Work more closely on co-curricular collaboration at Foundation level. Review need of physically disabled pupils and where necessary re-room subjects if required including around the Foundation site Continue to communicate needs to staff and train as appropriate, so can effectively cater for differing needs	Throughout the year	Head/ DHA and DHP & Heads of Key Stage
Making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled	Pupils and parents have access to information	Evaluate the BYOD policy and the difference made to those disabled pupils and consider full implementation to Year 7 as well. Respond to the advice provided by Senco and external agencies and implement resources such as increasing font size, sourcing specialist exam textbooks for visually impaired pupils; inclusion of loop hearing system as required. Review need of students on SEND list for laptops, and other specialist technology or aids (accommodated in IT strategy).	Throughout year	Head/DHP/ Senco and relevant staff
Proposed developments in physical access to education and associated services such as disabled transport:	Pupils have better access to all curricular areas	Ensure that developments are inclusive of all disabilities across the Foundation site	During year	Head/DHs & Heads of Estates, Operations, H&S & Capital Build team incl. Governors
Financial implications of building design and fabric, resources and training				
Evaluation Procedures				
Increase in provision				

