

Disability policy

The School has a legal duty (currently under the Equality Act 2010) to be non-discriminatory towards disabled pupils and to provide equal access and opportunity to the curriculum.

Aims:

- To support the ethos of the School as a Christian community which respects the rights of disabled pupils, to have equal access to the curriculum, extra-curricular and other services
- Equally to value and encourage all children
- To foster positive attitudes towards disability within our community

To achieve our aims, the School has produced this Disability Policy.

- The School's Disability Policy and Accessibility Plan will be reviewed by the Health & Safety Committee at least every three years.
- The Health & Safety Committee will make recommendations with a view to improving the accessibility of its education to pupils or prospective pupils with disabilities by means of reasonable adjustments.
- In accordance with the Admissions policy, the School will do everything possible to ensure that the full range of the School's educational curriculum, activities and facilities are made accessible to pupils with disabilities.

Admission to the School

- In accordance with the Admissions policy, the School will do everything possible to ensure that the full range of its educational curriculum, activities and facilities are made accessible to pupils with disabilities. In addition to meeting the standard educational admission criteria:
- Parents must make known the full scope of their child's disabilities at the time of application for admission.
- In assessing any pupil or prospective pupil, the School may take such advice and require such assessments and recommendations as it regards appropriate.
- The School must feel reasonably confident that, throughout a pupil's time at the School, it will be possible to educate and develop him or her to the best of their potential and in line with the general standards achieved by their peers. This policy applies to every potential pupil regardless of any disability.
- When a disability or a special educational need is made known to the School, full consultation will take place with the prospective parents and any reasonable adjustments made to the admissions procedure to enable a pupil, if she or he is able, to satisfy the admissions requirement.
- In assessing any pupil or prospective pupil, the School may take such advice and require such assessments e.g., Educational Psychologist's report, and recommendations as it regards as appropriate.

- With prior notification of disability, supported by the recommendation of an educational psychologist's report, the School may allow some extra time in the entrance exam for prospective pupils with a disability.
- The School policy is to apply these criteria to all pupils and potential pupils, regardless of any disability of which it is made aware by parents. The School has a legal obligation to make reasonable adjustments so as not to put any disabled pupil or potential pupil at a substantial disadvantage compared with other pupils who are not disadvantaged because of disability

Physical Access

Under current legislation we are not required to remove or alter physical features, but to make "reasonable adjustments" to the premises and/or curriculum.

- Parents should be aware that the School site covers a wide area with many old buildings of more than one storey and without lifts. Like many secondary Schools, the School 'policy' of subject areas with designated classrooms, requires pupils to move around the site, necessitating the use of steps or stairs in buildings to access classrooms. Pupils with impaired mobility will therefore be somewhat disadvantaged by these problems.
- The School is addressing these issues within its buildings development and refurbishment programme but some substantial improvements cannot be achieved by reasonable adjustments short of major alterations at prohibitive cost to the School.
- The Accessibility Plan, to meet legal planning duties, will seek to improve physical access within the constraints of local planning permission and the budgetary impact outlined above.

Education

- Staff will continue to be made aware of pupils with disability or special educational needs, by the Head of Learning Support, the Health Centre, Heads of School or the Head of Boarding & Pastoral Care, as appropriate.
- Staff will continue to be made aware of strategies to make 'reasonable adjustments' within the classroom so as not to place disabled pupils at a substantial disadvantage in accessing the curriculum. Such strategies will be included in Departmental Handbooks.
- Staff are expected to adapt their teaching to the learning patterns of all pupils according to their abilities and needs. Such differentiation should be reflected in departmental Schemes of Work.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other pupils, nor their Health and Safety (e.g. labs, workshops, sports equipment).
- Staff will continue to support disabled pupils through their IEPs as drawn up by Learning Support, when appropriate.

- The School, as an independent School, is not required under legislation to provide auxiliary support such as a classroom assistant, or auxiliary aids e.g. laptops or hearing loops. The plan will be agreed for each pupil in consultation with parents, the pupil and an appropriate specialist.
- The School will continue to provide equal access to all School activities for disabled pupils within the constraints of the site, the financial costs, the Health & Safety implications and difficulties of supervision.

Sporting & Recreational Activities

- The School will continue to provide equal access to all School activities for disabled pupils, within the constraints of the physical nature of the site, the budgetary costs, the Health and Safety implications and difficulties of supervision.
- Individual Risk Assessments and management strategies must be provided for disabled pupils engaged in School trips or visits.

