



Norfolk House School

# Disability Policy

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## **1. Aims**

- 1.1. This is the disability policy of Norfolk House School (**School**).
- 1.2. The aims of this policy are:
  - 1.2.1. to afford opportunity to and actively promote the wellbeing of pupils who are disabled;
  - 1.2.2. to maintain and drive a positive culture towards the inclusion of disabled people in all the activities of the School; and
  - 1.2.3. to ensure compliance with equality legislation and to have regard to relevant guidance and advice.

## **2. Scope and application**

- 2.1. This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

## **3. Regulatory framework**

- 3.1. This policy has been prepared to meet the School's responsibilities under:
  - 3.1.1. Education (Independent School Standards) Regulations 2014;
  - 3.1.2. *Statutory framework for the Early Years Foundation Stage* (DfE, November 2024);
  - 3.1.3. Education and Skills Act 2008;
  - 3.1.4. Children Act 1989;
  - 3.1.5. Childcare Act 2006;
  - 3.1.6. Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
  - 3.1.7. Equality Act 2010.
- 3.2. This policy has regard to the following guidance and advice:
  - 3.2.1. [What equality law means for you as an education provider: schools \(Equality and Human Rights Commission, April 2014\)](#);
  - 3.2.2. [The Equality Act 2010 and schools \(DfE, June 2018\)](#);
  - 3.2.3. [Reasonable adjustments for disabled pupils \(Equality and Human Rights Commission, April 2015\)](#);

- 3.2.4. [Supporting pupils with medical conditions at school \(DfE, August 2017\)](#);
- 3.2.5. [Mental health and behaviour in schools \(DfE, November 2018\)](#)
- 3.2.6. [Special educational needs and disability code of practice: 0 to 25 years \(DfE and Department of Health, September 2024 \(Code of Practice\)](#)

3.3. The following School policies, procedures and resource materials are relevant to this policy:

- 3.3.1. Equal Opportunities Policy;
- 3.3.2. Special Educational Needs Policy;
- 3.3.3. Safeguarding and Child Protection Policy;
- 3.3.4. Anti Bullying Policy;
- 3.3.5. Admissions Policy;
- 3.3.6. Behaviour and Discipline Policy;
- 3.3.7. Accessibility Plan;
- 3.3.8. Risk Assessment Policy for Pupil Welfare; and
- 3.3.9. Relationships Education Policy.

#### **4. Publication and availability**

- 4.1. This policy is published on the School website and in the Virtual Staffroom.
- 4.2. This policy is available in hard copy on request.

#### **5. Definitions**

- 5.1. Where the following words or phrases are used in this policy:
  - 5.1.1. references to the **Proprietor** are references to the Board of Directors of Norfolk House School Limited;
  - 5.1.2. references to **disability** mean a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activity.

#### **6. Responsibility statement and allocation of tasks**

- 6.1. The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2. To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

<b>Task</b>	<b>Allocated to</b>	<b>When / frequency of review</b>
Keeping the policy up to date and compliant with the law and best practice	Head of Pastoral Care	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	“ “ “	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	“ “ “	As required, and at least annually
Formal annual review	Proprietor, Headmistress, Head of Pastoral Care	Annually

## **7. Disability and discrimination**

7.1. Conditions which may amount to disability include:

- 7.1.1. severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings);
- 7.1.2. progressive conditions which will result in a substantial long-term adverse effect on day to day activity;
- 7.1.3. a controlled impairment, i.e. a person with a prosthesis, or a person with drug controlled epilepsy or diabetes;
- 7.1.4. a history of impairment, for example a person who used to be disabled and has recovered, or a person with a previous mental illness; and
- 7.1.5. neurodivergent conditions such as autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), dyslexia, dyspraxia, and

other specific learning differences, where these have a substantial and long-term adverse effect on the ability to carry out normal day to day activities.

7.2. Disability does not include:

7.2.1. hay fever sufferers;

7.2.2. a person with anti-social tendencies such as paedophilia;

7.2.3. a person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances; and

7.2.4. 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.

7.3. Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim.

7.4. We will not knowingly discriminate against a disabled person:

7.4.1. in the arrangements for determining admission;

7.4.2. in the terms on which a place at the School is offered;

7.4.3. by refusing or deliberately omitting to accept an application for admission;

7.4.4. in the provision of education and associated services;

7.4.5. in the way the School affords access to any benefit, service or facility offered or provided by the School;

7.4.6. by excluding a person on the grounds of his or her disability;

7.4.7. by harassing a person with a disability;

7.4.8. by victimising a person with a disability; or

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

## **8. Admission procedures for pupils**

- 8.1. The School is open to applications from any prospective pupil with a disability, and treats every application from a disabled child in a fair, open-minded way.
- 8.2. Every application is considered on its merits within the School's criteria for selection on grounds of the child's ability and aptitude.
- 8.3. The School will, if appropriate, request from the parents or any 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 and to promote the child's well-being.
- 8.4. 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.
- 8.5. Applications are considered on the basis that all reasonable adjustments have been made by the School in order to cater for the child's disability.
- 8.6. 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 or promote the child's wellbeing.
- 8.7. 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 provide adequately or appropriately for the child's physical and educational needs or promote the child's wellbeing by making 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.
- 8.8. The School will inform the parents of their decision and give details of the reasonable adjustments they are able to make or give reasons why the offer of a place will not be made.

