



Disability Policy

This policy applies to all sections of Lanesborough School, including EYFS.

1. Aims

- 1.1 The Governors intend that Lanesborough School should be an equal opportunities organisation and have established an Equal Opportunities Policy to ensure that no pupil receives less favourable treatment on the grounds of age, disability, sex or sexual orientation, race religion, colour, nationality, ethnic or national origins (other than specifying that the school shall be for boys only, as permitted under the Sex Discrimination Act 1975). Our aim is to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and to develop tolerance and understanding towards each other.
- 1.2 This document sets out the policy in respect of Lanesborough School pupils with a disability and is consistent with the Equal Opportunities Policy set out in "Notes to Staff". The implementation of the Governors' Equal Opportunities statement is also achieved by the implementation of the Lanesborough School Anti-Bullying Policy, the EAL Policy and the Learning Support Policy. This policy is applicable to all pupils, including those in the EYFS.

2. Overview

- 2.1 Admission to the School depends upon a prospective pupil meeting the criteria required to maintain and, if possible, to improve the educational and general standards for all the School's pupils commensurate with the ethos to which it aspires. The School must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his potential and in line with the general standards achieved by the pupil's peers. In that case, there is every chance that the pupil will have a complete, happy and successful School career and emerge a confident, well-educated and well-rounded young man with a good prospect of a satisfying life. Subject to the standard terms and conditions of entry these criteria must continue to be met throughout the pupil's time at the School.
- 2.2 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 not to put any disabled pupil or potential pupil at a substantial disadvantage compared with any pupil who is not disadvantaged because of his disability.

- 2.3 The School asks parents to complete a form in respect of prospective pupils by no later than confirmation of registration. IN EYFS the parents are also asked to complete the 'All About Me' forms which include a section on external agency involvement. In assessing any pupil or prospective pupil, the School may take advice and require such assessments as it regards appropriate. Subject to this, the School will be sensitive to any requests for confidentiality.
- 2.4 Lanesborough acknowledges that an inclusive policy for disabled pupils would have the effect of enhancing the educational opportunities for the School community as a whole and that such a policy is very much in the spirit of its Equal Opportunities Policy. The School also attaches great importance to meeting the needs of individual pupils and wishes to maintain a careful balance to ensure that no individual pupil's education is impaired.
- 2.5 The School (in common with many other schools) has a layout, which covers a wide area and consists of many separate buildings of differing levels, which have grown up since the School was founded in 1930. The School also does not currently have lifts installed since any such lift would at best give access to just a few rooms at the upper level. In common with many other Schools, there are fixed classrooms for some subjects (e.g. ICT, Science, DT and Music) based on the valid ground of having all the facilities for one subject in one place. This requires pupils to move from classroom to classroom, carrying their School books with up to a five minute walk up corridors, stairs and steps in buildings. Few of the buildings at Lanesborough are purpose built, but to overcome the issue of varying building levels, the School makes available equipment by which wheelchairs can be moved between levels through operator controlled battery operated stair climbers. In the Pre-Prep department, it might be possible, if a pupil had mobility issues, for the form group to be moved to a downstairs room, although this would have knock-on effects for other pupils. Currently all EYFS classrooms are on the ground floor. In the Prep Department, this would not be practical because a number of specialist rooms e.g. Art, Music and ICT are located upstairs. However, stair climbers have been purchased to assist pupils in having access to some of these curricular areas.
- 2.6 By the nature of the physical layout of the School, any pupil with impaired mobility is going to be put at a disadvantage by these problems if not prohibited altogether from access to some or all of the educational and other facilities that the School offers. Arrangements have been made however, for those with limited mobility and in wheelchairs to access the ground floor of all buildings and provision of other facilities for the disabled has also been made throughout the School.

The restrictions on the use of the upper floors cannot be remedied in any substantial way by reasonable adjustments, short of making major alterations to physical features of the School at prohibitive cost. In all new buildings works, this will be considered.

- 2.7 The School has set up a Disability Policy Review Committee which consists of:
- The Head
 - The Head of Health and Safety

- The Deputy Head
- The Head of Pre-prep
- The Head of Learning Support
- The Estates Manager

2.8 The Committee may co-opt additional members whose expertise in any field they feel would be of assistance. The Committee's terms of reference are:

2.8.1 To review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.

2.8.2 To make recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments; to plan for the future and to prepare this Disability Policy.

2.8.3 To prepare the School's Accessibility Plan.

2.8.4 To review such plans and policies as necessary and at least every three years.

3 Admissions

3.1 The Committee has reviewed its Admission literature, policy, examinations and procedures, and has adapted admission forms asking all parents to give the School details of the nature and effect of any disability so as to enable it to consider any adjustments it might need to make.

3.2 In Pre-Prep the Early Years Assessments are predominantly oral to allow them to be accessible.

3.3 Reasonable adjustments can be made to the assessment process, as needed.

3.4 Physical mobility and other limitations

3.4.1 The entrance tests can be relocated to a ground floor classroom (Years 3-8). In the Pre-Prep department, the assessments take place in the Library or the Nursery on the ground floor.