Welfare Awareness

- Staff and pupils are made aware of disability and understand its effects and accept and support disabled pupils as part of School life through forums such as PSHE, assemblies and enrichment activities.
- Up-to-date information on pupils will be maintained through the Special Circumstances folder, which is updated annually.
- Appropriate staff Inset will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.
- The School's Equal Opportunities Policy, Anti-Bullying Policy, Codes of Behaviour, pupil and staff handbooks reflect inclusiveness and the difficulties faced by disabled pupils, thereby improving understanding and integration.
- The School will agree with parents appropriate regular means of communication with regard to the pupil's progress, behavioural issues and the effects of any medication

The Rydal Penrhos School Accessibility Plan covers:

- Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the School's curriculum;
- Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled;
- Improving the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School.

Other related School policies and procedures:

- Safeguarding policy
- Anti-bullying policy
- Health & Safety policy
- Complaints Policy
- Disability Policy in the Context of Public Examinations

Policy dated August 2018

To be reviewed by August 2019

DISABILITY POLICY: "REASONABLE ADJUSTMENTS"

Central Issues (for all Subjects):

- To ensure equal access to education as per those without disability.

To Achieve this:

- "Reasonable Adjustments" to be employed by teachers in and out of classroom to prevent substantial disadvantage to the disabled pupil.

NB: We are not legally obliged to provide auxiliary aids (laptop, hearing loop) nor particular services (designated classroom assistant) as an independent School.

So what are the "reasonable adjustments" which can be made within the classroom to accommodate those pupils with disability without prejudice to other pupils' education and progress?

(e.g. by covering the syllabus more slowly at the pace manageable by the disabled pupil, this may be detrimental to other pupils' educational progress). These will be different in each case and an IEP will be agreed between parents, the pupil and the School.

MINOR BEHAVIOUR PROBLEMS (all pupils)

- Listen to pupils – give them time to explain their misbehaviour
- Handle misbehaviour quickly and calmly to minimise disruption. Do not over react
- Move round the classroom, constantly scanning the class for misbehaviour
- Avoid confrontation. Change the subject, defuse the situation, use humour and negotiate
- Display classroom rules. Phrase the rules positively, refer to them regularly and be consistent
- Condemn and criticise the misbehaviour and not the child
- Catch the pupil being good. Emphasise the positive
- Reprimand the pupil privately. Do not humiliate her publicly
- Reward good behaviour instantly with praise and encouragement.
- Gain pupil attention by stopping talking mid-sentence. Say something unexpected; say the pupil's name, make a joke or say 'Look at me'; 'Listen to me', or 'Excuse me'
- Use non-verbal cues: raising eyebrows, frowning, being silent, making direct eye contact, moving near the pupil, moving the pupil to the front of the class
- Give the pupil a classroom responsibility
- Ensure that lessons are well structured. Give clear and concise instructions and explanations

ADHD (ADD)

- Give the pupil stimulating curriculum materials to sustain interest.
- Accept use of laptop, word-processor in lesson and/or for homework
- Test via multiple-choice, ask for the pupil's ideas and input

- Allow less homework to be done by that pupil, signed by parent. Ensure homework is recorded correctly
- Worksheets. Useful for structure to break up tasks into smaller bits
- Use visual and diagrammatic approach to learning, mind-mapping
- Set short structured and active tasks over shorter period of time
- Allow extra time to complete work and allow breaks between sections of work
- Seat next to 'study buddy' as good role model, at front of class and away from distractions of doors and windows
- Use pupil's name as a key or cue for response
- Only call upon when hand is up as needed, then praise for not calling out
- Arrange a common cue system for pupil to stay on task (it is important that other pupils are unaware of the system (e.g. place a hand on the desk whilst walking past)
- Praise to raise feel-good factor and thus focus on lesson
- Allow doodling (pad) and fidgeting, humming, whistling if not distracting others
- In labs/sport (where safety is paramount): give warning by cue and name, explain 1:1 immediately that next time the pupil is out of the activity for 5 minutes
- Care with group work and unstructured and/or long tasks
- Keep instructions short and clear, preferably written, and positive
- Set lesson goals and week goals, e.g. report card or in homework diary
- Use of colour coding for organisational tasks, e.g. timetable, homework
- Keep to IEP as focus for teaching, learning and progress. Set achievable tasks and give regular feedback about progress.
- Working with home is very important

IMPULSIVE

- Ignore minor inappropriate behaviour
- Only call upon when hand is up or conforms to required behaviour
- Keep instructions short
- Increased speed of reward and consequence

HEARING IMPAIRED

- Seated at front of the class where pupil can see the teacher clearly
- Back to the window to avoid silhouette effect
- Adequate lighting to facilitate lip-reading
- Background noise in classroom reduced, e.g. windows closed
- A variety of teaching styles, e.g. paired discussion, worksheets
- Reduction in the amount of verbal information and planning so that no need to listen for an extended period which is very tiring, and lessons more accessible
- New vocabulary to be given or displayed in written form prior to lesson
- Copies of OHP to be provided and core lesson notes to help revision
- Salient discussion points on board or repeated to whole class
- Attention to be drawn to the speaker for pupil to focus on
- Agreed non-verbal signal to indicate pupil has not understood comment or concept in a lesson
- Bright lights can be a distraction
- TV video should have sub-titles
- Arrange for note-taker to have copies of notes if needed
- Check homework is understood
- Warn the pupil about a loud noise e.g. fire bell

