



KING EDWARD VI
HIGH SCHOOL FOR GIRLS



KING EDWARD'S SCHOOL
BIRMINGHAM

King Edward's School and King Edward VI High School for Girls Disability Policy

Committee	
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Review Cycle	Every two years, unless required sooner due to change in legislation
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Version	1.1

Aims of this policy:

- To afford opportunity to employees and pupils who have a disability
- To ensure compliance with the Special Educational Needs and Disability Act 2001 (“SENDA”) and the Equality Act 2010
- To have regard to the guidance issued by the Dept. of Education and the Dept. of Health, ‘Special Educational Needs and Disability Code of Practice’

Policy statement

King Edward’s School and King Edward VI High School for Girls (“the Schools”) will –

- Maintain and drive a positive culture of anti-discrimination towards disabled people.
- Train staff to understand the types of disabilities and how to deal with employees and pupils who have disabilities. Staff will not be expected, unless medically qualified, to administer medication.
- Adopt user-friendly procedures for considering admissions from parents of disabled children.
- Fulfil the planning duty to draw up an three year Accessibility Plan, with the aim of increasing the accessibility of the Schools’ curricula, and to improve the physical environment of the Schools and to improve access to information for our employees, pupils and prospective pupils.
- Implement and review the Accessibility Plan regularly.
- Keep under review the School’s Admission Policy in line with SEND

Disability

A disability is a physical or mental impairment which has a substantial, long-term, adverse effect on day-to-day activity (Disability Discrimination Act 1995). Whether a person is disabled or not for the purposes of the Equality Act 2010 is generally determined by reference to the effect that the impairment has on the person’s ability to carry out ‘day to day activities’.

Day to day activities are those carried out by people on a daily basis, but there is a wealth of case law to suggest where the dividing line might fall. For example, activities that are carried mainly only by men or mainly only by women can qualify as day to day activities.

The following list on the meaning of impairment is not exhaustive, but generally considered the best starting point.

Meaning of Impairment -

In accordance with the Equality Act 2010 A disability can arise from a wide range of impairments which can be:

- Sensory impairments, affecting sight or hearing
- Impairments with fluctuating or recurring effects such as rheumatoid arthritis, ME, chronic fatigue syndrome, fibromyalgia, diabetes, depression and epilepsy
- Progressive, such as motor neurone disease, muscular dystrophy, and forms of dementia
- Auto-immune conditions such as lupus (SLE)

- Organ specific, including respiratory conditions such as asthma, cardiovascular disease and thrombosis, stroke and heart disease
- Developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia
- Learning disabilities
- Mental health conditions with symptoms such as anxiety, low mood, panic attacks, bipolar affective disorder, post-traumatic stress disorder, OCD, and some self-harming behaviour
- Mental illness such as schizophrenia, and depression
- Any long term, severe and significant condition produced by injury to the body and to the brain

Accessibility Academic/Educationally:

- Staff will need to be aware of pupils with disability or SEND
- 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.
- Staff will need to adapt their teaching to the learning styles and needs of all their pupils according to their abilities and needs.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other pupils, nor their health and Safety (eg labs, workshops, sports equipment)

Social, Sporting and Recreational Activities:

- Individual Risk Assessment and management strategies will be provided for disabled pupils who wish to engage in school trips or visits

Disability does not include –

- Hay fever sufferers.
- A person with anti-social tendencies such as paedophilia and/or abusive behaviour.
- A person diagnosed as HIV positive, until they exhibit physical symptoms or related conditions.
- A person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances.
- A person who is addicted to nicotine, alcohol and other non-prescribed substances.

Disability discrimination

We will not treat a pupil or employee or a prospective pupil or employee less favourably on the grounds of disability without justification.

We will not knowingly discriminate against a person on the grounds of disability –

- In the arrangements for determining admission or employment procedures.
- In the terms on which a place at the School is offered.
- By refusing or deliberately omitting to accept an application for admission or employment.
- In the provision of education and associated services.
- By excluding a person on the grounds of their disability.
- By victimising a person with a disability.
- By failing to take steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

Admission procedure for pupils

We are academically selective schools and we welcome all students who can make the most of the opportunities that we offer and can flourish in the caring environment of KES and KEHS. Treating every child as an individual is important to us, and we welcome pupils with physical disabilities or learning disabilities for individuals where we are able to make reasonable adjustments.

