

Disability Access Policy

Lords Independent School
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DISABILITY ACCESS POLICY

1. Introduction

The SEN and Disability Action 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Lord's School has three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage;
- to draw up plans to show how, over time, we will increase access to education for disabled pupils.

This policy sets out the proposals of our school to increase access to education for disabled pupils in the three areas required by the planning duties of the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school so disabled pupils can take greater advantage of education and associated services;
3. improving the delivery of the curriculum to disabled pupils.

2. What defines 'reasonable adjustments'?

In determining what is reasonable the school will have regard to:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via a Statement of Educational Needs statement/ EHC Plan, or by provision paid for outside the school's resources
- Health and Safety requirements
- The interests of other pupils

3. Statement of Intent

Lord's School is committed to resourcing, implementing, reviewing and revising the Disability Access Policy tri-annually. Regular disability Access Audits are undertaken as part of this process. Any future building developments or renovation projects will be compliant with the regulations and guidance for Disability Access however should there still be areas of the school that may be inaccessible for a

disabled person the necessary resources would be brought to an areas where all can access the curriculum so no person will be disadvantaged or singled out.

4. Lord's Ethos

Our purpose is

- to be sensitive to the needs of every child
- to reduce barriers to learning in every area of school life
- to ensure the curriculum is accessible to every student
- to keep equality of opportunity enshrined in our practice
- to adhere to the principles of 'Every Child Matters'

5. What constitutes a disability?

The Disability Discrimination Act (DDA) describes a disabled person as having *'a physical or mental impairment which has a substantial and long-term¹ adverse effect on his or her ability to carry out normal day-to-day activities'*.

Physical impairment covers all mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment includes neurological deficits such as specific learning difficulties, autistic spectrum conditions (ASC), speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

A very large group of children is included within the definition of disability, including children with significant behaviour difficulties which relate to an underlying impairment.

6. Identifying the needs of pupils

All children with additional needs (as defined by the DDA) are recorded annually on the SEN Register, details of which are submitted to the DCSF. Parents, carers and teachers collaborate to provide for the needs of individual pupils, as outlined in pupil

¹ Long term – means has lasted or is likely to last more than 12 months.

The views and aspirations of disabled pupils, their families and designated professionals are an important part of our development planning.

Parents or guardians of children with disabilities or additional needs are expected to notify them to the school at the point of registration. If these are not known at the time, the school should be notified as soon as they are recognised. Prior to any interview or visit, parents will be asked to complete an "Additional Needs Form" and will be asked to provide copies of any professional reports e.g. Educational Psychologist's report or professional reports from other agencies or a Statement of Educational Needs/EHC (if applicable). Early notification is of great value, as it will enable the school to liaise with parents and/or existing schools to establish what reasonable adjustments can be made at Lord's to support the child's future education.

As part of the admissions process, staff will meet with parents to discuss whether or not a prospective pupil will be able to access the curriculum and what reasonable adjustments can be made to facilitate this. In determining this, the school may

advise additional assessments for further clarification. If after consultation the school decides that it would not be able to discharge its legal and moral responsibilities to educate the prospective pupil and/or its contractual duties to the parent(s), Lord's will be unable to offer a place.

Most pupils stay at Lord's for many years. It is possible that during their education a pupil may become disabled or his or her additional needs may first be identified, or become more serious. Continuing communication between parents and staff is vital for ensuring that reasonable adjustments are made to facilitate the pupil's participation in school. If the school can no longer provide an environment suitable for the student to participate and thrive, it will consult with parents and where appropriate Lord's will request and support the move of the student to another educational establishment.

7. School Development Planning Priorities relevant to the DDA

7.1 Increasing the extent to which disabled pupils participate in the school Curriculum:

- short, medium and long term planning to meet the needs of every child
- continued collaboration with external agencies
- raised whole school awareness
- support and commitment of all staff
- peer support
- high expectations
- shared good practice
- full access to curriculum and extra-curricular activities
- progressive use of ICT
- intelligent timetabling

7.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

- installing ramps, lifts and improvements to doorways ensuring suitable and sufficient access.
- improving lighting, signage, colour contrast, acoustics and floor coverings
- Providing toilet, washing and changing facilities
- exploring sources of funding to enhance the general provision for disabled pupils through statementing and charity funding
- consulting with experts on the best use of resources and funding

7.3 Improving the delivery of the curriculum to disabled pupils.

A wide variety of strategies and support material will be used, as identified in individual plans and profiles. These will include, as appropriate: Timetables, key word lists, support materials, visual timetables, writing frames, lesson notes, differentiated tasks or outcomes, enlarged print, laptops, audio books/dvds,

mentoring, special exam arrangements for instrumental, internal and external exams.

At all times, Lord's School will take full account of:

- specific impairments
- pupil and parental views
- advice from teachers
- advice from other designated professionals

8. Coordination and Implementation

This is the responsibility of the Head Teacher and all teachers, according to The Special Needs Code of Practice 2001.

9. Responsibility

In order that Lord's School is fully compliant with the Disability Discrimination Act, all staff are made aware of the duties towards disabled children and the 'reasonable adjustments' needed for particular children.

10. Responding to discrimination

Lord's School has an internal complaints procedure (see policy document), which starts by asking parents to raise any difficulty with the person in charge, then the Principal. Beyond this, the Disability Rights Commission (www.drc-gb.org; 08457 622 633) provides a confidential help line and a conciliation service..

This policy will be reviewed by Lord's School in October 2020.