

POLICY DOCUMENT

DISABILITY AND ACCESS POLICY



**HIPPERHOLME
GRAMMAR**

Publication Date	08.12.2015
Latest Review	15.05.2024
Next Review	Summer Term 1 2025

Other policies to be read in conjunction with / cross referenced within this policy:

[Admissions Policy](#)

[SEND Policy](#)

Ethos and Aims

Our aims and ethos include the fact that we are a diverse school community where inclusion of and respect for all is central. This means we therefore aim to ensure that each and every pupil can participate fully in the life of the School.

Definition of Disability and Scope of the Plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Entry Requirements

All pupils are required to meet the academic requirements, the School must feel confident that a prospective pupil will benefit from the education offered in line with the general standards achieved by the pupil's peers so that there is a good chance that he or she will have a complete, happy and successful school career. The School's policy is to apply these criteria to all pupils, and potential pupils, regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments so as not to put any disabled pupil at a substantial disadvantage compared with their non-disabled peers. The objective is to ensure that, subject to meeting the entry requirements and practicalities, the School is open to all regardless of physical and mental disability.

Admissions - provision of information to the school

The School asks all parents to complete their registration form in respect of a prospective pupil. In addition all parents complete the School's medical form, providing details of the nature and effect of any (potential) disability, medical condition or special educational needs and requests that subsequent disclosures will be made, if required. Subject to this, the School will be sensitive to any requests for confidentiality. The purpose of obtaining this information is to allow the School to consider any adjustments it might need to make.

Parents of a disabled or potentially disabled child are required to fully disclose any medical, educational psychologist or other reports regarding their child's disability, medical condition or special educational needs. In assessing any pupil or prospective pupil

the School may take such advice and require such assessments as it regards as appropriate. Failure by parents to make the necessary disclosure of information may prevent the School from making adequate provision of support.

The School's pastoral care system provides strong support for all pupils whether disabled or otherwise. The School has a strong SEN department to provide support to pupils with learning difficulties.

Access to the Curriculum

The teaching staff regularly reviews its teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are, where reasonably practicable, removed. This is done in collaboration with the SENCO and the wider SEN department.

In order that pupils with defined disabilities have an improved access to the curriculum, either a Personalised Learning Plan (termed Pupil Passport), Welfare Plan or Health Care Plan will be drawn up in consultation with pupil, parent and tutor and relevant lead at school, usually SENCO. This plan is made securely available to those teachers working with the pupil and it is updated at least annually.

The SENCO updates the school SEND database and meets with individual pupils to discuss their needs. Generally pupils required ongoing additional support will be assisted outside the classroom, although where possible, the School tries to keep pupils within the classroom and with their peers.

The School will make reasonable adjustments for the sitting or public examinations following consultation with the SENCO. All requests for assessment must first go through the SENCO and privately commissioned reports are not admissible under JCQ regulations. It is also possible that pupils who encounter physical or emotional disability in the period up to the exams may be, with consultation, awarded special arrangements.

We provide written/electronic information to pupils in ways that are user-friendly and fully support the pupils with their learning experience.

Physical Environment

One of the obvious problems which the School has (in common with many other schools) is the site consists of many separate buildings, some of which are listed, are of several storeys and without lifts and which have grown up since the School was founded. Another is the system, again common with most schools, of having fixed classrooms for specific subjects, based on the valid ground of having all the facilities for one subject in one place. This requires pupils to go from classroom to classroom, often up or down stairs in buildings without lifts.

The School regularly reviews and takes steps to improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education. Where possible and necessary, lessons will be timetabled in accessible classrooms.

Parents

Parents are encouraged to work in close partnership with the staff. There are regular parent meetings with subject teachers and tutors and progress reports each term. If a parent has a concern about the academic progress of his/her child(ren), the School encourages the parent to telephone the School to speak with or write to the relevant member of staff, depending on the nature of the concern. This may be the form tutor, Head of Department, Deputy Head or Assistant Head Pastoral or the Head of Foundation.

Accessibility Action Plan

The school has in place a three-year written accessibility plan, in line with Schedule 10 of the Equality Act 2010.

The Commentary on the Independent School Regulatory Requirements (ISSRs) specifies what is required of schools and how this is to be reported on. Hence the School's plan incorporates the following objectives which are to:

- Increase the extent to which disabled pupils can participate in the curriculum. This includes teaching and learning and a school's wider curriculum such as participation in after-school clubs and visits.
- Improve the school's physical environment for disabled pupils to enable them to take advantage of education and benefits, facilities or services provided or offered. This covers improvements and physical aids to access education.
- Improve the delivery to disabled pupils of written information which is readily available to non-disabled pupils. This includes planning how to make written information accessible to disabled pupils within a reasonable time frame, for example, handouts, timetables, textbooks and information about school events.

When setting targets, the School will be realistic about what is feasible to do and record these as appropriate in the plan i.e. targets should be prioritised into those which are possible to implement straight away, those which can be carried out after further assessment or once funding is available, and those which are long-term targets. Any target should feed into the school's wider development plan and therefore dovetail with school policies and the School's approach to admissions, equal opportunities and supporting pupils with special educational needs and disabilities. The school will ensure the model plan is kept under review throughout the period to which it relates. It is good practice to ensure the plan is reviewed at least annually.

Review Process

The policy will be reviewed by SLT in consultation with the SENCO and will be ratified by the Governing Body.