

RYDES HILL PREPARATORY SCHOOL & NURSERY

P- 22 (ISI 17A) REASONABLE ADJUSTMENTS POLICY



RYDES HILL

PREPARATORY SCHOOL & NURSERY

MISSION STATEMENT

- ❖ Rydes Hill Preparatory School and Nursery is a Catholic School where children learn how to live in loving relationship with God and each other.
- ❖ Christian virtues of love and justice, faith and courage, hope and perseverance are fostered.
- ❖ Pupils and staff comprise individuals of different faiths and beliefs but the Rydes Hill community aspires to unity within the life of the School based on shared moral values.
- ❖ The importance placed on the development of individual talents is at the heart of what School stands for and all are encouraged and challenged to be the best they can be.

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| Written By : | Alison Packman – Compliance Officer | 6 th July 2018 |
| Reviewed By : | Kathryn Pillar - Bursar | 6 th July 2018 |
| | Cate Rowson – Deputy Head (Academic & SEN) | 14 th September 2018 |
| | Vanessa Wood – Deputy Head (Pastoral) | 14 th September 2018 |
| Approved By : | Sarah Norville – Headmistress | 14 th September 2018 |
| Governor Review By : | Not required | |

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Revision History

| Revision | Paragraph Number | Revision |
|---------------|---|--|
| November 2013 | | Original Document |
| November 2014 | | |
| November 2015 | | |
| November 2016 | | |
| July 2018 | Front Cover Mission Statement Whole Document Paragraph 1 & 2 Paragraph 3 Paragraph 5 & 6 Paragraph 7 Paragraph 8 Paragraph 9 Paragraph 10 Paragraph 11 Paragraph 12 & 13 Paragraph 15 – 18 Paragraph 19 Paragraph 20 & 21 Paragraph 23 & 24 Paragraph 25 Paragraph 26 & 27 | Updated logo Updated Mission Statement Re-formatted to include revision history, paragraph numbers, Abbreviation, Acronym and Definitions Table New Rephrasing of second sentence Rephrased and split into two paragraphs Second bullet point. Add “provision of” Second sentence added. Small changes to phrasing only New New Completely rewritten New Add “where this is a relevant factor” New New New Rewritten New |

Abbreviations, Acronyms , Terms and Definitions / Meanings

| Abbreviation / Acronym / Term | Definition / Meaning |
|-------------------------------|---|
| GDPR | General Data Protection Regulation |
| SENCo | Special Educational Needs Coordinator |
| Special Category Data | Some categories of Personal Data are special category data under GDPR. These comprise data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership; data concerning health or data concerning a natural person’s sexual orientation; and biometric data. |

Aim / Objective / Statement of Intent

This policy applies to the whole School including EYFS. It applies to current pupils and prospective pupils seeking admission to the School.

1. This policy is intended to provide information about how Rydes Hill Preparatory School & Nursery complies with its obligations to provide reasonable adjustments to disabled pupils and applicants under the Equality Act 2010.
2. This information is provided for parents of current and potential pupils and for our staff.

Introduction

3. Rydes Hill Preparatory School and Nursery is committed to treating its pupils and applicants fairly. In light of the School's obligations under the Equality Act 2010, the School will take reasonable steps to ensure that disabled pupils and applicants are not put at a substantial disadvantage by comparison with pupils and applicants who are not disabled.
4. Rydes Hill Preparatory School and Nursery recognises that every child is unique. This policy is intended as a general statement of our approach to making adjustments for disabled pupils to ensure they have the same opportunities as others to participate fully in the education and other benefits, facilities and services the School provides, but recognises that the needs of some pupils may require an innovative approach. This policy also sets out examples of the factors the School will take into account when considering requests for adjustments for disabled pupils.

When does the duty arise?

5. The School has a duty to make reasonable adjustments for pupils and applicants who are "disabled" within the meaning of the Equality Act 2010. A child is disabled if they suffer from a physical or mental impairment that has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. Long term means that the disability will have lasted, or be likely to last, for 12 months or more.
6. The School's duty to make reasonable adjustments arises where a disabled pupil is or may be put at a substantial disadvantage compared with a pupil who does not have a disability.

What is the scope of the duty?

7. Rydes Hill Preparatory School and Nursery seeks to ensure that disabled pupils and applicants are not put at a substantial disadvantage by making reasonable adjustments:

- To our policies, criteria and practices (i.e. the way we do things); and
 - By providing auxiliary aids and services (i.e. provision of additional support or assistance).
8. There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:
- pieces of equipment;
 - extra staff assistance;
 - note-taking;
 - induction loops;
 - audio-visual fire alarms;
 - readers; and
 - assistance with guiding.

