



DISABILITY POLICY

INTRODUCTION

1. This policy is a 'Whole School Policy' and informs practice in the Senior School, Prep School and Nursery. Battle Abbey School recognises its general responsibilities under the Disability Equality Duty to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

At Battle Abbey School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the School. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils. We will not tolerate harassment of disabled people with any form of impairment.

DEFINITION OF DISABILITY – THE DISABILITY DISCRIMINATION ACT 2005

2. In the Act, a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities. For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act. The definition of 'disability' now also includes people with HIV, multiple sclerosis and diagnosed cancer. Individuals with mental illnesses no longer have to demonstrate that it is 'clinically well recognised', although the person will demonstrate a long-term and substantial adverse effect on his/her abilities to carry out normal day-to-day activities. In addition to pupils with long term impairments which significantly impact on their day to day activities, all pupils with SEN and those with long term medical needs are treated as disabled for the purposes of the Act and equality.

AIMS

Curriculum – to ensure that curriculum and other planning takes account of all forms of disability and makes provision for a wide range of needs so that all pupils have access to an excellent education, both academic and social.

Physical environment – to ensure that, as far as reasonably practicable, needs of pupils with disabilities are met in terms of the physical environment of the School.

Information – to ensure that written and other communications with pupils take into account the needs of those with disabilities.

WHAT WE DO

3. At Battle Abbey School, we involve disabled people in the following ways:

- Pupils – we identify our disabled pupils with disclosure by parents, feeder schools and discussions with the SENCO. Information on all disabled pupils is collated by the SENCO and disseminated to other staff;
- Staff and Governors - are asked to self-disclose any disability and what reasonable adjustments that they feel they need to fully participate in school life;
- Parents – are invited to let the School know, in confidence, if they have a disability and again what adjustments that we might make to enable them to fully participate in their child's education.

We also monitor access to extra curricular activities (inside and outside the school day) for all disabled pupils. This will include school trips and all school minibuses have access for physically disabled pupils. The PHSE and RS curriculum includes topics which enhance social relationships for all including those between disabled and non disabled pupils.

ADMISSIONS AND DISABLED PUPILS

4. We advise parents of children with physical disabilities to discuss their child's requirements with the Headmaster before he or she sits the entrance exam so that we can make adequate provision for him/her. If necessary parents should provide a copy of a medical report to support their request, for example, for large print material or other special arrangements. Factors that may be taken into account when making an initial assessment include:

- Maintaining the School's standards
- Costs
- Practicability
- LDD/SEN provision
- Health and Safety
- The interests of other pupils in the School

5. Battle Abbey School will not discriminate on grounds of physical disability, although there will be cases that the School cannot reasonably cater for. If it is possible to make practical changes that will not prove too disruptive to the workings of the School, and if these changes can be done at a reasonable cost, then the School will be happy to make such reasonable adjustments to accommodate the child.

6. Parents and prospective parents of disabled children may wish to obtain copies of Battle Abbey School's Accessibility Plan from the web site. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors although the nature of the building restricts adjustments possible. Battle Abbey School has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic buildings on a scattered site. Parents should note that in the event that special needs become apparent during the course of a pupil's time at Battle Abbey School, the Headmaster may deem it necessary to require parents to remove the child. That said, the School will do all that it reasonably can to cater for pupils in its care.

7. If a decision is taken not to admit the child, parents can appeal to the School Governors through the Chairman and a claim of disability discrimination can be made to the SEN and Disability Tribunal.