



SEATON HOUSE SCHOOL

DISABILITY POLICY

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This policy applies to the Early Years Foundation Stage,
Key Stage 1 and Key Stage 2.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long term-health conditions such as asthma, diabetes, epilepsy, and cancer.

The aims of our disability policy in the school are:

- * To make reasonable adjustments for those with disability by taking action to facilitate access to the curriculum, the environment and to printed information for all.
- * To ensure that we make appropriate arrangements for children and young people with SEN to have access to the curriculum, to make the progress of which they are capable and to engage in the activities of the school alongside pupils who do not have SEN.
- * To use our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum, to better respond to the four broad areas of need:

Communication and interaction.

This describes pupils who have speech, language and communication needs displaying difficulties communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with Autistic Spectrum Disorders (ASD), including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning.

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, mental and emotional health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating

disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

Sensory/ physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning

* To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.

* To ensure a high level of staff expertise and high-quality teaching from class, subject and specialist teachers, to meet pupil need through well-targeted continuing professional development.

* To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with parents and health and social care professionals in order to meet the medical needs of pupils.

* To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners.

ADMISSIONS AND DISABLED PUPILS

Seaton House School is academically selective from Form I upwards. We welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of our school. Treating every child as an individual is important to us, and we admit pupils with physical disabilities, provided that they can cope with our site and are we are able to make reasonable adjustments for their needs.

The School has a legal duty to be non-discriminatory towards disabled students and to provide equal access and opportunity to the curriculum. We advise parents of children with physical disabilities to discuss their child's requirements with the Headmistress so that we can make adequate provision for him/her. Parents should provide a copy of a medical report to support their request, for example, for large print material or other special arrangements.

ON ENTRY

Each pupil with a disability requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child before a place is offered and before he/she becomes a pupil at the school. In assessing any prospective pupil the School may take such advice and require such assessments e.g. Educational Psychologist's or medical doctor's report and recommendations, as it regards as appropriate. We recognise that some disabled pupils may also require support in some subjects and we would normally discuss this issue with parents before their child enters the school. Copies of Seaton House's Special Educational Needs and Learning Support Policy may be obtained from the School Office.

If a pupil is accepted into the school from Nursery and it is later discovered that that pupil has a disability, the school will make whatever reasonable adjustments it can in order to facilitate

the needs of that child. Seaton House does not currently have the resources to meet the needs of pupils who develop severe disabilities but we would always try to be creative and proactive about providing for children with mild or moderate problems.

PHYSICAL ACCESSIBILITY

Under the legislation, we are not required to remove or alter physical features. However, parents and prospective parents of disabled children may wish to obtain copies of Seaton House School's Accessibility Plan from the school office (office@seatonhouse.sutton.sch.uk) This shows the ways in which we plan to make our buildings more accessible to disabled pupils, parents and visitors.

Seaton House School has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its buildings on the three sites.

ACCESS TO THE CURRICULUM

Staff will continue to adapt their teaching to the learning patterns of all the students according to their abilities and needs. Such differentiation should be reflected in teachers' plans. The school accessibility plan also outlines how adjustments are made.

RECREATIONAL ACTIVITIES

Individual risk assessments and management strategies will be provided for disabled pupils engaged in school trips and visits.

OTHER ADJUSTMENTS

We are able, depending on need, to arrange for children to use their own laptop computers in classes. Pupils who have been assessed as having a learning difficulty or disability may be entitled to extra time in examinations. Where necessary, an amanuensis may be provided for examinations.

DISABILITY AWARENESS

Staff and pupils are to be made aware of disability and understand its effect, and accept and support disabled pupils as part of School life (e.g. PSHCEE, assemblies)

STAFF TRAINING

Our teaching staff receive training on the learning needs of pupils with special education needs and disabilities.

REVIEW

This policy will be reviewed every two years.

Reviewed September 2016

Judy Evans
Chair of Governors

Debbie Morrison
Headmistress