



Disability Policy

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Description: This policy outlines the School's approach to being a school that is accessible to all.

OUR SCHOOL AIMS

- ❖ *To be a safe and trusted foundation for our pupils to achieve their individual academic, social and creative potential.*
- ❖ *To cultivate the skills, knowledge, self-awareness and academic credentials our pupils will need to confidently meet the challenges of our rapidly changing world.*
- ❖ *To instil and nurture a strong sense of social responsibility, integrity and environmental awareness so our pupils positively contribute to a sustainable and just society.*
- ❖ *To guide each pupil in the discovery, delight and development of their individual gifts, talents and character.*
- ❖ *To create and sustain an inclusive contemporary school culture, where diversity, difference and individuality are recognised and celebrated.*
- ❖ *To prioritise physical and emotional wellbeing across every facet of our school community.*

1.0 INTRODUCTION

The School (Lingfield College, Lingfield College Prep, Lingfield College Nursery, Lingfield College Sixth Form) has drawn up this policy in accordance with the planning duty in the Disability Discrimination Act 2005, (DDA) as amended by the SEN and Disability Act 2001 (SENDA), the SEN and Disability Code of Practice (April 1st 2015) and more recently with The Equality Act (Oct 2010) and The Rights of Persons with Disabilities Act 2016. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

2.0 DEFINITION OF DISABILITY

The definition of 'disability' under the Equality Act 2010:

"A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities".

'substantial' means more than minor or trivial and in comparison with non-disabled pupils.

'long-term' – the effect of the impairment has lasted, or is likely to last for at least 12 months (there are special rules covering recurring or fluctuating conditions)



'normal day-to-day activities' – include everyday things like eating, washing, walking and going shopping, and going to school.

3.0 OBJECTIVES

3.1 The objectives are:

- To anticipate, identify, reduce and where possible eliminate barriers to curriculum access and full participation in the school community.
- To ensure that no child is treated 'less favourably' for reasons relating to disability and where necessary make 'reasonable adjustments'.
- To increase access to education for disabled pupils.
- To improve pupils' disability awareness – organise visits and workshops, as part of the PSHE(CE)/Assembly provision.

3.2 This policy sets out the proposals of the Governing Body of the School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

3.3 An accessibility plan shows how the School will or has addressed the priorities identified in this policy.

4.0 PURPOSES

4.1 Compliance with the DDA and Equality Act 2010 is consistent with the School's aims and the operation of the School's Special Educational Needs Policy.

4.2 The School recognises its duty under the DDA (as amended by the SENDA) and the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage compared with non-disabled people caused by a provision, criterion or practice applied by or on behalf of the School or by the absence of an auxiliary aid or service.
- To publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (Jan 2015)
- The School recognises and values parents' knowledge of their child's disability and its effect on his / her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- The School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.



- To protect pupils from direct discrimination that happens because a person is associated with a disabled person or because the person is wrongly thought to be disabled and from harassment related to disability.
- 4.3 The School subscribes fully to the concept of inclusion. There is equality of opportunity for all pupils to follow a full national curriculum timetable and to take part in extracurricular activities and the full life of the School.
- 4.4 The School embraces the individuality and neurodiversity of our pupils and aim to meet the needs of all pupils at this school so that they benefit as fully as possible from the education they receive and fulfil their individual potential. All teachers share these responsibilities.
- 4.5 The School aims to tackle as many barriers to learning as possible for all pupils. Where pupils are disadvantaged, staff are able to undertake specialist training e.g. learning differences such as Dyslexia, Dyspraxia, ADHD, etc. or sensory impairment. There is a SEND Co-ordinator in both Lingfield College and Lingfield College Prep who regularly attend update training and can advise staff.

