



MANOR HOUSE SCHOOL DISABILITY & ACCESSIBILITY POLICY

Date of Issue: **January 2025**

Date of Review: **January 2027**

Responsibility: **Headteacher**

References:

Admissions Policy Incl Early Years

Pupil Behaviour Policy

Equality Act 2010

Staff Attendance Policy

Overview

Manor House School is committed to promoting the welfare and development of all pupils and staff. We expect pupils to treat one another with respect and trust. We endeavour to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We oppose all forms of unlawful or unfair discrimination on the grounds of disability and aim to ensure equal treatment for everyone in all aspects of school life. For these purposes the school will apply the definition of disability as provided for in the Equality Act 2010.

Manor House School does not discriminate against anyone, be they staff or pupil, on the grounds in line with the Equality Act 2010 and covers both direct and indirect discrimination.

Manor House would not discount employing a member of staff with a disability if this was not detrimental to the well-being of pupils and other staff.

The school will liaise with disability organisations and curriculum advisors where required.

We promote the principles of fairness and justice for all through the education that we provide in our school. We will ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.

We aim to represent positive images of all people and racial, religious, sexist, homophobic and disability stereotyping will not be tolerated.

Training

The Headteacher will ensure that the appropriate training will be made available to all members of staff to ensure that they are kept fully aware of their responsibilities in respect of equal opportunities and discrimination. This will form part of our induction process for new members of staff and will be highlighted, where appropriate, at staff meetings.

Similarly the Headteacher will ensure that pupils are aware of the school's attitude to disability discrimination, and the conduct expected of pupils.

Supporting Students with Disabilities in School

This refers to disabled students in a wide sense, including those with special educational needs.

We endeavour to ensure that any disabled student, or those suffering from serious illness have been able to return to school either during or after treatment (where applicable) and are able to be involved in the life of the school, as far as it is possible, appropriate and safe for them and for other staff and students.

One of the obvious problems which the school has is its lay-out which covers a wide area and consists of separate and some historic (including listed) buildings of two storeys and without lifts, which have grown up since the school was founded. Another is the system of having fixed classrooms for each subject, based on the valid ground of having all the facilities for one subject in one place. In addition, we feel it is important to have subjects which have common links (English; MFL; Humanities) located close together to encourage the sharing of good practice. This requires pupils to go from classroom to classroom, often up steps or stairs in buildings without lifts. It is not hard to conclude that 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 facilities the school offers. Nor can these matters be remedied in any substantial way by reasonable

adjustments short of making major alterations to physical features of the school at prohibitive cost. Even the fruition of long-term plans can only go some way to ameliorate the position. However, we remain committed to providing the best possible education for our students, given the resources and accommodation we have now and envisage in the future.

Admissions Policy and Admissions Criteria

The more criteria met, the greater the priority for the place.

The following criteria (in no particular order) will be borne in mind when considering an applicant:

- Can the School meet the educational needs of the child within the context of the resources available?
- Are the parents sympathetic to the aims and ethos of the School – as expressed in the curriculum, the extra-curricular activities provided and the values at the heart of the School?
- Does it appear that the child will be happy?

We are a selective School and, in general, applicants should be performing academically at nationally expected levels, as a minimum.

The School encourages applications from children from a diverse range of backgrounds and is committed to equal treatment for all, regardless of race, ethnicity, religion, sexual orientation or social background. Please refer to our Equal Opportunities Policy for further information.

Where waiting lists operate for places into a particular year group, the admissions criteria above will apply when selecting a child, should a vacancy occur.

Access to Educational and Sports Facilities

Reasonable adjustments are made to time-tables, in consultation with the member of staff and/or student concerned and her parents to ensure that no one is placed at a substantial disadvantage.

As all departments have allocated areas of the school, and for the most part, subject lessons take place in these specific areas, some students may have difficulties accessing particular areas of the school. It is not considered

reasonable for this to be altered for individual students, but timetabling is reviewed annually. When and where appropriate, students with limited mobility may be given permission to leave slightly early from a lesson or to arrive after other students to avoid peak congestion periods.

For a student:

We endeavour to ensure that all subjects are available to each student, but accept that they may not be able, or choose not, to study as many subjects as might originally have been intended. Specially tailored timetables are arranged for students with more serious disabilities. IEPs are prepared for all students with specific educational needs and these are provided to staff.

Access to extra-curricular activities may be limited due to physical impairment, but adjustments will be made where appropriate and possible. While it may not be possible for students with some types of disability to be involved in team games, not least for safety reasons, alternative opportunities will be available, wherever possible, and when appropriate supervision can be provided.

Additional support [eg Learning Support or a Teaching Assistant] inside and outside lessons can be provided for students. There may be an additional charge to parents for this provision. This will be arranged with parents, prior to commencement or subsequently as appropriate.

For a member of staff:

After illness, timetables can be adjusted to facilitate re-integration into the life of the school. Other requests will also be considered and addressed as far as they can be given practical and financial restraints, and without jeopardising the quality of education provided to the pupils. An Occupational Health service is available to all staff as a supportive action for well-being.

Welfare

Manor House is a supportive community and has an established tradition of welcoming students from a variety of backgrounds, recognising their range of skills and abilities. However, inevitably, those students with more obvious disabilities may be susceptible to bullying, non-integration; be more vulnerable physically and mentally and their health less robust.

There are a range of supports available to all students including access to: mentors; our school counsellor; and/or other members of staff and prefects. Issues such as bullying, bereavement and eating disorders are covered in PSHE lessons and there are other opportunities for discussion and peer support. There is clear illustration of the help available and opportunities to raise issues with individual members of staff or recourse to policies such as the complaints procedures (eg in pupil planner).

Specific adjustments, such as individual mentors; regular counselling sessions; use of computers for examinations; amanuensis and readers for examinations; examination papers printed on coloured paper; increased text size etc. can be made for individuals. IT facilities offer Voice Recognition programmes and reader pen, and the School is open to the opportunities afforded by advances in technology, where appropriate. All reasonable requests will be considered. An individual welfare plan will be arranged for any pupil with specific needs or disability.

Awareness & Observance

Policies are circulated to staff and scheduled to be discussed at staff meetings and INSET.

Issues of concern are raised about individual students at briefings; staff and tutor meetings; etc.

Codes of behaviour are considered and discussed by pupils as part of the PSHE course and annual induction for Year groups.

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