We advise parents of children with physical/learning disabilities to discuss their child's requirements with the Admissions team before they sit the entrance exam so that we can make adequate provision for them. Parents should provide a copy of a medical report or Educational Psychologist's report and evidence of the child's usual way of working in their current setting, to support their request, for example, for large print material or other access arrangements

- The registration or admission form will enable the parents to give details of their child's disability.
- Every application will be considered on its merits within the Schools' criteria for selection on grounds of the pupil's ability and aptitude.
- The Schools will treat every application from a disabled pupil in a fair, open-minded way.
- The Schools will, if appropriate, request from the parents or previous school full details in the form of medical reports, educational psychologist reports and any other report which assesses the child's disability so that the schools can make an assessment of the adjustments that would be needed in order to provide adequately for the pupil's physical and educational needs.
- The applications will be considered on the basis that all 'reasonable adjustments' have been made by the Schools in order to cater for the child's disability.
- The School will not offer a place if, after all reasonable adjustments have been made, the Schools will not be able to provide adequately for the pupil's physical and educational needs.
- The Schools shall inform the parents of their decision and give details of the reasonable adjustments they are going to make or give reasons why the offer of the place is declined.

Education and associated services

The Schools have an on-going duty to make reasonable adjustment in respect of the 'education and associated services provided'.

This is a broad expression that covers all aspects of school life. The range of activities that are covered by the expression include –

- the curriculum;
- classroom organisation and timetabling;
- access to school facilities;
- school sports;
- school policies;
- breaks and lunchtimes; the serving of school meals;
- assessment and examination arrangements;
- school discipline and sanctions;
- exclusion procedures;
- school clubs, trips and other activities; and
- preparation of pupils for the next phase of education.

Reasonable adjustments for pupils

Each pupil with a disability requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical/educational advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before they become a pupil at the schools.

The Schools are legally required to make 'reasonable adjustments' in order to cater for a child's disability.

The Schools are not legally required to supply auxiliary aids or services or to make any alterations to the physical features of the Schools.

The Schools shall inform the Pupils and Parents of the reasonable adjustments that the Schools are legally required to make for that pupil, which may typically include –

- Allowing extra time for a dyslexic child to complete an entrance exam.
- Providing examination papers in larger print for a child with a visual impairment.
- Rearranging the timetable to allow a pupil to attend a class in an accessible part of the building.
- Arranging a variety of accessible sports activities.

The Schools are not legally required to make adjustments which include –

- Physical alterations such as the provision of a stair-lift or new ground floor facilities, such as a new library.
- Auxiliary aids and services such as a loop for children with hearing aids; large LCD screen computers and disability trained classroom assistants.

Disclosure

Parents will be requested to provide the Schools with copies of the child's latest medical report, educational psychologist's report and any other information regarding the child's disability.

If following the offer of a place it is discovered that the Schools have not received full disclosure of information relating to the child's disability and the Schools are not able to make reasonable adjustments for those disabilities then the Schools may withdraw the offer of a place, or ask the parents to withdraw a child who is already a pupil.

Review procedure

Parents may request a review if the School decides it is unable to offer their child a place on the grounds of disability.

The request must be made as soon as possible and in any event within seven days of the decision being notified to the parents.

The Chief Master & Principal will advise as to the procedure under which such a review will be conducted.

Accessibility plans

Parents, and prospective parents of the Schools, who have disabled children may wish to obtain

copies of our 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.

The Schools have a three year Accessibility Plan. The plan is available, on request, to all parents and staff.

The Accessibility Plan includes consideration of how the Schools propose to –

- Increase the extent to which disabled pupils can participate in the schools' curricula.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.
- Improve the delivery of information to disabled pupils which is usually provided in writing to pupils who are not disabled.

The plan is reviewed, every year, to ensure that the Plan is up-to-date and covers all aspects of school life as determined under the Act.

This policy should be read alongside the:
Schools' Special Educational Needs and Disabilities Policy (SEND Policy)
The Schools' Accessibility Policy