

Cantonian High School

Ysgol Uwchradd Cantonian



THE BEST FROM EACH
SUCCESS FOR ALL

Disability Policy

March 2018
Revised Spring 2020
Revised Summer 2024
Revised Autumn 2024

This policy was adopted by Governors on 28 November 2024

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Introduction

The School's policy is to apply the School's admission criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligations to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil or potential pupil who is not disadvantaged because of his/her disability.

Prospective parents are asked to give full details of any disability in relation to a prospective pupil at the time of application. In assessing any pupil or prospective pupil, the School may take such advice and require such assessments as it regards appropriate. This might include:

- An up to date school report, including a confidential statement from the pupil's headteacher
- A specialist report, e.g. from a doctor/consultant or educational psychologist
- A report from the school's head of learning support
- An Individual Development Plan
- Any other information/background material parents feel will assist the School

The School will be sensitive to any parental requests for confidentiality, subject to the need to involve the specialist staff of the School in an assessment of a pupil's or prospective pupil's needs. Prospective parents will be asked to discuss any relevant adjustments at the time of application.

Reasonable adjustments may include:

- Allowance of extra time, rest breaks, prompts, laptop/scribe, small room provision in any school examination or use of large print materials
- Use of 'coloured' paper and exercise books
- Use of coloured overlays

Curriculum

The School has considered the need to balance the needs of disabled pupils against the benefits of integrating them into the school community.

The problems of physical access caused by a subject-based classroom arrangement, the topographical spread of teaching areas, the physical size and layout of classrooms, and the difficulties associated with the temporary buildings are all considered.

The following adjustments have been made or can reasonably be made:

- Dropping the requirement to study one or more foreign languages where this is desirable for a pupil with a disability.
- If required reducing the number of GCSEs taken by pupils with disabilities and providing compensating learning support lessons.
- In extremely complex cases, Provision of one-to-one support inside the classroom (where space permits) or outside the classroom
- If required adapting or reducing the compulsory physical education and games requirements for pupils with a disability.

- Provision of special educational materials such as computer programmes; large-print/Braille materials.
- Use of specialist equipment, e.g. transmitters for hearing-impaired pupils; speech and language assistive technology; and visual impairment technology.
- Increased access to the Library.
- Access to Wellbeing provision.

Pastoral

The School's pastoral system focuses on the needs of the individual. Pastoral care of pupils is the responsibility of all staff and every pupil has a Crip Leader or Form Tutor who is, in the first instance, responsible for the wellbeing of the pupils. Designated staff are responsible for the delivery of PSE in which pupils are encouraged to know themselves and understand their relationship with others in the School and beyond.

The School has considered ways in which the pastoral structures and systems can be adapted to meet the needs of disabled pupils:

- Small group work in the learning support area enables the School to provide a greater level of pastoral care for disabled pupils.
- The School will consider adapting the disciplinary sanctions in exceptional circumstances; e.g. where behavioural difficulties arise from a pupil's disability. This is balanced against the need to maintain good order in the School generally.
- The PSE programme includes topics which encourage all pupils to consider the needs of the disadvantaged, especially where such disadvantage arises as a result of a disability.
- The staff INSET programme includes specialist advice on the needs of pupils with specific disabilities. This advice is sometimes available within the staffing of the School, but may involve outside experts in some cases.

Exams

The School will take every available step to ensure that pupils with a disability are afforded the best possible opportunities for the completion of their exams through suitable/appropriate access arrangements. This will include the following:

- Pupils who suffer injury just before, or during, the exam period will be offered alternative venues should they be unable to access the exam hall. Rooms will be found on the ground floor and will be appropriately set out to comply with exam regulations.
- Should the pupil require any access arrangements this will be processed by the Assistant Headteacher ALNCo or by the Exams Officer as soon as they are made aware of the need.
- Specialist equipment will be provided by the School should there be a need, for example, computer access.
- Alternative provision for examinations may be required for some pupils such as small room provision for all examinations.
- Should the disability require the aid of a laptop/scribe or a reader, this will be provided by the School in line with the JCQ regulations.

Premises

The School consists of a number of different buildings. In the recently built temporary new build, every effort has been made to ensure that all pupils can access all the facilities available.


The School has invested heavily in increasing ICT facilities across the School.

Any further new building or significant adaptation of existing buildings will comply with the normal disabled access requirements and regulations.

Policy Review

This policy will be reviewed every two years.

Agreed by Acting Headteacher: 

Agreed by Chair of Governors: 

Date of Issue: Autumn 2024

Date for Review: Autumn 2026