



Disability Policy

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General Statement

Edgbaston High School is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relative merits and abilities. This commitment is shared by pupils, parents, staff and governors.

We oppose all forms of unlawful or unfair discrimination on the grounds of disability and aim to ensure equal treatment for everyone in all aspects of school life. For these purposes the School will apply the definition of disability as provided by the Disability Discrimination Act 1995 and the SEND and Disability Act 2001, as outlined in the Equality Act 2010. In addition, the school will have regard for the SEND code of practice (2015) and conduct themselves in line with the Children and Families Act 2014. The school works in line with GDPR Rules and the Data Protection Act 2018.

Reference to disabled people includes disabled children, young people or adults as pupils, employees, governors, parents and carers and other members of the wider community who might use the school premises for leisure or other activities. The definition of disability used is 'a physical or mental impairment that has a substantial and long term adverse effect on the ability to carry out normal day to day activities'.

How long is long term - To satisfy the definition in the Act, the disability must:

Have lasted at least 12 months, or be likely to last at least 12 months, or be likely to last for the rest of the person's lifetime (if less than 12 months). The Act also covers people whose condition may involve periods of remission. Although the impairment may no longer have an adverse effect, it will still be deemed to have that effect if it is "likely to recur".

What are normal day to day activities - The phrase “normal day-to-day activities” means those activities that are “normal” for most people in their everyday lives, such as walking, driving, using a telephone, reading a book and forming social relationships.

What is substantial adverse impact - Substantial means more than minor or trivial.

Protected Characteristics

There are seven protected characteristics in the Equality Act 2010 which apply to the provision of education in school.

- Disability
- Gender Reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex (single sex schools are allowed to apply an admission procedure to admit pupils of one sex)
- Sexual orientation.

And two which apply in addition to staff employed

- Age
- Marriage and civil partnership

Admissions and Pupils with Disabilities, SEN and Learning Difficulties

The school is academically selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is important and the school will make reasonable adjustments and provide appropriate access arrangements for pupils upon application. Pupils with physical disabilities are welcome. Pupils, whose Special Educational Needs and Disability (SEND) and learning difficulties are suited to the curriculum, are also welcome provided that the Academic Support Department can provide them with the help and support that they require.

The Selection Process

The school's selection policy is described in its Admissions Policy. Applications from all who have the ability and aptitude to access an academic curriculum are welcome. However, parents of children with SEND or learning difficulties are advised to discuss their child's requirements with the school before they sit the entrance examination so that adequate provision can be made for them on the day. The school reserves the right to make a decision based on their ability to provide for the pupil's needs, best interests and their impact on the wider community. Parents are asked to provide a copy of a medical report or educational psychologist's report to support their request, for example, for large print material, extra time, use of laptops or other special arrangements.

Before Entry

Each pupil with SEND requires special consideration and treatment. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a pupil at the school.

Barriers to Learning

The school recognises that social, emotional and mental health difficulties can present barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The school aims to work together with families to overcome or minimise these as far as is possible.

Since pupils with SEND have very specific needs, the school recognises the importance of communicating closely with parents with regards to learning assessments for their child/children and related targets for improvement.

Physical Accessibility

Parents of current and prospective pupils with disabilities may wish to obtain copies of the school's accessibility plan from the school. This shows the ways in which the Governors plan to make the buildings progressively more accessible to disabled pupils, disabled parents and visitors. The school has an active monitoring policy and will make reasonable adjustments taking into account an individual pupil's needs, within the constraints imposed by its historic and listed buildings, scattered site. Facilities for wheel-chair users and hearing loops are being introduced progressively as the buildings are upgraded and included in any new build.

Other Adjustments

Depending upon need, children can use laptop computers in class, and can be given large print or documents printed on coloured paper if required.

Menus can be devised to cater for special dietary requirements.

The school considers what it can do to ensure that a disabled pupil is not placed at a substantial disadvantage. The following factors are taken into account in considering whether an adjustment would be 'reasonable':

- the effect of the disability on the pupil;
- whether the step would overcome the substantial disadvantage;
- the need to maintain academic, musical, sporting and other standards; the need to participate in the school curriculum, including its breadth'
- the financial resources available;
- the cost of taking a particular step;
- the extent to which it is a practicable to do so;
- the extent to which support will be provided via an EHCP;
- health and safety requirements;
- the interests of other pupils.

We are able, depending on need, to arrange for children to use laptop computers in classes, and, for example, for large print documents to be given to those with impaired vision. No extra charges are made for this provision.

