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| <b><i>Policy Title</i></b>                           | Disability Policy |
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| <b><i>Reviewed By</i></b>                            | Alun Ebenezer     |
| <b><i>Approved By<br/>Personnel Committee</i></b>    | Summer 2018       |
| <b><i>Date of Approval by<br/>Governing Body</i></b> | Summer 2018       |
| <b><i>Version Approved</i></b>                       | Summer 2018       |
| <b><i>Date of Next Review</i></b>                    | Summer 2019       |

#### **Revisions Table**

| <b><i>Version</i></b> | <b><i>Date</i></b> | <b><i>Edited by</i></b> | <b><i>Description of Change</i></b> |
|-----------------------|--------------------|-------------------------|-------------------------------------|
| 2018                  | Summer 2018        | Alun Ebenezer           | Item 5.2 amended                    |

The master copy of this document can be found on the FBS Google Drive, under the “Policies” folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies during policy review of Summer 2018.



# THE FULHAM BOYS SCHOOL

## DISABILITY POLICY

**Date of Next Review: Summer 2019**

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## **1. INTRODUCTION**

- 1.1 The purpose of this policy is to set out the school's commitment to consider the broad range of needs and requirements of all pupils, current and future, and accordingly to plan and make changes to policies, procedures and practices, to ensure that disabled pupils will not be placed at a disadvantage.
- 1.2 The policy also includes our commitment to disabled staff (see Section 9).
- 1.3 The policy is formed around the statutory guidelines and legislation found in The Equality Act 2010. This Act came into force on October 2010 and brought together several key pieces of separate legislation into a single Act, including The Disability Discrimination Act 1995. This now provides the legal framework to protect the rights of individuals and to advance equality of opportunity for all.
- 1.4 This policy should be read in conjunction with The Fulham Boys School Equal Opportunities Policy, Teaching and Learning Policy, Admissions Policy and Special Educational Needs Policy.
- 1.5 Central to our Disability Policy are the Christian principles upon which our school is built.

## **2. DEFINITIONS**

- 2.1 A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long term' negative effect on their ability to do normal daily activities. For the purposes of this Policy, disabled pupils may include pupils with physical, mental or sensory impairments, pupils with learning disabilities and pupils with impairment by long-term or serious illness or condition.
- 2.2 Discrimination against a disabled pupil can occur in two possible ways.  
Discrimination is either:
- 2.2.1 Treating a disabled pupil or prospective pupil less favourably, and without justification, for a reason relating to his disability, than someone to whom that reason does not apply; or
  - 2.2.2 Failing to take reasonable steps to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with their non-disabled peers without justification.

### **3. ADMISSIONS**

- 3.1 The school recognises that it is unlawful for the school to discriminate against any boy on the grounds of disability in relation to admissions (see Admissions policy)
- 3.2 Applications will be considered in line with the published admission arrangements for all boys.
- 3.3 An applicant's disability will not prevent him from being offered a place and integrated into the School unless:
  - 3.3.1 the content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it
  - 3.3.2 the School would be unable to provide suitably trained staff
  - 3.3.3 this would be incompatible with the wishes of the boy's parents or the provision of efficient education of other boys
- 3.4 'Other boys' are those with whom the boy who has the statement will directly come into contact on a regular day-to-day basis, including the boy's form group, subject classes or, exceptionally, the entire year group or School House.
- 3.5 The School liaises with the Local Authority and with feeder primary schools in order to have clear information about boys who may be coming to the School and for whom the School in conjunction with the LA may need to plan reasonable adjustments.
- 3.6 Liaison with parents and boys continues to be an important part of the admissions and induction process, so that the School can anticipate any adjustments which might need to be made to support any boy's inclusion.
- 3.7 Part of the admissions and induction process may include appropriate training and familiarisation of staff in the special educational needs and / or disabilities of any of the School's boys. The training enhances staff knowledge and confidence and supports inclusion of any boy with disabilities.

### **4. PROVISION**

- 4.1 The school will adopt a positive and proactive approach to disability in planning for the following:
  - 4.1.1 induction
  - 4.1.2 the curriculum
  - 4.1.3 teaching and learning

- 4.1.4 classroom organisation
- 4.1.5 timetabling
- 4.1.6 grouping of boys
- 4.1.7 'own work'
- 4.1.8 access to school facilities
- 4.1.9 activities to supplement the curriculum
- 4.1.10 school sports
- 4.1.11 school policies
- 4.1.12 breaks and lunchtimes
- 4.1.13 the serving of school meals
- 4.1.14 interaction with peers
- 4.1.15 assessment and examination arrangements
- 4.1.16 school discipline and sanctions
- 4.1.17 exclusion procedures
- 4.1.18 school clubs and activities
- 4.1.19 school visits
- 4.1.20 the school's arrangements for working with other agencies
- 4.1.21 preparation of boys for the next phase of education

4.2 The School will always aim to plan for positive solutions to enable disabled boys to participate fully in school life, but will also take into account the following factors:

- 4.2.1 the need to maintain academic, musical, sporting and other standards
- 4.2.2 the financial resources available to the School
- 4.2.3 the cost of taking a particular step
- 4.2.4 the extent to which it is practicable to take a particular step
- 4.2.5 the extent to which services and / or equipment is provided to disabled pupils by the LA under the terms of the Education Act 1996
- 4.2.6 health and safety requirements
- 4.2.7 the interests of other boys

4.3 As far as resources allow, the needs of disabled boys will be taken into account in the design, structure and flexibility of teaching methods and delivery.

4.4 Where a curriculum area is organised in such a way that a disabled boy cannot fully participate, alternative provision will be made.

4.5 The School aims to involve any disabled boy in every aspect of life of the School, and will consider how to support boys' inclusion, without placing these boys at a substantial disadvantage.

4.6 A risk assessment will be carried out for any activity, such as an educational visit, to find out whether the health and safety of any individual boy or group of boys might be jeopardised.

4.7 All subject teams are required to include subject-specific guidance on accessibility to the curriculum and supporting individual needs in schemes of work and subject handbooks.

4.8 We will review access to the school every three years. To do this we will:

4.8.1 bring in external consultants to assess the Health and Safety aspects of the school

4.8.2 review the needs of pupils and staff

4.8.3 seek the views of pupils, parents and staff

4.8.4 implement any changes needed

## **5. SUPPORT**

5.1 Boys with a disability or who become disabled whilst studying at the School will be given appropriate support from staff to enable them to have equal access to the curriculum.

5.2 Individual needs will be considered and addressed by all curriculum areas in collaboration with the SENCO and plans drawn up on an annual basis.

5.3 The School recognises that special arrangements may be required to enable boys with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such boys to perform to the best of their ability by meeting their individual needs. The School will liaise with the relevant Examination Boards in such instances. Boys and parents will be made fully aware of the process for making special arrangements for assessment and examinations by the SENCO in liaison with specific Heads of Departments and the School's Examinations Officer.

5.4 The School will ensure that a programme of training is offered to staff to increase their awareness of boys with disabilities and inform them of appropriate action to be taken when delivering the curriculum.

5.5 Teaching assistants will support teaching staff as required to help ensure that disabled students have equal access to the curriculum.

## **6. ENVIRONMENT**

6.1 The School will make every reasonable effort to enable access for everyone, including those with physical disabilities.

6.2 In making reasonable adjustments and in drawing up accessibility plans to improve access over time, the School will take into account the LA's accessibility strategies, the School's own resources, financial constraints, the health and safety of all boys, the practicalities of making adjustments and the need to maintain standards for all boys.

6.3 Evacuation procedures and escape routes for boys and staff with disabilities will be carefully planned and published.

## **7. EXCLUSION**

7.1 The school recognises that it is unlawful to exclude any pupil whether for a fixed period or permanently in relation to the boy's disability.

## **8. COMPLAINTS**

8.1 All parents have the right to raise a concern about any aspect relating to Disability Discrimination under the Complaints Procedures (see Complaints Policy).

8.2 In the first instance, any informal concern should be raised with the relevant Head of House, SENCO or with the Headmaster.

8.3 If the complainant is not satisfied with the outcome of the first, informal stage, the matter should be referred to the Governing Body, usually through the Clerk to the Governors, who will liaise with the Chairman of Governors and set up, where required, the appropriate panel of Governors to consider the complaint.

8.4 Where a pupil's parents make a claim against the School of unlawful discrimination against a pupil, this may be taken to the Special Educational Needs and Disability Tribunal.

## **9. STAFF**

9.1 Wherever practicable, the School will:

9.1.1 consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with legislation

9.1.2 ensure that employees with disabilities are considered for promotion according to their aptitudes, abilities and qualifications

- 9.1.3 ensure that disabled employees are not disadvantaged when the renewal of fixed-term contracts is being considered
- 9.2 Members of staff who become disabled, so far as is practicable, should continue to remain employed by the School at the discretion of the Headmaster and Governing Body, dependant on their ability to carry out the duties of their post.
- 9.3 Help from related professional organisations should be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status or financial loss.
- 9.4 The School will endeavour to make any reasonable adjustments to enable the employee to continue in post. However, options might include:
  - 9.4.1 continuing in the same post
  - 9.4.2 a gradual return to work
  - 9.4.3 a reduction in hours
  - 9.4.4 redeployment
  - 9.4.5 premature retirement on grounds of incapacity
  - 9.4.6 termination of employment
- 9.5 In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration should be given to the selection of the most appropriate option(s).
- 9.6 The School will make reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those members of staff who become disabled whilst employed.