



St Ives School

DISABILITY POLICY



School Name: St Ives School

Dissemination: T: Drive and Website

Date policy approved by Governors: November 2017

Date policy becomes effective: Immediately

Review date: December 2019

Person responsible for Implementation and Monitoring: SENDCo

Links to other relevant policies: SEND Policy, Equality & Diversity

It is the policy of the Governors that St Ives School is a fully inclusive school. We seek to safeguard and promote the welfare and progress of all students including those with Special Educational Needs (SEND).

PURPOSE

St Ives School is committed to advancing equality of opportunity for all students linked to our duty under the Equality Act 2010.

The purpose of this policy is to ensure fair and equitable treatment of all students by promoting access for disabled students within an inclusive learning environment, and providing a range of suitable services to ensure equality of access to education.

POLICY

The school is inclusive and is committed to supporting every member of the school's community to achieve their full potential. The school has a duty to make reasonable adjustments to ensure that students who are disabled have access to education and are not placed at a substantial disadvantage compared to students who are not disabled.

Definition of 'disability' under the Equality Act 2010

The Equality Act 2010 defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

For the purpose of the Act:

- 'Substantial' is more than minor or trivial - e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'Long-term' means 12 months or more - e.g. a breathing condition that develops as a result of a lung infection

There are special rules about recurring or fluctuating conditions, for example, arthritis. For more details about the rules download the 'Equality Act Guidance'.

[Download 'Equality Act Guidance' \(PDF, 789KB\)](#)

Progressive conditions

A progressive condition is a condition that gets worse over time. People with progressive conditions may be classed as disabled.

A member of the school community diagnosed with HIV infection, cancer or multiple sclerosis will meet the disability definition of the Equality Act 2010.

What isn't counted as a disability

Some conditions aren't covered by the disability definition. These include addiction to non-prescribed drugs or alcohol. To find out about the conditions which are not covered, download the 'Equality Act Guidance'.

1. **RESPONSIBILITY**

The Headteacher has overall responsibility for the implementation of this policy. The Assistant Head (Safeguarding), and the Heads of Upper and Lower School have responsibility for implementation and operational responsibility.

2. **PROCEDURE**

2.1 Aims of the School's service for students with disabilities:

1. To ensure that high quality assessment and impartial advice is available to all students.
2. To provide opportunities to participate in School life with appropriate support where required.
3. To continue to monitor and evaluate the quality of provision for students with disabilities.

2.2 Purpose of the school's support for students who have disabilities

The purpose of support is to improve and promote equality of access to educational opportunity by:

1. Referring to agencies for assessment of need as required
2. Providing support appropriate to needs
3. Providing support appropriate to the achievement of exam requirements within the boundaries set by examining boards.
4. Providing opportunities to review support needs on a regular basis.

2.3 Links to Support Networks

St Ives School works in partnership with appropriate support networks. These include:

1. Parents/Carers.
2. Social Care.
3. Medical Practitioners.
4. Diagnostic Services.
5. Mental Health Services.
6. Further education and higher education colleges and primary schools.
7. Advocates.
8. Early Help Hub
9. School Nursing Service

2.4 Data Protection/Confidentiality

The school recognises the importance of confidentiality and the requirements of the Data Protection Act. The school undertakes to maintain student data in secure conditions and to process and disclose data only within the terms of the Data Protection Act. Confidentiality is maintained with regard to the Children Act 2004 and the health and safety of the individual and school community. Where possible, students will be directly involved in discussion related to both internal and external services and support.

2.5 Referrals and Assessment

The school will carry out those assessments it is able and qualified to undertake which will inform the planning process. Where appropriate the students will be referred to external agencies for assessment advice.

2.6 Reasonable Adjustment

The school has a commitment to make reasonable adjustments for students. The following factors will be taken into account when considering what is reasonable:

1. The need to maintain academic and other prescribed standards.
2. The financial resources available to the school.
3. The cost of taking a particular step.
4. The extent to which it is practical to take a particular step.
5. The extent to which aids or services will otherwise be provided to disabled people or students.
6. Health and Safety requirements.
7. The relevant interests of other people including other students.
8. Consideration will be given to these factors by the Headteacher and Governors.

3. **RELATED POLICIES AND PROCEDURES**

- CEIAG Policy.
- Data Protection Policy.
- Equality and Diversity Policy.