5.0 THE REASONABLE ADJUSTMENTS DUTY:

The reasonable adjustment duty is to:

- plan better access for disabled pupils generally, including in relation to the physical environment of the School.
- make reasonable adjustments and in some cases provide auxiliary aids and services for disabled pupils, e.g. coloured overlays for dyslexic pupils, pen grips, adapted PE equipment

6.0 WHO DOES THE DUTY APPLY TO?

6.1 Someone with a disability such as:

- sensory impairment
- Impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME), chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy
- Progressive conditions such as muscular dystrophy
- Auto-immune conditions such as lupus erythematosus (SLE)
- Organ specific diseases
- Developmental, such as autistic spectrum disorder (ASD), dyslexia and dyspraxia
- Mental health conditions such as anxiety, low mood, panic attacks, self-harm
- Mental illnesses such as depression and schizophrenia
- Produced by injury to the body, such as the brain

When this condition:

- Has a substantial adverse effect, i.e. more than minor or trivial and going beyond the normal differences in ability which may exist among people.
- Is long term: i.e. at least 12 months.
- Affects ability to carry out normal day-to-day activities e.g. PE, examinations, ability to move about the school premises.



- 6.2 The School regularly has pupils with a temporary disability, such as a broken leg or arm and after meeting with parents we can develop a risk assessment and look at ways to ensure they are supported and are able to access as much of the curriculum as possible. In the Senior School the Medical Officer meets with the student and writes a Risk Assessment which is distributed to all the necessary staff. If necessary, we make reasonable adjustments (where resources allow). In the Prep School this could include moving a class upstairs to downstairs, moving assemblies and drawing upon Teaching Assistants (TA) support where available. In Lingfield College there are two lifts and reasonable adjustments will be made in the classroom.

7.0 INFORMATION FROM PUPIL DATA AND SCHOOL AUDIT

- 7.1 At the School we have very few pupils with disabilities; however, we have pupils with sensory impairment, cerebral palsy, Downs syndrome, speech and language disorders, ASD, dyspraxia and dyslexia as well as various medical problems, including diabetes. These pupils' conditions have been mild, and they have had very few difficulties accessing the curriculum, information or buildings. We have made reasonable adjustments to make access to these things more comfortable, e.g. staff training about visual and hearing impairment, learning sign language, clear signage around school, induction days at entry to the Prep School, and at 11+, 13+ and 16+ to help with familiarity and understanding the school day prior to starting at School. Also, any new buildings have had ramps, lifts, disabled toilets etc. fitted where necessary.
- 7.2 National trends would indicate that there are more pupils being recognised as struggling with social communication disorders, such as ASD. We recognise this and run weekly groups in the Prep School and at Lingfield College. This includes KS discussion groups, wellbeing clubs, and an In the Zone Club. There are also a number of clubs which more subtly support communication skills such as Mandala, knitting, table top games etc. We also recognise that there are a growing number of pupils suffering with emotional difficulties, particularly during adolescence, and we have a School Counsellor and links to Family Therapists as well as Educational Psychologists, and we are improving links with local services all the time. In both Prep and Senior School we have staff trained as Emotional Literacy Support Assistants who can support a small number of children with emotional needs. We also have a student Art Therapist working in both schools once a week and a Play Therapist. In the Senior School we have a room (The Den) that students can use if they need to regulate or need a break from overwhelming stimuli (for example noise). There are two dedicated Welfare Officers who have a qualification in counselling to provide emotional support. In years 5 and 6 they have a chillout room.

8.0 IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS THAT IS PROVIDED IN WRITING FOR NON-DISABLED PUPILS:

- 8.1 Information for pupils with difficulties and information access for parents is delivered in various formats depending on the need of the pupils and parents.
- Differentiation of work
 - Font adjustment
 - Overlays
 - Use of laptop/iPad
 - Changing background on IWB
 - Simplified or moderate language or diagrams.
 - Audio books/CD's

Commented [JS1]: @Sue-Sevier @Paula-Dickinson Is this a bit dated to say we have Audio books/CDs? Is there anything else that has replaced this?



- E-Books
- Orally
- In various formats – worksheets, notices etc.
- On the school website
- Firefly
- By email

8.2 The School has set the following priorities for providing information for disabled pupils:

- Lessons should demonstrate differentiated work/activities for pupils with disabilities.
- Ongoing staff training etc., in order to maintain support and consistency of learning for all pupils within the School.
- Subject teachers work with the SENDCo, Teaching Assistants in the Prep School and external agencies to help determine the most appropriate format for the support.