3.4.2 In Pre-Prep the Mathematics and Reasoning assessments are multi-choice and require minimum writing for the recording of answers.

In the Prep Department, reasoning and Mathematics are completed on the computer and adapted keyboards are available. The scripts of candidates who are known as having literacy related learning difficulties or English as an Additional Language are checked, as are those of candidates who are suspected of having these, when the English examination is marked. The reports on the candidates from previous Schools are an important part of the assessment process and any information provided about a candidate's disability is taken into account.

- 3.4.3 Partially Sighted Candidates: Large Print Examination papers can be provided as can adapted keyboards. (It is important that the School is advised in advance of the examination so that papers can be prepared ahead of time).
- 3.4.4 Candidates with Cochlear Implants: The staff who will invigilate the examinations and look after the candidates undertake training in the use of the radio-microphone involved.
- 3.4.5 Candidates reliant on Signing and Lip reading: A member of staff would need to be specially trained or a specialist might need to be brought in for the day if tests were offered on the basis that, subject to results, it was practical to make reasonable adjustments to allow the pupil to be offered a place.
- 3.4.6 Partial Hearing Impairment: These candidates will be seated in the front of the room and staff will ensure that the candidates fully understand the various instructions.
- 3.4.7 Candidates in wheelchairs or unable to climb stairs: It is essential that the School be informed of such candidates prior to the Examinations. All such candidates will be assigned an adult to look after them throughout the day.
- 3.4.8 Candidates with other diagnoses such as ASD, ADHD or Dyspraxia can be accommodated with individual plans such as separate rooms, longer breaks etc. All such candidates will be assigned an adult to look after them throughout the day.
- 3.4.9 Access to the School Site: Entrance to the Prep School Site may be via Markham House Car Park. Special arrangements may be made for parking at Markham House and for access via the side door entrance into Markham House, a route which does not involve steps. Entrance to the Pre-Prep site is via the blue iron gates and is accessible by pushchair or wheel chair.

4. Physical Layout

- 4.1 The Accessibility Plan (Appendix 1) sets out an analysis of the current difficulties and a strategy for implementing a programme of improvements that the School can reasonably be expected to achieve. The Accessibility Plan will be included in the School's overall Development Plan and, as such, will be reviewed annually. Issues to do with mobility have also been alluded to in the section above although it must also be stressed that even with these provisions, pupils affected would, by necessity, not be able to have the same experience and freedoms as those enjoyed by other pupils, even if their access to the curriculum is assured. Where the restrictions would have a significant adverse impact on the pupil's development and well-being, the School will not offer a place.

5. The Curriculum

- 5.1.1 The Committee has considered the problems of physical access caused by the fixed classroom system and, to the extent that reasonable adjustments can be made, the Accessibility Plan addresses a number of these difficulties.
- 5.1.2 In the delivery of the curriculum, allowances are made for disabled pupils. Access to computer technology appropriate to pupils with disabilities is available and all pupils are encouraged to take part in Music, Drama and Physical Activities. In general, there are high expectations of all pupils and staff look to remove all barriers to learning and participation.

5.2 Physical Disability

- 5.2.1 The academic timetable is organised in such a way that boys from Year 4 upwards normally move between areas of the School to be taught in classrooms which contain specialist facilities for the delivery of the academic curriculum. Adjustments will be made to the timetabling of rooms to facilitate physical access for pupils with physical disabilities after an individual needs-assessment has been made. Changes to the timetable will be limited by the physical possibilities of the School.
- 5.2.2 Radical changes of location might be undesirable for the able-bodied majority of pupils since such changes would deny them access to key parts of the curriculum. Height and width of desks (especially in subjects such as Science and Technology), benches, tables and chairs might all need to be adjustable to accommodate wheelchairs; such a change in style of furniture would have implications for accommodation within existing classrooms and numbers of pupils per class might have to be reduced. Such major changes would be expensive and are unrealistic in the short and medium terms. However, specially-designed wheelchairs might circumvent such problems. There are also many Health and Safety considerations which would require individual risk assessment according to the activity or curriculum area. The School will do its best to ensure pupils are given access to all parts of the curriculum, including laboratory work and field trips. The needs of the individual pupil will be assessed, and activities will be adapted to enable the disabled pupil to participate as long as the adapted version of the activity still meets the curricular needs of other pupils. If not, an alternative activity may be devised for the disabled pupil. IN EYFS we also have access to the SCC Early Years and Childcare Service for support and advice with these issues.

5.3 Visual Impairment

- 5.3.1 Visually impaired pupils could be accommodated by a variety of methods; initial escorting by sighted peers or orientation via a mentoring system would enable the visually disabled person to familiarise himself with the campus. The School would consider installing large and/or colour coded signage to help the partially-sighted. In the case of pupils with severe visual impairment, there are certain parts of the curriculum (e.g. Art, Games) which might present access problems, but no blanket decision would be made without an individual needs assessment. Some parts of the curriculum might be adapted, or alternative activities might be devised by consultation and agreement with parents. The supply of large print or Braille textbooks would be expensive, and many of the textbooks in use at Lanesborough are not available in such

editions, but solutions utilising ICT, such as applications which read text aloud to the listener, would be explored. Less severe visual impairment would be helped by seating the pupil at the front of classes and by supplying notes and handouts with enlarged type.

