



# SEDBERGH SCHOOL and SEDBERGH JUNIOR SCHOOL

## DISABILITY POLICY

### 1. Introduction

In producing this policy the following are recognised

- 1.1 Sedbergh School and Sedbergh Junior School's duty under the Disability Discrimination Act (1995) as amended by the Special Educational needs and Disability Act (SENDA) (2001) –

“From September 2002 it will be unlawful for schools to discriminate against disabled pupils in their admission and exclusions, education and associated services.”

- 1.2 That Sedbergh School and Sedbergh Junior School must not treat disabled pupils less favourably and must take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the “reasonable adjustment duty”)

- 1.3 That equality for disabled pupils is included as an explicit aim in all School Policies.

- 1.4 That the School and Governors have a duty to publish Accessibility Strategies and Plans. These should cover the whole Life of the School.

- 1.5 Planning Duty - This has three strands that must be covered in the Policy -

- ◆ increasing the extent to which disabled pupils can participate in the School curriculum
- ◆ improving the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of all that the School has to offer.
- ◆ improving the delivery to disabled pupils of information that is already provided in writing to pupils who are not disabled. This should be done within a reasonable time scale.

## 2. Introduction

2.1 Sedbergh School and Sedbergh Junior School strive to ensure that the Christian ethos and culture are such that whatever the disabilities and needs of members of the community, everyone is equally valued and treat one another with respect. Pupils are provided with the opportunity to experience, understand and value diversity in its many forms.

2.2 For the purpose of this Policy the definition of disability is –

**“A person suffers a disability if he or she has physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day to day activities.”**

This definition is a broad definition and covers physical disability, sensory impairments, such as those affecting sight or hearing, and learning disabilities.

### 2.3 Expanded Definition

Some expanded clarification is given below

**“Impairment”** covers mental or physical impairments, such as those affecting sight and hearing (not normal wearing of glasses/contact lenses). The mental impairment is intended to cover all “learning difficulties”.

**“Long Term”** means at least twelve months (so not broken bones), temporary infections (Glandular fever might be difficult) but it would include conditions that can go into remission without being cured.

**“Normal day to day”** activities mean activities carried out by most people regularly, (therefore not sporting or musical specialists), and fit under the broad headings of

- ◆ mobility, manual dexterity, physical co-ordination
- ◆ continence
- ◆ ability to lift, carry or otherwise move everyday objects
- ◆ speech, hearing or eyesight
- ◆ memory or ability to concentrate, learn or understand
- ◆ perception of the risk of physical danger

If a condition is incurable it might be receiving treatment to ease the symptoms: this does not mean that the condition is not longer deemed to be a disability. People with severe disfigurements are covered without having to demonstrate an adverse effect on day to day activities. Progressive conditions are covered (MS, cancer etc). once they have had an adverse effect.

### **Excluded specifically –**

- ◆ addiction to or dependency on alcohol, nicotine or other substances ( unless medically supplied ) Hay fever and related allergies.
- ◆ tendency to set fires, steal or physically or sexually abuse other persons.

### **3. General Aims**

The strategies that will be used to ensure that all pupils, including those with disabilities, can participate fully in the life of the School are

- ◆ having equally high expectations of all pupils
- ◆ setting admissions criteria which do not discriminate against pupils with disabilities or treat them unfairly. The School's admission criteria will be applied equally to all potential pupils regardless of disability.
- ◆ devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- ◆ finding ways in which all pupils can take part in the full curriculum including creative subjects (Art, IDT, Home Economics etc) sport, music and drama.
- ◆ planning out of School activities so those pupils with disabilities can participate.
- ◆ by providing written information for pupils with disabilities in a form which is user friendly.
- ◆ planning the physical environment of the School to cater for the needs of pupils with disabilities.
- ◆ raising awareness of disability among all Sedbergh School staff through a programme of training.

### **4. Actions**

These aims have inherent in them “the duty to make reasonable adjustment” which means that Sedbergh School and Sedbergh Junior School will do everything it can to ensure that a disabled pupil is not placed at a substantial disadvantage. When it has worked out what, if anything, can be done to achieve this result, it will apply a “reasonableness test” to any possible action.

The following factors will be taken into account

- ◆ the need to maintain academic, musical, sporting and other standards

- ◆ the cost of taking a particular step, and the financial resources available, including external sources
- ◆ the extent to which it is practicable to do so
- ◆ health and safety requirements
- ◆ the interest of other pupils

There are two exceptions to the reasonable adjustments duty

- ◆ schools do not have to provide auxiliary aids (ie a special piece of equipment such as a hearing loop) or service (ie arranging additional support such as a designated classroom assistant). If provided they are chargeable to parents.
- ◆ physical alterations to building – such as the installation of lifts – do not have to be made.