8.3 The School makes its accessibility plan available in the following ways:

- Governors' awareness raised via Headmaster
- In the staff handbook on SharePoint
- Printed on request
- Firefly

9.0 ACCESS TO CURRICULUM

The School, with its supportive, integrated environment and in partnership with parents and governors, aims to maximise the self-esteem of all of its students. It is hoped that this helps pupils to realise their potential. All departments and staff create differentiated lesson plans with opportunities for all pupils including pupils with learning differences and disabilities (LDD) to succeed. If necessary, work will be copied onto different coloured paper, typed into a larger font, enlarged, or classroom seating arrangements adjusted. In PE pupils may be given an alternative programme in the fitness suite or other roles within the lesson, such as referee or team manager.

10.0 USE OF TECHNOLOGY

10.1 In the Prep School all pupils have regular ICT lessons from Reception to Year 6. Nursery pupils have occasional ICT sessions and have use of the IWB and an iPad. In Lingfield College, all departments include the teaching/use of ICT in their schemes of work to develop skills. Students are encouraged to use computers available in the school and there is a bank of iPads available for use. A number of SEND pupils use laptops/iPads. In Lingfield College students are also encouraged to use OneDrive/SharePoint and Firefly, as well as Microsoft Teams, and it is expected that students who are absent from school will email their teachers to ask for the work they missed. The School has ICT support to ensure all pupils can access computers and the internet. ICT facilities are continually being updated, various ICT software is available in school to support children with disabilities, e.g. in the Prep School Nessy and in Lingfield College Read & Write Gold and the Lexia Reading programmes. We also encourage the use of Microsoft accessibility features, such as immersive reader.



- 10.2 As part of the whole school professional development, lessons and staff are observed and supported by the leadership team and Heads of Departments/Deputy Heads to ensure all pupils have full access to the curriculum.

11.0 DISCRIMINATION

- 11.1 We are keen to promote open discussion with pupils about disabilities and prejudice and also recognise that when children are confident, happy and secure this will impact on their attainment as well as their ability to access the curriculum. There is a strong pastoral curriculum covered in the PSHE programme, assemblies and in academic subjects. Issues such as bullying, racism & disability are covered. The School endeavours to increase pupils' understanding and tolerance by raising disability awareness.
- 11.2 For further information please see the Lingfield College and Lingfield College Prep PSHECE / PSHE policies.

12.0 ADMISSIONS

- 12.1 The Prep School is not selective on general ability but most of the Prep School pupils progress to Lingfield College, which is selective. Therefore if, during entrance assessments and from school references, the Prep School identify that a pupil requires additional support or individual supervision beyond our provision, we would recommend a more appropriate school setting. Pupils we feel will struggle academically at Lingfield College or who we cannot fully support, even with reasonable adjustments are carefully considered. Lingfield College is selective by aptitude and ability via an entrance exam. This is clearly stated in our Admissions Policy on our website and in registration information. We are careful upon first contact and on the registration form to ask for relevant reports on SEND and to gather as much information as possible from previous schools and family.
- 12.2 Entrance Exam – for external pupils who apply we gather information on specialist assessment reports etc. prior to the entrance exam and follow current JCQ guidelines for public exams to provide suitable access arrangements.
- 12.3 For further information see the whole-school Admissions Policy (LP-MW-001).

13.0 SEND

- 13.1 Information on pupils is gathered by the SEND Co-ordinator when pupils register or apply to enter the School or to sit the Entrance Exam in Lingfield College. To ensure a smooth transition into Lingfield College, Lingfield College SENDCO usually makes contact with parents in the term before their child joins Lingfield College and regularly meets with the Learning SENDCo in the Prep School. Where appropriate, the parents of pupils with SEND are contacted beforehand and invited to attend an informal drop-in session where they can look at the resources and discuss their individual child's needs prior to entry to the School. When Yr 6 pupils attend an Induction Day at Lingfield College, the SEND Co-ordinator meets any students with SEND to discuss their particular situation. She also shows them where to find the Learning Support room. We have recently introduced a SEND talk, to which parents from Years 4,5 & 6 are invited so that they can understand what support is available in the Senior School.
- 13.2 For further information see the Lingfield College and Lingfield College Prep Learning Support Policies.