5.4 Hearing Impairment

- 5.4.1 In cases of hearing impairment, the School enables the pupil to use a medically-prescribed hearing-aid and/or hearing loop.
- 5.4.2 Such a pupil would also be seated at the front of classes to increase the volume of sound, or at a convenient position elsewhere in class if lip-reading or signing is used.
- 5.4.3 It is envisaged that most of the curriculum (with the possible exception of Music) would be readily accessible to those with hearing impairment. Staff training would be a requirement.

5.5 Learning Support

- 5.5.1 The School aims to provide learning support to those pupils who are identified as being in need of it. Full detail is available on request in the Learning Support Policy document. Identification can come from the pupils themselves, from staff or from parents. If parents include circumstances which might require learning support in their medical return to the School office prior to their son's entry into Lanesborough, the School office will pass that information on to the Head of Learning Support as well as to the boy's form teacher. In some circumstances, such as dyslexia, dyspraxia, ADHD and ASD, the Head of Learning Support will recommend that parents seek outside professional advice and support. In the case of pupils who have a SEND Education and Health Care Plan (EHCP), classroom support will be provided by the School and funded by the LEA. All new pupils applying for a place in Shell or above, are screened for spelling or reading difficulties, during their initial assessment before they enter the School. Assessment is done by means of nationally standardised tests. At 5+ entry, prospective entrants are formally assessed in numeracy, literacy and non-verbal reasoning. For entry in Year 3 and above, assessments allow determination of a spelling score and reading comprehension score for each pupil comparable against other children of the same age. On the basis of those results, any pupils who seem likely to struggle because of such difficulties are offered support by the Head of Learning Support. This usually takes the form of one to one support. Pupils are offered specialist literacy input appropriate to their needs and given guidance in study skills. Support can be offered for numeracy and on occasion, in accordance with Occupational Therapy programmes or social skills input set by outside professionals. The Head of Learning Support is also very happy to reassess any pupil who performed well in their initial assessment but whose staff consider them to be likely to benefit from such additional support. Usually, pupils who have had this support go on to be successful in their studies without further assistance.
- 5.5.2 Occasionally, however, there are pupils who need further support. If they are still experiencing difficulty in spite of one to one withdrawal, then the School may advise

parents to seek outside help or private assessment. The Head of Learning Support can advise parents on relevant professionals to involve, if necessary.

- 5.5.3 The Head of Learning Support is qualified to assess pupils for extra time for internal examinations, and will provide opportunities for this to be carried out if pupils have a history of support during their time at Lanesborough. However, if pupils have not needed any learning support during their time at Lanesborough but parents still feel that there is a case to be made for extra time in public examinations, then they are advised to seek an external assessment by a qualified educational psychologist to provide grounds for such a claim.

6. Extra-curricular activities

- 6.1 The Committee has considered the difficulties of access for disabled pupils to the wide range of extra-curricular activities.
- 6.2 The range of such activities is sufficiently extensive and varied to ensure that disabled pupils are able to participate fully in the School's extra-curricular programme. School visits, including overseas visits are made accessible to all pupils irrespective of attainment or impairment, subject to the availability of suitably adapted facilities, where required, and the safety and well-being of the group as a whole.

7. Sporting activities

- 7.1 The Committee has considered the difficulties of access to the playing fields and other sports facilities and, to the extent that reasonable adjustments can be made, the Accessibility Plan addresses a number of these difficulties.
- 7.2 The range of sporting activities offered by the School ensures that there are a number of activities that may be particularly suited to disabled pupils (e.g. swimming) whilst others (e.g. Rugby) may be inherently inappropriate. Specialist courses in individual sports are becoming more available to coaches and staff are encouraged to attend such courses as and when possible.

8. Welfare

- 8.1 The Committee has considered the difficulties that might arise for disabled pupils in the context of its pastoral care policies. Amendments, to recognise the possibilities of discrimination against disabled pupils will be made to those policies, as appropriate.

9. Awareness and observance of the policy

- 9.1 The Committee will take steps to ensure awareness and observance of this policy by publishing the policy in the Staff Handbook. Existing policies (e.g. Equal Opportunities) will be reviewed and amended as necessary to ensure that due recognition is given to the needs of the disabled. Opportunities will be sought to raise awareness of the Policy

and its implications through staff training. As appropriate, further written guidance will be issued to staff.

10. Assessment and recording procedures

- 10.1 Disabled pupils who are admitted to the School will undergo a needs assessment which will be recorded. This could be in the form of a Health Care Plan. The needs assessment procedure will probably involve several members of the Lanesborough staff and possibly representatives of outside agencies. It is the responsibility of the Head of Learning Support to co-ordinate needs assessments and to ensure that detailed records are kept and filed centrally.

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LW/CT