



Whole School Disability Policy for Pupils (Includes EYFS and Out of School Provision)

Please refer to the **'Whole School Equal Opportunities Policy for Pupils'**, **'Equal Opportunities - Staff'**, **'Whole School Admissions Policy and Procedures'**, **'Whole School Special Educational Needs and Disability (SEND) Policy'**, **'Reasonable Adjustments for Pupils'** and **'Whole School Accessibility Policy and 3 -Year Plan'**.

Policy Statement:

Cranford House is committed to a policy of equal opportunities for disabled pupils and aims to create an environment which enables them to participate fully in the mainstream of School life. This policy also extends to members of the public using School premises and also reflects the School's **'Whole School Accessibility Policy and 3-Year Plan'**.

The Equality Act 2010 defines 'disability' as follows: *'A physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities'*. This has some overlap with the definition of 'special educational needs' (SEN) in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

This policy is available to all interested parties on the School website and in the Cranford School Policies section of the Whole School Staff Teams area on Microsoft Teams for all staff to read. It is reviewed annually, and when events or legislation requires, by the Headmaster, the Deputy Head (Academic), SENCo and the Governors. The next review date is May 2024.

Aims:

The aims of this policy are to ensure that:

- disabled pupils are not treated less favourably;
- reasonable steps are taken to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustments' duty). See the School's **'Reasonable Adjustments for Pupils'** policy;

- disabled pupils have access to the appropriate support and adaptations to enable them to be fully included in the life of the School;
- the views of the individual pupil are taken into account when their needs are being assessed;
- members of staff working with disabled pupils have appropriate information and support;
- the School takes steps to enable pupils who become disabled during their time at the School to continue in their chosen course of study;
- disabled members of pupils' families can participate in public events held on School premises; so far as is reasonably practicable, School premises are made accessible and safe for disabled people.

Implementation:

The School expects all its staff to be aware of this policy and its relation to the SEND Code of Practice (2015) and to treat disabled pupils fairly, with respect and in accordance with this policy. In addition, School Governor (Mrs Flora Cooper) has been appointed to be the first point of contact on the Governing Body for Learning Support or Disability issues.

Disability Code of Practice:

Code of Practice Relating to Pupils:

In accordance with the relevant disability provisions set out in the Equality Act 2010 and SEND Code of Practice 2015, the School will make reasonable adjustments to support pupils in their learning environment and remove or reduce barriers which prevent disabled pupils from successful participation in all aspects of School life.

Admissions:

Cranford House School is committed to treating its pupils fairly. The Equality Act 2010 requires that we take reasonable steps to ensure that disabled pupils are not put at a substantial disadvantage by comparison with pupils who are not disabled. Please refer to the School's **'Reasonable Adjustments for Pupils'** for further details which is available to all interested parties on the School website and in the Cranford School Policies section of the Whole School Staff Teams area on Microsoft Teams for all staff to read. Applications from all pupils will be assessed on the basis of suitability for the class or year group in question. Discussions about the support requirements of pupils will be separate from that consideration.

The School will make available clear information about access to buildings and support facilities to enable disabled pupils to make an informed choice of appropriate School.

The Headmaster and SENCo will discuss the teaching and learning activities entailed, to ensure that any learning support and other needs are clearly identified. Designated members of staff will receive appropriate training. The parents and the pupil will at all times be fully involved in the process.

No pupil will be refused a place at the School solely because they are disabled. Every opportunity will be provided for full consideration of the specific support or facilities required for disabled pupils and all reasonable adjustments will be made.

The School will only refuse a pupil for reasons arising from their disability where:

- there are overriding health and safety concerns, or
- in rare circumstances, when a necessary reasonable adjustment cannot be made.

If a pupil is refused a place, a record of the decision and the reasons for it will be kept for one year. When requested, the School will give feedback to the applicant or their representative.

Curriculum and Assessment:

The School will take all appropriate steps to ensure that the curriculum (including work experience placements and other specialist learning environments) are organised in ways which offer the best possible opportunities for full participation by disabled pupils.

The Deputy Head (Academic) who is also the SENCo and the Deputy Head (DSL) will identify designated members of staff with whom disabled pupils may discuss the specific requirements of their intended curriculum in advance to ensure that learning support and other needs are identified and made known to relevant staff. This mechanism should also be used to enable disabled pupils to discuss any emerging needs and identify appropriate possible courses of action to address those needs. Designated members of staff will receive appropriate training. In addition, a School Governor (Mrs Flora Cooper) has been appointed to be the first point of contact for Learning Support or Disability issues.

Appropriate Access Arrangements and reasonable adjustments and adaptations will be made to enable pupils to fully access all modes of examination and assessment; these will be determined after consultation with the pupil, parents, external agencies, relevant academic staff and JCQ and exam boards, as necessary, to enable pupils to sit examinations and not be disadvantaged.

Any request for specific arrangements in relation to examination and assessment procedures must be supported by medical or other evidence and it is the responsibility of the pupil's parents to make that information available to the School.

Pupils who become disabled:

The School will take all appropriate steps to ensure that a pupil who becomes disabled during their schooling has every opportunity to complete their education:

- through the provision of the same level of adaptations and support as a comparable student who was disabled at the start of their course, and/or
- through execution of examination regulations after consultation with the relevant Exam Board and then through the JCQ.

Other Support Services:

The School will aim to ensure that disabled pupils have equal access to all pupil support services. While it is recognised that some of these services are located in buildings which have access problems, the School will ensure that the service can be provided in such a way that the needs of disabled pupils are met.

Examples of this would be assistance in the library to obtain books, provision of information in Braille, or via audio, large print or other alternative forms, provision of open days and other events in accessible venues. Where appropriate, guidance will be sought from a medical practitioner/occupational health adviser.

Responsibility:

All School staff are expected to be aware of this policy and treat disabled pupils in accordance with these provisions. In particular, Senior Leadership Team (SLT) members will be responsible for ensuring that the policy is communicated effectively and is being implemented in their area.

In addition, the SENCos, the SLT and the Headmaster are responsible for:

- Providing information and advice with regard to support for disabled pupils to staff in academic and other departments throughout the School, including outside providers of clubs etc.
- Providing a service to individual pupils. This includes determining support needs, study skills advice for pupils with Specific Learning Difficulties, helping pupils apply for 'Disabled Students' Allowance' and other sources of additional funding and advocacy;
- Developing policy and provision for disabled pupils in conjunction with the Governing Body;
- Promoting positive attitudes to disabled people through staff training and development;
- Taking appropriate action, including disciplinary action where necessary against individuals who fail to comply with this policy.

Complaints:

A complaint may be made, or a grievance raised through the formal complaints system. Please see '**Whole School Complaints Procedure for Parents**' which is available to view on the School website.

Reviewed: May 2018: Headmaster, SENCo and Governors
Reviewed: May 2019: Headmaster, Deputy Head (Academic) and SENCo and Governors
Reviewed: May 2020: Headmaster, Deputy Head (Academic) and SENCo and Governors
Reviewed: May 2021 by Headmaster, Deputy Head (Academic) and SENCo and Governors
Reviewed: May 2022 by Headmaster, Deputy Head (Academic), SENCo and Governors
Reviewed: May 2023 by Headmaster, Deputy Head (Academic), SENCo and Governors
Review Due: May 2024 by Headmaster, Deputy Head (Academic), SENCo and Governors