Medical Care

The School has 3 fully trained nurses who oversee the day to day care of our pupils and we have a well-resourced medical room. The school has a medical advisor who is available for support and guidance as required.

Pupils with EHCPs and Carers

Pupils with EHCPs from their local authorities who are suited to the school's educational offer are welcome. If a pupil with a EHCP requires their dedicated carer in school, for example, to assist with personal care, writing, etc this can be accommodated provided that the carer has an enhanced DBS check arranged by the school and complies with the child protection regulations in force at the time. The school would require a carer (like a new member of staff) to sign a written agreement undertaking to comply with the school's child protection policies and to attend the child protection induction briefing that is given to all new members of staff before working unsupervised on site.

A pupil's dedicated carer is not a school employee and the pupil's parents would be asked to provide the school with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to their child.

The Academic Support Department

The school has SENDCo support in all areas:

Mrs Robinson in Westbourne
Mrs Goodyear in the Preparatory School
Miss Welsh in the Senior School

Some disabled pupils may also require specialist support from the learning support department. This would normally be discussed with parents before their child enters the school. Pupils with identified or suspected special educational needs will be assessed at their parents' expense by a specialist so that the areas that require support can be identified. Specialist one-to-one support and help with study skills are offered outside the normal curriculum. The school works closely with the child and their parents and to help them to overcome the barriers that their needs present.

The Academic Support Department will prepare a single page profile which will appear on the SEND register detailing the pupil's areas of need/s, support strategies and any access arrangements. The child, together with their parents and teachers, review the profile annually, updating more regularly where required.

Pupils new to the Senior school undertake Lucid Testing in order to assess any support needed.

English as an Additional Language

In order to cope with the academic and social demands of the school pupils must be fluent English speakers. The school may recommend that some children, whose first language at home is not English, receive individual tuition in English as an additional language.

Role of the SENDCo

Working closely with the pastoral and academic deputy, heads of Department and Year Group Coordinators, the SENDCo plays a key role in determining the strategic development of the SEND policy and provision in the school in order to cater for the individual needs of pupils with SEND. She will liaise closely with the pupil's teaching staff, family and where appropriate, with the school's medical staff and with external agencies. The Head of the Academic Support department attends regular external training in order to remain current with latest her duties as SENDCo.

The School has a nominated member of the governing council will responsibility for the oversight of our SEND provision, Mrs Helen Jane Arnold and for Health and Safety, Mr Jeremy Payne.

Staff Training

All staff (including teaching and teaching assistants) are given regular annual training on working with SEND by the SENDCo. This training focuses on helping each child to reach their maximum potential, the appropriate adjustments (such as large print or using coloured paper) that can give full access to the curriculum and facilities of the school to the greatest extent possible.

The school trains its teachers to differentiate within the curriculum and to take into account pupils' learning difficulties (as well as the needs of more able, gifted and talented pupils). The SENDCo liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND and learning difficulties. The SENDCo has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in examinations.

The Teaching and Learning group plays an active role in sharing good practice and the disseminating information regarding SEND provision.

School Behaviour and Discipline

The school takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils, [from the youngest in the nursery upwards] are taught that victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a pupil with SEND or other protected characteristic, does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The school's behaviour policies/school rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage and even suicide. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. Pupils are taught about the effects of bullying and that the school provides support for victims as well as perpetrators as appropriate.

All pupils understand that the school has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

Partnership with Parents

The school's hope is that all parents will feel able to share any concerns about their child with the pastoral and academic staff in order that a healthy partnership for the care of their child can be developed. The SENDCo, other pastoral staff, tutors teaching [and medical staff] who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum or individual education plan followed by their child might be in their best interests, or if there was a specific concern.

Complaints

The school naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is published on the website and available from the school office for any parent who wishes to use it. Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their child has been discriminated against.

Employees

All reasonable adjustments will be made as above to accommodate employees with disabilities, existing and developing.

Review of Policy

The Policy is reviewed biennially and updated whenever required due to a change in legislation or provision.

Implementation of the policy is monitored via Pastoral, SCMT and SMT meetings.

Other relevant policies:

- Safeguarding Policy
- Pastoral Care
- Anti-Bullying Pupils and Staff
- Accessibility Plan
- Special Educational Needs
- English as an Additional Language
- Admissions Policy
- Complaints Policy
- Behaviour Policy
- Equal Opportunity Policy
- Curriculum Policies
- Transgender Protocol

Approved by Council: _____

Date: _____