



DISABILITY POLICY

Aims of this policy

The aims of this policy are:

- To afford opportunity to employees and Students who are disabled
- To ensure compliance with the Equality Act 2010 and the Special Educational Needs and Disability Act 2001 (**SENDA**)
- To have regard to the guidance issued by the Equality and Human Rights Commission "*What equality law means for you as an education provider: schools*".

This policy can be made available in large print or other accessible format if required.

Policy statement

Royal Grammar School Guildford (RGS) (the **School**) will:

- Maintain and drive a positive culture towards inclusion of disabled people in all the activities of the School
- Train staff to understand the types of disabilities and how to deal with employees and Students who are disabled. Staff will not be expected, unless medically qualified or trained, to administer medication
- Adopt user-friendly procedures for considering admissions from parents of disabled children, and consult with those parents about the reasonable adjustments which can be made to ensure that the admissions process is accessible for their children
- Implement and review the Accessibility Plan with the aim of increasing the accessibility of the School's curriculum, improving the physical environment of the School and improving access to information for our employees, Students and prospective Students and their parents
- Keep under review the School's Admission Policy, Equal Opportunities and Anti-Bullying policies and the SEND policy.

Disability

A person has a disability if he or she has a physical or mental impairment which has a "*substantial and long-term adverse effect*" on his or her ability to carry out normal day-to-day activity. (**Equality Act 2010**).

By way of further explanation:

- Physical disability includes medical conditions for which a person needs to use a wheelchair, for example, cerebral palsy or brittle bones;
- A mental impairment is a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness;

- "Long-term" means a period of 12 months or longer.

Other disabilities which may amount to disability include:

- Severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings)
- Progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity
- A controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes
- A history of impairment, for example a person who used to be disabled and has recovered, for example, a person with a previous mental illness.

Disability does not include:

- Hay fever sufferers
- A person with anti-social tendencies such as paedophilia
- 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 unless the addiction was originally the result of administration of medically prescribed drugs or other medical treatment.

Discrimination

We will not knowingly discriminate against a disabled person:

- 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
- In the way the School affords access to any benefit, service or facility offered or provided by the School
- By excluding a person on the grounds of his or her disability
- By harassing a person with a 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 Students

Admission to the RGS depends upon a prospective Student meeting the criteria required to maintain and, if possible to improve, the educational and general standards for all its Students commensurate with the ethos to which the Royal Grammar School aspires. The RGS must also feel reasonably sure that it will be able to educate and develop the prospective Student to the best of his potential and in line with the general standards achieved by the Student's peers, so that there is every chance that the Student will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of

a satisfying life. These criteria must continue to be met throughout the Student's time at the RGS.

The RGS policy is to apply these criteria to all Students and potential Students regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled Student or potential Student at a substantial disadvantage compared to any Student who is not disadvantaged because of his disability.

The RGS asks parents to complete an Entrance Procedures Form (see Appendix 1) in respect of a prospective Student. The RGS will be sensitive to any requests for confidentiality.

The RGS acknowledges that an inclusive policy for disabled Students would have the effect of enhancing the educational opportunities for the school community as a whole and that such a policy is very much in the spirit of its Equal Opportunities Policy, and also recognises that Students may have 'hidden' impairments. The school also attaches great importance to meeting the needs of individual Students and wishes to maintain a careful balance to ensure that no individual Student's education is impaired.

The Disability Policy Review Committee has reviewed the school's admissions literature, policy, examinations and procedures (including access to scholarships and bursaries) and has introduced an Entrance Procedures Form (see Appendix 1), to be treated as confidential if the applicant or parents require, giving the school details of the nature and effect of any disability so as to enable it to consider any reasonable adjustments it might need to make.

11+ Examination: Policy for Disabled Candidates:

If the parent of a candidate has declared on the Entrance Procedures Form that he/she considers him to be disabled, the school reserves the right to seek independent verification of the boy's disability from the family GP, Educational Psychologist, or any other appropriate professional depending on the individual circumstances of the case. The school will make all reasonable adjustments to enable the candidate to participate in the admissions process this may include granting the disabled candidate extra time during the examination or varying the pass mark. See our Admissions Policy for full procedures.

Marking of scripts for candidates with SEND

English: English scripts of the candidates of whom the school has been notified in advance are directed to the Learning Support Department for marking. English scripts of candidates who appear to have an SPLD or have associated conditions when being marked are when necessary redirected to the Learning Support Department for further assessment.

Mathematics and Verbal Reasoning: Both examinations are multi-choice and require minimum writing for the recording of answers. Verbal Reasoning requires a line drawn in the correct space. Mathematics requires a letter being written in the correct box. The scripts of candidates who have an SPLD are checked, as are those of candidates who are suspected of being so when the English examination is marked. The reports on the candidates from previous schools are an important part of the assessment process and any information provided about a candidate's disability is taken into account.

Physical and health Impairment. The School Nurse is on site and available all day. An examination room with only a small number of candidates is provided for those candidates with any physical disability or ailment, and for those with allergies that might lead to a serious condition such as Anaphylactic Shock. It is also available for candidates who arrive with conditions that require such facilities and of whom the school was previously unaware. This room is close to the Medical Room.

