



St Peter's School

YORK

Disability Policy

St Peter's School, York

December 2024

(Next review Christmas Term 2026)

I. Aims

- I.1. The aims of this policy are:
- I.2. to afford opportunity to employees and pupils who have disabilities
- I.3. to ensure compliance with the Equality Act 2010 and the Special Educational Needs and Disability Act 2001 (SENDA)
- I.4. 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* and the SENDA Code of Practice 2014.
- I.5. This policy can be made available in large print or other accessible format if required.
- I.6. St Peter's School, York comprises of St Peter's 2-8 School (for pupils aged 2 to 8 years), St Peter's 8-13 (for pupils aged 8 to 13 years) and St Peter's School 13-18 (for pupils aged 13 to 18 years), collectively referred to in this policy as the School unless otherwise stated.
- I.7. This policy should be read alongside our Accessibility Plan, SEN Policy, Staff Equal Opportunities Policy, Menopause Policy, Staff Flexible Working Policy and Staff Attendance at Work Policy

2 Policy Statement

- 2.1.1 St Peter's School will:
- 2.1.2 maintain and drive a positive culture towards inclusion of disabled people in all the activities of the School
- 2.1.3 train staff to understand the types of disabilities and how to deal with employees and pupils who are disabled. Staff will not be expected, unless medically qualified or trained, to administer medication
- 2.1.4 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
- 2.1.5 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, pupils and prospective pupils and their parents
- 2.1.6 keep under review the School's admission, equal opportunities and antibullying policies.

3 **Disability**

- 4 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 carry out normal day-to-day activities (Equality Act 2010).

By way of further explanation:

- 3.1. physical disability includes medical conditions for which a person needs to use a wheelchair, for example, cerebral palsy or brittle bones
- 3.2. a mental impairment is a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness
- 3.3. "long-term" means a period of 12 months or longer.

Other disabilities which may amount to disability include:

- 3.4. severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings)
- 3.5. progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity
- 3.6. a controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes
- 3.7. 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
- 3.8. hormonal changes and post viral difficulties (e.g., menopause, long COVID) that affect a person's comfort, energy levels and cognitive ability for a period of 12 months or more.

Disability does not include:

- 3.9. hay fever sufferers
- 3.10.a person with anti-social tendencies
- 3.11.a person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances
- 3.12.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.

5 **Discrimination**

The School will not knowingly discriminate against a person with disabilities, including:

- 4.1 in the arrangements for determining admission or employment procedures
- 4.2 in the terms on which a place at the School is offered
- 4.3 by refusing or deliberately omitting to accept an application for admission or employment
- 4.4 in the provision of education and associated services

4.5 in the way the School affords access to any benefit or service offered or provided by the School

1.10 by excluding a person on the grounds of their disability

4.6 by harassing a person with a disability

4.7 by victimising a person with a disability

4.8 by failing to take steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

6 Admission Procedure for Pupils

5.1 The School will be open to applications from any prospective pupil with a physical and / or mental impairment.

5.2 Every application will be considered on its merits within the School's criteria for selection on grounds of the child's ability and aptitude.

5.3 The registration or admission form will enable the parents to give details of their child's disability.

5.4 The School will treat every application from a disabled child in a fair, open-minded way.

5.5 The School will, if appropriate, request from the parents or previous School full details in the form of medical reports, educational psychologist reports and any other report which assesses the child's disability so that the School can make an assessment of the reasonable adjustments that would be needed in order to provide adequately for the child's physical and educational needs.

5.6 Applications will be considered on the basis that all reasonable adjustments have been made by the School in order to cater for the child's disability (see definition below).

5.7 The School will not offer a place if, after all reasonable adjustments have been made, the School will not be able to provide adequately or appropriately for the child's physical and educational needs.

5.8 The School will inform the parents of their decision and give details of the reasonable adjustments they are prepared to make or give reasons why the offer of a place will not be made.

6 Education and Associated Services

6.1 The School has an ongoing duty to make reasonable adjustments in respect of the education and associated services provided by the School. This is a broad expression that covers all aspects of school life. The range of activities that are covered by the expression include:

- the curriculum
- classroom organisation and timetabling
- access to school facilities
- school sports
- school policies
- breaks and lunchtimes
- the serving of school meals
- assessment and examination arrangements
- school discipline and sanctions#
- exclusion procedures
- school clubs, educational visits and other activities
- preparation of pupils for the next phase of education.

7 Reasonable Adjustments for Pupils

7.1 When providing educational services to a pupil, the School is legally required to make "reasonable adjustments" in order to cater for a pupil's disability.

7.2 The School shall inform the pupil and parents of the reasonable adjustments that the School is legally required to make for that pupil, which may typically include:

- making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room
- allowing extra time for a dyslexic child to complete an entrance exam
- providing examination papers in larger print for a pupil with a visual impairment
- rearranging the timetable to allow a pupil to attend a class in an accessible part of the building
- arranging a variety of accessible sports activities.

7.3 The School is not legally required to make adjustments which include physical alterations such as the provision of a stair-lift or new ground floor facilities, such as a new library.

7.4 The Equality Act 2010 requires all schools to provide auxiliary aids and services for disabled pupils as part of the duty to make "reasonable adjustments". The School will carefully consider any proposals and will not unreasonably refuse any requests for such aids and services to be

provided.

8 Reasonable Adjustments for the Public

8.1 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.

8.2 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, the School will 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.

8.3 Where an auxiliary aid or service would enable a disabled person to make use of a service, the School will 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.

- 8.4 At public lectures and other public events where wheelchair users may be present, the School will ensure that there are adequate staff present to assist them with an emergency evacuation.

9 Reasonable Adjustments for Staff

- 9.1 If a colleague has a disability and are finding things difficult at work, we ask that you please don't suffer in silence.
- 9.2 Speaking with your GP or medical specialist about your disability related concerns could be a good place for you to start. You should also talk to a member of the HR team, or you could go straight to your line manager if you feel more comfortable in doing so.
- 9.3 If you meet with your line manager, you should expect to be able to have a private, friendly and honest conversation. It can be helpful for a member of the HR team or a Trade Union representative to be there too, but it's not essential.
- 9.4 Together you will discuss ideas that could make things easier for you. Reasonable adjustments will depend on the symptoms you are experiencing and, if relevant, the budget we have available.
- 9.5 You may find that your symptoms change over time and if this is the case you should let us know so that we can alter any arrangements we have in place.
- 9.6 If your symptoms are severe and ongoing it may be necessary to refer you to an occupational health advisor to make sure that we doing what we need to do to make things easier for you.
- 9.7 Any conversation with your line manager or HR will be confidential and notes may be kept for your file.
- 9.8 We will work to balance your needs with those of your colleagues, however there may be occasions when we are unable to find a solution that works for everyone.
- 9.9 If you do not wish to discuss your symptoms with your line manager or HR, you may also benefit from other support such as accessing Employee Assistance Programme, or speaking with a trusted colleague.

10 Disclosure

- 10.1 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 child's disability.
- 10.2 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 pupil.
- 10.3 The School will have due regard to any request by a parent or pupil (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.

11 Accessibility Plans

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

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

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

11.3 The Plan will be reviewed on a regular basis, to ensure that the Plan is up-to-date and covers all aspects of School life.

12 Personal Emergency Evacuation Plans (PEEP)

12.1 A Personal Emergency Evacuation Plan (PEEP) will be prepared for all staff and pupils who could have difficulty evacuating in a safe and timely manner in a fire or other emergency situation.

Authorised by	The Board of Governors December 2024
Next Review	Christmas Term 2026