



ST AUBYN'S DISABILITY POLICY

Admissions

Admission to the school is non-selective at age 3 or 4, the main consideration being date of registration. After age 6 our admission is by assessment, formal or informal, based on performance in Maths and English in particular. The school seeks to meet the needs of each individual child so that he/she may reach his/her potential.

The school asks parents to inform it of any matters which impact upon a child's teaching and learning, e.g. hearing loss, dyslexia etc. The school will seek to make adjustments in teaching, learning and assessment to meet individual needs as far as practicable and in line with the broad ethos of the school. The Head Teacher, Head of Additional Learning, Department Head and School Nurse are key people in this process.

Education

Factors which impact upon the delivery of education include practical difficulties in relation to physical access, e.g. movement between rooms and access to specialist facilities such as the music room. There is also the wider issue of access to education in relation to such matters as dyslexia, sight or hearing problems etc. Class and subject teachers should make practical adjustments in so far as they are able, e.g. in relation to where a child sits in a class or providing a different form of worksheet. Support also may be provided by a learning support teacher and/or, in Early Years/Pre Prep and Middle School, through the use of Teaching Assistants. Further support may be provided by outside agencies, the cost of which must be borne by individual families. Health and Safety issues need to be considered in relation to any such provision, e.g. in the Science Lab.

The school will continue to review its provision in this area.

Welfare

Policies in PSHCE, Anti-Bullying and Equal Opportunities provide guidance for the welfare of all pupils. The School Nurse may have specific responsibility in individual cases, e.g. in the administration of medication. The member of staff with immediate pastoral responsibility (Class Teacher or Tutor) should monitor all aspects of welfare in the first instance and then look for further support as necessary.

Physical Layout of the School

One of the obvious problems which the school has (in common with many other schools) is its layout, which covers a wide area and consists of many separate, and some historic, and listed buildings of two stories and without lifts, which have grown up since the school was founded. Another is the system,

again common to many schools, of having fixed classrooms for each subject, based on the valid ground of having all the facilities for one subject in one place. 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 educational and other 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 costs. Even the fruition of long-term plans can only go some way to ameliorate the position.

Having recently completed two major building projects (where access and facilities for those with impaired mobility are in place), the school is not currently in a financial position to take on any major remedial works to existing buildings in the near future.

Recreational and Sporting Activities

Access to facilities for sport, both indoor and outdoor, and for music and drama has been considered and provided in the building of new facilities. Pupils with physical disability would be able to participate within the bounds of their disability and those of Health and Safety. Some indoor facilities would be difficult if not impossible to access due to the physical layout of the school as mentioned above.

Disability Policy Review Committee

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- i) to review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
- ii) to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- iii) to prepare the school's accessibility plan
- iv) to review such plans and policies as necessary and at least on an annual basis

Awareness and Observation of Policy

This policy will be reviewed annually by the Governing Body. The school will provide training to individual staff as necessary. Staff will be made aware of the policy in departmental staff meetings.

Policy Owner	M Foakes
Approving Body	Board of Governors
Date Approved	March 2016
Effective Date	March 2016
Review date	March 2017