Recreational Activities

All Clubs, Societies and Recreational activities on offer to boys at the RGS are open to disabled Students, though the nature of the activity and where it takes place will clearly impact on whether Students with certain types of disability may participate fully, after all reasonable adjustments have been made, though any decisions would be made on an individual basis. However, the school wishes to foster the idea that accommodating the needs of disabled people is part of a Student's wider education. Therefore, systems such as providing a disabled boy with a runner in cricket, and adapting the rules of a game would be encouraged. The school will make all reasonable adjustments to facilitate access for the disabled: Club and Society meetings will be held in accessible rooms. Access to the All Weather Training Area for play and Fire Evacuation assembly is via sloping ramps.

Sporting Education and Activities

The school will consider reasonable adjustments in this regard, in accordance with its procedures.

Welfare

The RGS is a caring community in which boys and staff respect themselves and each other and take an interest in each others' welfare. Disabled Students would be accorded the same respect and care as all other members of the school community. Details of the structure of the pastoral care system, Anti-Bullying Policy, Reasonable adjustments for Disabled Students and the SEND policy can be found on the school's website. The Head of Learning Support, School Nurse and Counsellor are available for individuals to consult, although the primary pastoral care contact is with a boy's tutor.

Reasonable Adjustments for the public

The School may provide services to the public, for example at:

- Open days
- Parents' evenings
- Concerts and plays
- Exhibitions
- Conferences (including residential conferences during holiday periods)
- Use of sports facilities.

Where a physical feature (for example steps, entrances, exits, toilet facilities) makes it impossible or unreasonably difficult for a disabled person to access the service, schools are required to take reasonable steps to:

- Remove the feature; or
- Alter it so it no longer has that effect; or
- Provide reasonable means of avoiding the feature; or
- Provide a reasonable alternative method of making the service available.

Where an **Auxiliary Aid or Service** would enable a disabled person to make use of a service, schools are required to take reasonable steps to provide it. An Auxiliary Aid or Service could be something as simple as extra assistance from a member of staff or a large print sign, or it might be a temporary ramp where steps are preventing wheelchair access.

Disclosure

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

If, following the offer of the place, it is discovered that the School has not received full disclosure of information relating to the child's disability and the School is not able to make Reasonable Adjustments for those disabilities, then the School may withdraw the offer of a place, or ask the parents to withdraw a child who is already a Student.

The School will have due regard to any request by a parent or Student (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of a person's disability as confidential.

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 Head will advise as to the procedure under which such a review will be conducted. Parents can choose to invoke the School's parental complaints procedure.

Accessibility plans

The School has prepared an Accessibility Plan which is available, on request, to all parents and staff.

The Accessibility Plan includes consideration of how the School proposes to:

- Increase the extent to which disabled Students can participate in the school's curriculum
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled Students are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improve the delivery to disabled Students of information which is readily accessible to Students who are not disabled.

Awareness and Observance of the Policy

The school has set up a Disability Policy Review Committee which consists of the Deputy Head (Pupils), The Assistant Head (Teaching and Learning), the School Nurse, the Head of Learning Support, the Director of Sport, the School Counsellor and the Bursar. The committee may co-

opt additional members whose expertise in any field would be of assistance. The Committee's terms of reference are:

- To meet at least annually to review the school's policies, procedures and facilities as they are likely to affect Students and prospective Students who are disabled, and to review the progress of individual accessibility plans drawn up for disabled Students when they enter the School;
- To make recommendations with a view to improving the accessibility of its education in its many aspects to Students or prospective Students with disabilities by means of reasonable adjustments and by planning for the future and to prepare this Disability Policy;
- To prepare the School's Disability Policy;
- To prepare the School's Accessibility Plan.

Written guidance and training will be provided for staff, and Student-awareness of issues connected with disability will be raised via the School Values, School Rules, the PSHME programme, assembly announcements and on occasion visual display around the school.

Disability Needs Assessment Form

Disabled Students who are admitted to the school will undergo a needs assessment which will be recorded on a Disability Needs Assessment Form (see Appendix). The needs assessment procedure will probably involve several members of the RGS staff and possibly representatives of outside agencies. It is the responsibility of the Head of Learning Support to co-ordinate needs assessments and to ensure that detailed records are kept and filed centrally.

Reviewed by: Deputy Head (Students)/ Bursar/ Health and Safety Manager

Date of last review: 13 July 2021

Date of next review: Trinity 2022



ROYAL GRAMMAR SCHOOL, GUILDFORD

Appendix 1 Disability Needs Assessment Form

The purpose of this form is formally to record the process of needs assessment for a disabled Student, and to give details of action to be taken by the school and/or by the Student, his parents or outside agencies.

Additional written material may need to be appended.

The initial assessment must be reviewed after the Student's first half term in the school, and periodically thereafter by agreement with all parties concerned.

The form and any appended material must be filed centrally by the Head of Learning Support, whose responsibility it is to co-ordinate the needs assessment process.

Student's name:

Age on admission:

Date:

Brief description of disability:

Report by parent of Student:

Date received:

Attached?

Yes/No

Report by Student's General Practitioner:

Date received:

Attached?

Yes/No

Report by disability specialist/ medical consultant/physiotherapist/Educational Psychologist:

Date received:
Attached? Yes/No

School Action Plan:

Monitoring and Review (after the first half term in the school):

Further Monitoring and Review:

Further comments: