



# St George's Junior School

WEYBRIDGE

## DISABILITY POLICY

### Preamble

The Junior School has a legal duty to be non-discriminatory towards disabled pupils and to provide equal access and opportunity to the curriculum.

### Disability Policy – Our Aim is to:

- Support the ethos of the school as a Catholic, Christian, Josephite community and to live and promote the Gospel values of Christ.
- Respect the rights of disabled pupils, to have equal access to the curriculum, extra-curricular and other services.
- Equally value and encourage all children.
- Foster positive attitude towards disability within our community.
- Notwithstanding the above, and the Junior School's desire to enrich the lives of all our pupils by pursuing an inclusive policy towards all pupils which reflects the diversity of the outside world and our Christian values, the Junior School places equal importance on ensuring that no pupil's education and progress is impaired by the behaviour of another pupil.
- To achieve our aims, the Junior School has a Disability Policy. A Committee will exist with a brief to:

Review the Junior School's Disability Policy and Accessibility Plan at least every three years.

Make recommendations with a view to improving the accessibility of its education to pupils or prospective pupils with disabilities by means of reasonable adjustments.

### Admission to the Junior School

- Depends upon prospective pupil meeting the Junior School's entry criteria to maintain and, if possible, to improve the educational and general standards of all its pupils, in keeping with the Junior School's mission statement.
- The Junior School must feel reasonably sure that throughout the pupil's time at the Junior School, it will be able to educate and develop the prospective pupil to the best of his/her potential and in line with the general standards achieved by the pupil's peers.
- The Junior School policy is to apply these criteria to all pupils and potential pupils, regardless of any disability of which it is made aware by parents. The Junior School has a legal obligation to make reasonable adjustments not to put any disabled pupil

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Policy owner: Headmaster

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or potential pupil at a substantial disadvantage compared with other pupils who are not disadvantaged because of disability in accordance with its SENDA Policy from 1 April 2015 to 31 March 2018.

- The Junior School requires parents to inform the Junior School in respect of the disability of a prospective pupil in the relevant section of the application form for the Junior School.
- In assessing any pupil or prospective pupil the Junior School may take such advice and require such assessments e.g. Ed.Psy. report and recommendations as it regards as appropriate.
- With prior notification of disability, supported by the recommendation of an Ed.Psy. report, the Junior School will allow 25% extra time in the entrance exam for prospective pupils with a disability.

### **Physical Access**

- Under the legislation we are not required to remove or alter physical features.
- Parents should be aware that the Junior School site was originally a secondary school and is located in a 50 acre site.
- The Junior School requires pupils to move around the site, necessitating the use of steps or stairs in buildings to access classrooms. Pupils with impaired mobility will therefore be disadvantaged by these problems and may therefore be prevented from access to a number of the educational and other facilities the Junior School offers.
- Improvements of these problems cannot be achieved in a substantial way by reasonable adjustments short of major alterations at prohibitive cost to the Junior School.
- The Accessibility Plan to meet the legal planning duties, will seek to improve physical access within the constraints for local planning permission and the budgetary impact outlined above.

### **Education**

- Staff will continue to be made aware of pupils with Disability or Special Learning Needs (by Academic Support, Health Care Assistant or Pastoral teams).
- 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 (SMT → MMT + CLs for inclusion within Departmental Handbooks, by discussion at department meetings).
- Staff will need to adapt their teaching to the learning patterns of all the pupils according to their abilities and needs (CLs → Schemes of Work for department and by lesson observation and Equal Opportunities Policy).
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other pupils, nor their Health and Safety (e.g. science lab, art room, sports equipment).

- Staff will continue to support disabled children through his/her I.E.P. as drawn up by the Junior School's SENCO and the relevant HoY and GT.
- The Junior School, as an independent school, is not required under legislation to provide auxiliary support such as a Teaching Assistant, or auxiliary aids e.g. laptops or hearing loops.

### **Sporting and Recreational Activities**

- The Junior School will continue to provide equal access to all Junior School activities for disabled pupils, within the constraints of the physical nature of the site, the budgetary costs, the Health and Safety implications and difficulties of supervision.
- Individual Risk Assessment and management strategies will be provided for disabled pupils engaged in school trips or visits.

### **Welfare Awareness**

- Staff and pupils are to be made aware of disability and understand its effects and accept and support disabled pupils as part of Junior School life (e.g. PSHE, Assemblies).
- Appropriate Staff INSET will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.
- The Junior School's SENDA, Equal Opportunities Policy, Anti-Bullying Policy, Codes of Behaviour, pupil and staff handbooks will be updated to reflect inclusiveness and the difficulties faced by disabled pupils, thereby improve understanding and integration.
- The Junior School will agree with parents appropriate regular means of communication with regard to the pupil's progress, behavioural issues and the effects of any medication.