



Independent School for Girls Aged 2 to 18
and Boys Aged 2 to 11

DISABILITY POLICY

Harrogate Ladies' College family of Schools:

Highfield Pre School, Highfield and College

SLT Responsibility: Estates Bursar

Governor Committee Review: Estates, Health & Safety

Review Cycle: Biennial

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Since 1893

1 Aims

This policy applies to the Harrogate Ladies' College Family of Schools - Highfield Pre School, Highfield and College - hereafter referred to as "the School".

1.1 The aims of this policy are:

- to afford opportunity to employees and pupils who are disabled;
- to ensure compliance with the Equality Act 2010 and the Special Educational Needs and Disability Act 2014 (SENDA);
- to have regard to the guidance issued by the Equality and Human Rights Commission *What equality law means for you as an education provider: School's*.

1.2 This policy can be made available in large print or another accessible format if required.

2 Policy statement

2.1 HLC (School) will:

- maintain and drive a positive culture towards inclusion of people with disabilities in all the activities of the School;
- train staff to understand the broad types of disabilities and how best to support employees and pupils who are disabled. Staff will not be expected, unless medically qualified or trained, to administer medication;
- adopt user-friendly procedures for considering admission applications from parents with disabilities or for disabled children, and consult with those parents about the reasonable adjustments which can be made to ensure that the admissions process is accessible and appropriate;
- 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, prospective pupils and their parents;
- keep under review the School's admission policy, equal opportunities and anti-bullying policies.

3 Disability

3.1 A person has a disability if he or she has a physical or mental impairment, which has a "substantial and long-term adverse effect" on his or her ability to carry out normal day-to-day activity (Equality Act 2010).

3.2 By way of further explanation:

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

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- 3.2.1 physical disability may include medical conditions for which a person needs to use a wheelchair or has mobility difficulties, for example, cerebral palsy or brittle bones;
- 3.2.2 a mental impairment is a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness;
- 3.2.3 "long-term" means a period of 12 months or longer.
- 3.3 Other disabilities which may amount to disability include:
- severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings);
 - progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity;
 - a controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes;
 - 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.
- 3.4 Disability does not include:
- seasonal conditions such as hay fever;
 - a person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances;
 - 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.

4 Discrimination

- 4.1 We will seek to be inclusive with regard to disability in:
- the arrangements for determining admission or employment procedures;
 - the conditions on which a place at the School is offered;
 - the provision of education and associated services;
 - the way the School affords access to any benefit, service or facility offered or provided by the School;
 - ensuring that persons with a disability are not placed at a substantial disadvantage in comparison with non-disabled persons.

5 Admission procedure for pupils

- 5.1 The School welcomes applications from any prospective pupil with a disability or with parents with a disability.
- 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, taking into account relevant implications of the disability detailed.
- 5.3 The registration or admission form will enable the parents to give as much detail of their child's disability that they feel appropriate to support appropriate consideration being given and effective support to be gauged.
- 5.4 The School will, if appropriate, request from the parents or previous School full details (EHCP if appropriate) 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.
- 5.5 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).
- 5.6 The School will not offer a place if, after consideration of all reasonable adjustments, the School will not be able to provide adequately or appropriately for the child's physical and educational needs.
- 5.7 The School will inform the parents of their decision and give details of the reasonable adjustments that would be appropriate to put in place 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;

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- 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 will consider objectively and openly all requested reasonable adjustments in order to cater for a pupil's disability. This is both for admission purposes and as part of the decision whether the School is the right place for the pupil.
- 7.2 The School shall inform the pupil and parents of the reasonable adjustments that the School are able to make for that pupil, which may typically include:
- making arrangements for a child to attend an interview in an accessible ground floor room;
 - allowing extra time for a child with specified learning difficulties to complete an entrance examination or to use a laptop during the process;
 - 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 inclusive sports activities so that a pupil will be able to be fully engaged in the co-curricular aspect of School life;
 - Provide auxiliary aids and services.

8 Reasonable adjustments for the public

- 8.1 The School seeks to ensure that it is as accessible as possible to the public, for example at:
- open days;
 - parents' evenings;
 - concerts and plays;
 - exhibitions;
 - conferences (including residential conferences during holiday periods);

- for the 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 person with a disability to access the service, the School will take all reasonable steps to:

- provide an auxiliary aid such as a ramp; or
- provide reasonable means of avoiding the feature, such as a guided alternative route; or
- provide a reasonable alternative method of making the service available such as live stream or recording of the event.

9 Disclosure

- 9.1 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 pupil's disability so that sufficient support can be engaged.
- 9.2 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.
- 9.3 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. The level of information shared with which stakeholder group will be agreed in advance with parents and pupil.

10 Accessibility plans

- 10.1 The School has prepared an Accessibility Plan (2021-2024), which is available, on request, to all parents and staff.
- 10.2 The Accessibility Plan includes consideration of how the School proposes to:
- increase the extent to which pupils with a disability can participate in the School's curriculum;
 - improve the physical environment of the School for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities or services provided or offered by the School;
 - improve the delivery of information so that it is readily accessible to all pupils and parents, irrespective of disability.



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.