

Disability Policy (CST)

This policy is applicable to all CST Schools Trust (CST) schools and academies.

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1. Aims of this policy ¶

- To afford equal opportunity to employees, pupils and other persons with 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. Related policies ¶

- Admissions Policy
- Equal Opportunities Policy
- SEN Policy
- Anti-bullying Policy

- Accessibility Plan

3. Policy statement ¶

This partnership of schools will:

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

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'*.

Further detail

- '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.

Physical disabilities

These can be grouped into physical and/or sensory needs and 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.

Mental disabilities

These can be grouped into communication and interaction, cognition and learning or social, emotional and mental health conditions. Conditions such as dyslexia and autism, learning disabilities resulting from Down's syndrome or mental health conditions such as depression and schizophrenia.

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. SEND Code of Practice 2014 ¶

The SEND Code of Practice (2014) recommends a 'graduated response' to identifying and removing barriers to learning in order to put effective education provision in place. Using the cycle of plan, do, review and assess teachers will adapt provision to cater for all levels of learning.

Universal interventions will be promoted widely as this involves high quality teaching for all, with differentiation in response to pupil need.

Targeted support: some pupils will be selected to participate in small group interventions in

order to 'close the gap' with their peers.

Specialist support requiring input from external professionals will be organised for the minority of pupils with specific or exceptional needs.

The SENCo or Inclusion Manager involves parents in discussions at all stages, from identification of a SEN need, to the development of individual education plans and requests and review of Education and Health Care plans.

The school will apply to the Local Authority, if there are pupils with exceptional needs that require a very high level of additional support. This Exceptional Needs Funding (ENF) is subject to Annual Review.

6. Discrimination ¶

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.

7. Admission procedure for pupils ¶

Admission procedure

The School will be open to applications from any prospective pupil with a disability. The school will treat every application from a prospective pupil with disability in a fair, open-minded way.

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.

8. Education and associated services ¶

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
- recruitment and selection of staff.

9. Recruitment and selection procedures ¶

The school will be open to applications from any prospective person with a disability. The school will treat every application from a prospective candidate with disability in a fair, and open-minded way.

10. Reasonable Adjustments for persons with a disability ¶

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

The School shall inform the pupil and parents, or any adult with a disability, of the Reasonable Adjustment(s) that the School are legally required to make for them, which may typically include:

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

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.

11. Accessibility plans ¶

The Schools have prepared an Accessibility Plan which is available on 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 or adults with a disability may be included in the workforce,
- improve the physical environment of the school for the purpose of increasing the extent to which pupils or adults with a disability are able to take advantage of education and

benefits, facilities or services provided or offered by the School,

- improve the delivery to pupils and adults with a disability of information which is readily accessible to pupils and adults who do not.

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.

12. Monitoring and Review ¶

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

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: Friday 01st September 2017

Governing Body Review Date: Thursday 28th September 2017

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