What is not required?

9. The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

Admission

10. All applicants for a place (irrespective of any disability) are subject to the School's admissions criteria, as set out in P34 Admissions Policy. The School will however consider what reasonable adjustments can be made for disabled applicants during the admission process to ensure they are not at a substantial disadvantage to non-disabled applicants. An offer of a place will only be made where the School has determined that we can adequately cater for and meet the child's need. Parents of children with disabilities are advised to discuss their child's requirements with the School before the School considers an application for a place and before they proceed with the School's admissions process so that adequate provision for them can be made at Open Days, Taster Sessions etc. Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request, for example, for large print material, extra time, use of laptops or other special arrangements. Further information about the School's admission process can be found in P34 Admissions Policy or by contacting the Registrar via email at admissions@rydeshill.com.

Day to day adjustments

11. Our 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. Adjustment 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 to hear and concentrate. 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.

How do I request an adjustment?

12. It should not usually be necessary for parents formally to request adjustments for their child as our staff endeavour to be familiar with and meet the learning needs of all pupils. However, if a child is likely to be considered disabled and parents believe that they may be put at a substantial disadvantage compared with pupils without disabilities and there are further particular adjustments that parents feel that the School could make which would overcome this, parents may write to or speak with their child's class teacher, in the first instance, or the SENCo.

13. In this situation, parents should set out in full the adjustment(s) they feel their child requires and (if necessary) how the School could put this into practice. Parents are encouraged to provide copies of any medical or specialist reports as evidence of the adjustments required.

The School's Response

14. When considering whether it would be reasonable to make the adjustment, the School will consider the following factors:

- Whether it would overcome the substantial disadvantage the disabled child is suffering;
- The practicability of the adjustment;
- The effect of the disability on the pupil;
- The cost of the proposed adjustment;
- Whether it will be provided by the local authority;
- The School's resources;
- Health and safety requirements;
- The need to maintain academic, musical, sporting and other standards; and
- The interests of other pupils (and potential pupils).

15. The School will discuss the proposed adjustments with parents and, where appropriate and with the parents' consent, any appropriate third party, for example, medical practitioner or educational psychologist. The School will take into account the wishes of parents and, if appropriate, the pupil, as well as third party advice on what adjustments may be effective.
16. In some cases, the School will be able to agree and implement the requested adjustments without delay, in particular where an adjustment is free or costs less than £250. In other cases, the School may need to carefully consider in more detail what measures are reasonable for the School to take in light of the criteria above.
17. Where an adjustment is considered reasonable by the School to make, the School will make that adjustment. The costs of reasonable adjustments will be met by the School.
18. Where the proposed adjustments are more extensive (i.e. they are beyond "reasonable adjustments"), the School may be able to offer them to parents as an additional service at an extra cost.

Confidentiality

19. You (or your child if the School believes (s)he has sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the school. We will take any such request into account when considering whether an adjustment is reasonable, where this is a relevant factor.
20. The School will respect any request for confidentiality except where disclosure is required by law or to meet some other legal obligations, for example, to safeguard a pupil's health, safety and well-being.
21. Further details on how the school processes sensitive personal data can be found in our P53 Privacy Notice for Parents & Pupils which reflects the requirements of GDPR and the Data Protection Act 2018.

Outcome

22. Once the School has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons.
23. 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.

24. It might also entail advising parents that the School is not able to meet their child's needs despite the efforts which have been made and that the parents should seek a more suitable educational placement for their child. Such a decision would only be reached in consultation with the child's parents as a last resort and only after full consideration of all available information and advice.

What can you do if you are not happy with the School's decision?

25. If parents are not happy that the School is meeting its duty to make reasonable adjustments, they are encouraged to discuss the matter with the Headmistress and the SENCo/Deputy Head (Academic). Should this fail to resolve matters, parents may also lodge a formal complaint using the Schools Complaint Procedure. Details can be found in P39 (ISI 33a) Complaints Procedure, which is available via the School website or upon request from the School office by emailing enquiries@rydeshill.com. This would be without prejudice to the parents' statutory rights.

26. The School, in consultation with the parents and, if appropriate, the pupil and relevant third parties, will monitor any adjustments to ensure they are working well and meeting a pupil's needs.

27. This policy will be reviewed annually to ensure its effectiveness and to reflect any changes in legislations.

There are no appendices to this policy.