



ST. EDWARD'S OXFORD

Disability Policy

Under the Equality Act 2010 and Special Educational Needs and Disability (SEND) Act 2001, St. Edward's School has a legal duty to be non-discriminatory towards its disabled pupils and to provide equal access and opportunity to the curriculum for all the pupils it admits. The Act defines a person as disabled if "he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities". The main duties of a school are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

1. The School's policy is aimed to:-

- Support St Edward's School which exists to provide all-round education for each individual in its care.
- Respect the rights of those disabled pupils we admit, and to provide equal access to the curriculum, extra-curricular and other services.
- Equally value and encourage each of our pupils.
- Foster a positive attitude towards disability within our community.
- Notwithstanding the above, and the School's desire to enrich the lives of all our students by pursuing an inclusive policy towards all pupils which reflects the diversity of the outside world and our Christian values, the 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 School has produced this Disability Policy. A Committee will be established with a brief to:-
 - i. Review the School's Disability Policy and Accessibility Plan at least every three years.
 - ii. Make recommendations with a view to improving the accessibility of its education to pupils or prospective pupils with disabilities by means of reasonable adjustments.

2. Admission to the school

- Depends upon prospective student meeting the School's entry criteria to maintain and, if possible, to improve the educational and general standards for all its pupils.
- The School must feel reasonably sure that throughout the pupil's time at School, it will be able to educate and develop the prospective student to the best of his/her potential and in line with the general standards achieved by the pupil's peers.
- The 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 School has a legal obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared with other

- pupils, who are not disadvantaged because of disability.
- The School requires parents to inform the School in respect of the disability of a prospective pupil in the relevant section of the new pupil's forms (Form D).
- In assessing any pupil or prospective pupil the School may take such advice and require such assessments, for example a report from an Educational Psychologist or a doctor, and make recommendations as it regards as appropriate.
- With prior notification of disability, supported by the recommendation of an appropriate professional, the School will make reasonable adjustments, including up to 25% extra time, in the entrance exam for prospective students with a disability. Word processing facilities will be available, if deemed necessary by Debra Clayphan, Head of Learning Support.

3. Physical access

Under the legislation we are not required to remove or alter physical features.

- Parents should be aware that the School site covers a wide area with many old buildings of more than one storey and without lifts. Like many secondary schools, the School has subject areas with designated classrooms. This 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 School offers.
- The School will try and resolve these problems by making all reasonable adjustments. However, it should be recognised that some problems of access may be unsolvable as they involve major alterations at prohibitive cost.
- 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.

4. Education

- Teachers will be made aware of any pupils with particular educational, medical or welfare needs. A central database will be maintained by the Head of Learning Development, the Senior Nurse Manager and the HMs. The HMs will be responsible for including any relevant welfare information that could have an impact on a pupil's education.
- The Academic Deputy and the Head of Learning Development will assess every pupil on the database and decide on what reasonable adjustments need to take place to enable a pupil to access the curriculum and extra-curricular education in the school. These reasonable adjustments will be recorded on the database.
- Teachers will be expected to be aware of the educational, medical and welfare needs of the pupils in their classes or when taking an activity or trip.
- Teachers are expected to adapt their teaching to the learning patterns and styles of all the pupils according to their abilities and needs. Departmental handbooks should contain suitable guidance for new teachers joining the School.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other pupils, nor their health or welfare. Laboratories, workshops and sports facilities are areas of potential risk.

- Teachers will continue to support disabled children through his/her individual education plan as drawn up by Academic Support.
- The School, as an independent school, is not required under legislation to provide auxiliary support such as a classroom assistant or auxiliary aids e.g.: laptops or hearing loops.

5. Sporting and recreational activities

- The School will continue to provide equal access to all activities for disabled students, 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 students engaged in school trips or visits.

6. Welfare awareness

- Teachers and pupils are to be made aware of disability and understand its effects and accept and support disabled students as part of school life. This should form part of the School's PSHE provision and Inservice training programme.
- 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 School's Equal Opportunities Policy, Bullying Policy, Codes of Behaviour, student and staff handbooks, will be updated to reflect inclusiveness and the difficulties faced by disabled students, thereby improve understanding and integration.
- The School will agree with parents appropriate regular means of communication with regard to the student's progress, behavioural issues and the effects of any medication.

7. Accountability

An annual report, to be drawn up by the Bursar and Sub-Warden, will be presented to the Governing Body at its summer meeting.