



Lincoln Minster School  
The best in everyone

## Lincoln Minster School Disability

### Policy Statement

#### In line with our Mission Statement, our aim is 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 value and encourage all children
- Foster positive attitude towards disability within our community

Lincoln Minster School acknowledges its legal duty to be non-discriminatory towards disabled pupils, both current and prospective, and to provide equal access and opportunity to the curriculum.

Notwithstanding the above, and the School's desire to enrich the lives of all our pupils by pursuing an inclusive policy towards all pupils which reflects the diversity of the outside world and our Christian values, the School places equal importance on ensuring that no pupil's education and progress is impaired by the behaviour of another pupil.

To achieve our aims, the School has produced this Disability Policy. The Health & Safety Committee will:

- i. review the School's Disability Policy and Accessibility Plan at least every three years.
- ii. make recommendations with a view to improving the accessibility of its education to pupils or prospective pupils with disabilities by means of reasonable adjustments.

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

Lincoln Minster School is fully committed to ensuring that the application of this Disability Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Treatment Policy document.

Lincoln Minster School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is available to all interested parties on the school website and on request from the school offices and should be read in conjunction with the following documents: Accessibility Plan, Special Educational Needs Policy, Equal Treatment Policy, Premises and Accommodation policy.

This document is reviewed annually by the Principal or as events or legislation change requires

Reviewed: C Rickart, Principal, June 2011

Next review due: **June 2012**

### **Admission to the school**

- Admission to the School depends upon the prospective pupil meeting the School's entry criteria to maintain and, if possible, to improve the educational and general standards for all its pupils, in keeping with the School's mission statement.
- The School must feel reasonably sure that throughout the pupil's time at Lincoln Minster School it will be able to educate and develop the prospective pupil to the best of his/her potential and in line with the general standards achieved by the pupil's peers.
- 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 not to put any disabled pupil or potential pupil at a substantial disadvantage compared with other pupils who are not disadvantaged because of disability.
- Lincoln Minster School requires parents to inform the School in respect of the disability of a prospective pupil in the relevant section of the application form for the School.
- In assessing any pupil or prospective pupil the School may take such advice and require such assessments as deemed appropriate e.g. an Educational Psychologist's report and recommendations.
- With prior notification of disability, supported by the recommendation of an education psychologist's report, the School will allow 25% extra time in the entrance exam/scholarship exam for prospective pupils with a disability if required.

### **Physical access**

- Under the legislation we are not required to remove or alter physical features.
- 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 disadvantaged by these problems, and may therefore be prevented from access to a number of the educational and other facilities the School offers.
- Improvements to these problems cannot be achieved in a substantial way by reasonable adjustments short of major alterations at prohibitive cost to the School.
- The Accessibility Plan to meet the legal planning duties, will seek to improve physical access within the constraints for local planning permission and the budgetary impact outlined above.

### **Education**

- Staff continue to be made aware of pupils with Disability or Special Learning Needs (by SEN Support, Health Centre or Pastoral teams).
- Staff 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 (SENCo → HODs for inclusion within Department Handbooks, by discussion at department meetings).
- Staff adapt their teaching to the learning patterns of all the pupils according to their abilities and needs (HODs → Schemes of Work for department and by lesson observation and Equal Opportunities Policy).
- The implementation of reasonable adjustments to classroom management, teaching and expectations, must not prejudice the progress of other pupils, nor their Health and Safety (e.g. labs, workshops, sports equipment).
- Staff continue to support disabled children by means of their I.E.P. as drawn up by the SENCo.

- 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.

#### **Sporting & recreational activities**

- The School continues 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 Assessment and management strategies are 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 (e.g.in PSHE lessons, Assembly).
- Appropriate Staff Inset is provided on a regular basis to enhance understanding of disability and the need to make reasonable adjustments in compliance with our legal duties, and to improve our educational provision.
- The School's Equal Opportunities Policy, Bullying Policy, Codes of Behaviour, and pupil and staff handbooks are regularly updated to reflect inclusiveness and the difficulties faced by disabled pupils, thereby improving understanding and integration.
- The School agrees with parents appropriate regular means of communication with regard to a pupil's progress, behavioural issues and the effects of any medication.