ASPERGER'S SYNDROME

- Sequence activities
- Identify the main idea in new information
- Use prompts to enable the pupil to commence tasks
- Check that the pupil understands what she has to do
- Give one instruction at a time
- Introduce choice in tasks gradually to develop decision-making skills
- Show the pupil what is expected by demonstration
- Use visual or pictorial cues to make a task clear and aid understanding
- Be calm, positive and consistent with the pupil
- Identify the pupil's interests and likes and incorporate these into curriculum activities
- Introduce any change gradually to the pupil
- Need to differentiate pace, content, methodology in classroom
- Take account of social communication difficulties with other pupils
- Extended writing tasks to be broken up into smaller sections
- Ability levels can be very high and need challenging and stimulating materials
- Concentration span can be short however
- Need to understand someone else's view and respond appropriately
- Helpful to have daily contact with significant adult
- Must have structure and routine to reduce anxiety about change
- Strategies to organise work, timetable, homework, books, times
- Clear lines of behaviour expected and maintained
- Short and long term targets for IEP to be the focus for progress

DYSLEXIA

- Break down tasks, information or instructions into smaller parts
- Ensure that differentiated work matches reading level and is age appropriate
- Display key words / subject vocabulary on classroom walls and provide word banks
- Provide photocopied notes and highlight or underline key words and phrases in the text
- Allow alternative methods of recording, e.g. computer, verbal response, graphical representation
- Give extra time for completing written tasks at home and in class
- Provide support for writing, e.g. writing frames, grids, flow diagrams, brainstorming, model / demonstrate
- Ensure homework is recorded accurately and repeat instructions
- Make use of rhymes, acronyms or visual methods to aid memory
- Mark work on content rather than on spelling

DYSCALCULIA

- Put a list of numbers with their spellings (1-100) on a prompt card
- Give the pupil a set of mathematics symbol cards with the range of names for each symbol
- Provide an audiotape with multiplication tables on for home / class use
- Provide support materials, e.g. number square, number line, calculator, counters, large decimal point
- Head number columns (Hundreds / Tens / Units) to assist with place value
- Use arrows to help pupils know which direction to perform a calculation in
- Model a method of calculation and put this in the pupil's exercise book

- Allow the pupil to use her own method of calculation if it produces the correct answer consistently and is acceptable within the requirements of examinations
- Break down mathematical problems into smaller steps
- If the pupil is also dyslexic, audio tape 'wordy' problem solving questions

DYSPRAXIA

- Break down tasks and instructions into smaller parts
- Pair a dyspraxic pupil with a more coordinated supportive peer in practical activities
- Use pictures, symbols, modelling and demonstration
- Repeat instructions
- Ensure homework is recorded accurately
- Praise effort and attainment, however small
- Provide additional time during practical tasks
- Cut out shapes for pupils beforehand
- Encourage the pupil to self-correct her own work or behaviour
- Use colour coding for left and right

VISUAL IMPAIRMENT

Visual impairment can be classified in many different ways:

- Restrictions in the visual field
- Difficulties with scanning
- Gross distortion of what is being seen and perceived
- Difficulties with visual fixation
- Problems in maintaining and changing focus at long and short distances
- Distortions in colour perception
- Visual fatigue
- Additional time is required to process visual information
- Colour blindness

The implications for learning for pupils with visual impairment will depend on a number of factors:

- The age of onset of the eye condition
- Parental and family attitude
- Motivation and general intelligence level of the pupil
- Social and emotional security of the pupil
- The level of visual discomfort and fatigue
- The pace of learning may be slower, especially in subjects that are highly visual
- Incidental learning and the basic knowledge of everyday objects and experiences is restricted by visual impairment
- Progress may not be an accurate reflection of a pupil's true ability
- Holding a book close to the eyes will not harm vision, and for some pupils, it may be the only way of getting the print into focus
- Having a visual impairment does not necessarily mean that other senses, such as hearing, are highly developed

Strategies to support learning:

- Encourage the pupil to use word processing
- Allow the use of a lap top, which has the facility for different sizes of print, in class
- Encourage the use of specialist software like *TextHelp* which provides the facility for all text on the computer screen to be read aloud by a computer voice
- Encourage the pupil to use a hand-held tape recorder for making notes and also for submitting homework
- A pupil with visual impairment may qualify for special arrangements for external examinations.