## **9. Education and associated services**

- 9.1. The School has an ongoing duty to make reasonable adjustments in respect of the education and associated services provided by the School, including:
  - 9.1.1. the curriculum;
  - 9.1.2. classroom organisation and timetabling;
  - 9.1.3. access to school facilities;

- 9.1.4. school sports;
- 9.1.5. school policies;
- 9.1.6. breaks and lunchtimes;
- 9.1.7. the serving of school meals;
- 9.1.8. assessment and examination arrangements;
- 9.1.9. school discipline and sanctions;
- 9.1.10. exclusion procedures;
- 9.1.11. school clubs, educational visits and other activities;
- 9.1.12. preparation of pupils for the next phase of education; and
- 9.1.13. digital and online learning platforms, ensuring accessibility features are implemented where appropriate.

## **10. Reasonable adjustments for pupils**

- 10.1. 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.
- 10.2. The School shall inform the pupil and parents of the reasonable adjustments that the School is able to make for that pupil, which may typically include:
  - 10.2.1. making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room;
  - 10.2.2. allowing extra time for a dyslexic child to complete an entrance exam;
  - 10.2.3. providing examination papers in larger print for a pupil with a visual impairment;
  - 10.2.4. rearranging the timetable to allow a pupil to attend a class in an accessible part of the building; or
  - 10.2.5. arranging a variety of accessible sports activities.
- 10.3. The School is not legally required to make adjustments which include physical alterations such as the provision of a stairlift or new ground floor facilities, such as a new library.
- 10.4. 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.

- 10.5. School staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.
- 10.6. Once any required adjustments have been identified, the School will consider whether they are reasonable adjustments for the School to make by reference to the following factors:
  - 10.6.1. whether it would overcome the substantial disadvantage the disabled child is suffering;
  - 10.6.2. the practicability of the adjustment;
  - 10.6.3. the effect of the disability on the pupil;
  - 10.6.4. the cost of the proposed adjustment;
  - 10.6.5. the School's resources;
  - 10.6.6. health and safety requirements;
  - 10.6.7. the need to maintain academic, musical, sporting and other standards; and
  - 10.6.8. the interests of other pupils (and potential pupils).
- 10.7. The School will discuss the proposed adjustments with parents and, where appropriate, the pupil, the Special Educational Needs Coordinator (or 'SENCO'), and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The School will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).
- 10.8. Parents can assist the School in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the School if appropriate to implement any measures or reinforce any strategies put in place.
- 10.9. Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the School provides, a disabled pupil is evidently still at a substantial disadvantage, the School may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice,

seeking a statutory assessment, additional support funded by the parents or other external sources.]

- 10.10. If the parents feel that there are further particular adjustments the School could make, parents may write to or speak with the SENCO. Parents are encouraged to provide copies of any medical or specialists reports as evidence of the adjustments required.

## **11. Reasonable adjustments for the public**

- 11.1. The School may provide services to the public, for example at:

11.1.1. open days;

11.1.2. parents' evenings;

11.1.3. concerts and plays;

11.1.4. exhibitions;

11.1.5. conferences (including residential conferences during holiday periods);  
or

11.1.6. use of sports facilities.

- 11.2. 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, schools are required to take reasonable steps to:

11.2.1. remove the feature; or

11.2.2. alter it so it no longer has that effect; or

11.2.3. provide reasonable means of avoiding the feature; or

11.2.4. provide a reasonable alternative method of making the service available.

- 11.3. Where an auxiliary aid or service would enable a disabled person to make use of a service, schools are required to 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.

## **12. Accessibility plans**

- 12.1. The School has prepared an accessibility plan which is available, on request, to all parents and staff.

- 12.2. The accessibility plan includes consideration of how the School proposes to:

12.2.1. increase the extent to which disabled pupils can participate in the School's curriculum;

12.2.2. 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; and

12.2.3. improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

12.3. 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.

### **13. Additional welfare needs**

13.1. The School recognises that pupils with a disability may be at risk of being bullied. The School's Anti Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

13.2. The School will tackle inappropriate attitudes and practices through staff leading by example, through the personal, social, health and economic (**PSHE**) programmes, through the supportive School culture and through the School's policies.

13.3. If parents are concerned about their child's welfare they can approach the pupil's form teacher or any senior member of staff to discuss their concerns in private at any time.

13.4. Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

13.4.1. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;

13.4.2. pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and

13.4.3. there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

13.5. Any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's Child Protection and Safeguarding Policy.

## **14. Training**

- 14.1. The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 14.2. The level and frequency of training depends on role of the individual member of staff.
- 14.3. The School maintains written records of all staff training.
- 14.4. Staff will be trained to understand the types of disabilities and how to deal with pupils who are disabled. Staff will not be expected, unless medically qualified or trained, to administer medication.

## **15. Risk assessment**

- 15.1. Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 15.2. The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused. Please see clause 6 for details of the individuals with responsibility for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy.

## **16. Record keeping**

- 16.1. All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 16.2. The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

## 17. Version control

Date of adoption of this policy	21.6.21
Date of last review of this policy	11.2.26
Date for next review of this policy	11.2.27
Policy owner (SLT)	Head of Pastoral Care
Policy owner (Proprietor)	Chair of Directors