



1. Statement of Intent

- 1.1. This document sets out the Statement of Intent for Light Hall School.
- 1.2. The purpose of which is to encourage the ownership, commitment and compliance at all levels of the business and to provide a framework to establish and review the Disability policy, objectives and guidance across the School.
- 1.3. The School:
 - a. Is committed to a policy of equal opportunities for all and is committed to both its legal and moral obligations.
 - b. Aims to create an environment that enables anyone to participate fully in the mainstream of school life.
 - c. Has a legal duty to be non-discriminatory towards disabled students and to provide equal access and opportunity to the school curriculum.
- 1.4. The school has a formal policy that addresses disability, as defined by the Equality Act 2010, and includes:
 - a. Mobility and sensory impairments.
 - b. Mental health issues.
 - c. Specific learning difficulties (SpLD), including the autistic spectrum and Asperger's Syndrome.
 - d. Medical conditions which may have an impact on day-to-day activities.
- 1.5. The School will Support:
 - a. By demonstrating top level commitment to Accessibility, Individual Responsibilities and Staff Training whilst ensuring that Accessibility is represented at Governors Meetings and Termly Safety Meetings.
 - b. The ethos of the school community which respects the rights of disabled students, to have.
- 1.6. The leadership sees the development of a positive accessible culture across the school as an essential part of its continued success.

2. Our Aims

- 2.1 To equally value and encourage all students.
- 2.2 Foster positive attitudes towards disability within our community.
- 2.3 To enrich the lives of all our students by pursuing an inclusive policy towards all.
- 2.4 Reflect the diversity of the outside world.
- 2.5 Places equal importance on ensuring that no student's education and progress is impaired by the behaviour of another student.

3 Admission to the School

- 3.1 The school must feel reasonably sure that, throughout the student's time at Light Hall, it will be able to educate and develop the prospective student to the best of his/her potential and in line with the general standards achieved by the student's peers.
- 3.2 The school policy is to apply these criteria to all students and potential students, regardless of any disability of which it is made aware by parents.
- 3.3 The school has a legal obligation to make reasonable adjustments not to put any disabled student or potential student at a substantial disadvantage compared with other students who are not disadvantaged because of disability.
- 3.4 The School requires parents to inform the school in respect of the disability of a prospective student in the relevant section of the application form.



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3.5 In assessing any student or prospective student, the school may take such advice and require such assessments e.g., Educational Psychologist's report, and recommendations as it regards as appropriate.

3. Physical Access

- 3.1. Under legislation the school is not required to remove or alter physical features.
- 3.2. 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 has subject areas with designated classrooms thus requiring students to move around the site, necessitating the use of steps or stairs in buildings to access classrooms. Students with impaired mobility will therefore be somewhat disadvantaged by these problems.
- 3.3. The school is addressing these issues as part of the 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.
- 3.4. The Accessibility Plan will meet legal planning duties and will seek to improve physical access within the constraints of local planning permission and the school budgetary needs.

4. Education & Curriculum

- 4.1. Staff will continue to be made aware of students with Disability or Special Educational Needs
 - a. SENDCO
 - b. Heads of Year
 - c. Pastoral Mangers
- 4.2. Staff will continue to be made aware of strategies to make "reasonable adjustments" within the classroom so as not to place disabled students at a substantial disadvantage in accessing the curriculum.
 - Such strategies will be included in Departmental Handbooks.
- 4.3. Staff will need to adapt their teaching to the learning patterns of all the students according to their abilities and needs.
 - Such differentiation should be reflected in Departmental Schemes of Work.
- 4.4. The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other students, nor their Health and Safety. Lessons have been adapted and thought on the ground floor.
- 4.5. All educational and curriculum needs should be made accessible as is reasonably practical such as:
 - a. Science Laboratories
 - b. Design & Technology Workshops
 - c. Sports Hall & Equipment

5. Sporting & Recreational Activities

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



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6. Welfare Awareness

- 6.1. The school will continue to provide equal access to all school activities for disabled students, within the Staff and students are to be made aware of disability and understand its effects and accept and support disabled students as part of School life.
- 6.2. Appropriate staff Inset will be provided on a regular basis to enhance:
 - a. Individual skills
 - b. Targeted training needs
 - c. Understanding of disability and reasonable adjustments.
 - d. Compliance with legal duties
 - e. Educational provision.
- 6.3. The school's Equal Opportunities Policy, Anti-Bullying Policy, Behaviour Policy, Wellbeing and staff handbooks, will be updated to reflect inclusiveness and the difficulties faced by disabled students, thereby improve understanding and inclusion.
- 6.4. The school will agree with parent's / carers appropriate regular means of communication with regard to the student's progress, behavioural issues and the effects of any medication.
- 6.5. To be reviewed annually by SENDCO, Senior Assistant Headteacher – Student Well Being

VERSION 2	TO BE APPROVED BY FULL GOVERNING BODY ON:	POLICY RENEWAL REQUIRED:	REVIEW DATE	SIGNED:
	Jun 23	BI-ANNUALLY	Jun 25 CHAIR OF GOVERNORS