14.0 EXAMINATIONS

- 14.1 In Lingfield College the SEND Co-ordinator and Examination Officer work together closely to ensure that students are given appropriate and access arrangements in exams. Parents are consulted regarding the appropriate evidence needed and where necessary, appointments with either an Education Psychologist or other professional are advised. In Year 9 any student is automatically tested that either has, or the school feels would benefit from, access arrangements unless there has been prior contact between the school and the assessor. The Learning Support Department gathers evidence from teachers and students, parents also very involved.
- 14.2 During internal tests, access arrangements are provided where reasonable, where specialist evidence determines it is appropriate, and where it has been found to be of significant benefit. The SEND Co-ordinator also works with the IT Technician to ensure that word processors or laptops are made available to pupils where necessary during the Summer Exams.
- 14.3 Pupils who need laptops as their general method of working in school are allowed to do so, following various assessments and with certain conditions in place. Pupils must provide their own device and are responsible for both its safety and for liaising with their teacher to determine how it can be of most benefit in the classroom. Students are expected to keep their laptops/tablets locked in their lockers when they are not using them. Staff adjust expectations (e.g. handing work in at the end of the lesson) accordingly. These pupils are monitored regularly by the SEND Co-ordinator. Please refer to the SEND Laptop Policy.
- 14.4 Where additional arrangements are necessary, e.g. Live Speaker for French Listening Test, the appropriate services will advise and the School will arrange the room, resources and staffing as applicable.
- 14.5 All pupils follow the full timetable. Adaptations to work, lessons or support are made depending on the pupil's difficulties or needs, e.g. a child with significant learning differences might have an adapted timetable and a pupil with medical needs may have a reduced timetable for a period of time or take rest breaks in the medical room.

15.0 CHILD PROTECTION

- 15.1 The School is dedicated to safeguarding our children and promoting their welfare.
- 15.2 We have rigorous recruitment procedures for new staff and all relevant checks are made as per statutory guidance. (For further information see whole-school Child Protection and Safeguarding Policy and Safe Staff Recruitment Policy).

16.0 BULLYING

- 16.1 We know that pupils with disabilities are vulnerable to teasing and bullying, but at the School we foster good relationships between pupils and there is a strong ethos of tolerance. The school promotes neurodiversity where learning differences are valued.
- 16.2 For further information please see the School's Anti-bullying Policy.



17.0 STAFF TRAINING

Staff are regularly kept up to date about the needs of current pupils, via the Pastoral Bulletin, our management information system, as well as information being posted in the staff room or sent via email. Staff are given information at staff meetings about strategies to deal with a variety of special educational needs and learning differences, e.g. dyslexia, dyspraxia, ASD etc. The SEND Co-ordinators regularly go on courses to keep up-to-date on disabilities and pupils' needs. The information gathered is cascaded down through the staff and staff training is arranged as required. The Director of Studies and Prep SENDCo hold Pupils Progress meetings twice a year with phase leaders and class teachers to look at assessment data and progress.

18.0 DOCUMENTS

Please refer also to the following documents:

- Accessibility Plan
- Admissions Policy (LP-MW-001)
- Anti-Bullying and Cyberbullying Policy (LP-PW-003)
- Safeguarding and Child Protection (LP-PW-034)
- Equality, Diversity and Inclusion Policy (LP-PW-011)
- PSHE & RSC (TP-PP-050) Prep
- PSHE (TP-PS-027) Senior
- Remote Learning Policy (LP-MW-049)
- Safer Staff Recruitment (LP-RW-007)
- Inclusion and SEND Policy (LP-CP-022 Prep; LP-PS-033 Senior)
- SEND Laptop Policy (LP-CS-032)

Last reviewed April 2024

Next review due April 2025