Shrewsbury School

Disability Policy

Shrewsbury School

September 2026

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1 Aims

1.1 This is the disability policy of Shrewsbury School (**School**).

1.2 The aims of this policy are:

1.2.1 to afford opportunity to and actively promote the well-being of pupils who are disabled;

1.2.2 to maintain and drive a positive culture towards the inclusion of disabled people in all the activities of the School;

1.2.3 to ensure compliance with equality legislation and to have regard to relevant guidance and advice; and

1.2.4 to create a whole school culture of openness, safety, equality and protection.

2 Scope and application

2.1 This policy applies to the whole School.

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

3.1.1 Education (Independent School Standards) Regulations 2014;

3.1.2 *National minimum standards for boarding schools* (Department for Education (**DfE**), September 2022);

3.1.3 Education and Skills Act 2008;

3.1.4 Children Act 1989;

3.1.5 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**); and

3.1.6 Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

3.2.1 What equality law means for you as an education provider: schools (Equality and Human Rights Commission, April 2014);

3.2.2 The Equality Act 2010 and schools (DfE, May 2014);

3.2.3 Reasonable adjustments for disabled pupils (Equality and Human Rights Commission, April 2015);

3.2.4 Supporting pupils with medical conditions at school (DfE, December 2015);

3.2.5 Mental health and behaviour in schools (DfE, November 2018);

3.2.6 Special educational needs and disability code of practice: 0 to 25 years (DfE and Department of Health, May 2015) (**Code of Practice**);

3.2.7 Behaviour in schools: advice for headteachers and school staff (DfE, September 2022) and

3.2.8 Keeping children safe in education (DfE, September 2026).

3.3 The following School policies, procedures and resource materials are relevant to this policy:

3.3.1 Accessibility Plan;

3.3.2 Equal Opportunities Policy;

3.3.3 Special Educational Needs and Learning Difficulties Policy;

3.3.4 Child Protection and Safeguarding Policy and Procedures;

3.3.5 Anti-Bullying Policy;

3.3.6 Admissions Policy and Procedure;

3.3.7 Attendance Policy;

3.3.8 Risk Assessment Policy;

3.3.9 Relationships and Sex Education Policy, and

3.3.10 The Yellow Card.

4 Publication and availability

4.1 This policy is published on the School website.

4.2 This policy is available in hard copy on request.

4.3 This policy can be made available in large print or other accessible format if required.

5 Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 references to the **Proprietor** are references to the Board of Governors;

5.1.2 references to **disability** mean a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activity.

6 Responsibility statement and allocation of tasks

6.1 The Headmaster has overall responsibility for all matters which are the subject of this policy.

6.2 To ensure the efficient discharge of its responsibilities under this policy, the Headmaster has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Senior Deputy Head	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response	Deputy Head (Pastoral) & Designated Safeguarding Lead (DSL)	As required, and at least termly

Task	Allocated to	When / frequency of review
and evaluating effectiveness		
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Senior Deputy Head	As required, and at least annually
Formal annual review	Headmaster	Annually

7 Disability and discrimination

7.1 We will not knowingly discriminate against a disabled person:

7.1.1 in the arrangements for determining admission;

7.1.2 in the terms on which a place at the School is offered;

7.1.3 by refusing or deliberately omitting to accept an application for admission;

7.1.4 in the provision of education and associated services;

7.1.5 in the way the School affords access to any benefit, service or facility offered or provided by the School;

7.1.6 by excluding a person on the grounds of his or her disability;

7.1.7 by harassing a person with a disability;

7.1.8 by victimising a person with a disability;

7.1.9 by treating a person with a disability unfavourably because of something connected with his or her disability; or

7.1.10 by failing to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

7.2 The School has regard to the Equality and Human Rights Commission's Technical Guidance for Schools in England to decide whether someone has the protected characteristic of disability

8 Admission procedures for pupils

8.1 The School is open to applications from any prospective pupil with a disability, and treats every application from a disabled child in a fair, open-minded way.

8.2 Every application is considered on its merits within the School's criteria for selection on grounds of the child's ability and aptitude.

8.3 The School will, if appropriate, request from the parents or any previous school full details in the form of medical reports, educational psychologist reports and any other report which assesses the child's disability so that the School can make an assessment of the reasonable adjustments that would be needed in order to

provide adequately for the child's physical and educational needs and to promote the child's well-being.

8.4 The School will have due regard to any request by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of a person's disability as confidential.

8.5 Applications are considered on the basis that all reasonable adjustments have been made by the School in order to cater for the child's disability.

8.6 The School will not offer a place if, after all reasonable adjustments have been made, the School will not be able to provide adequately or appropriately for the child's physical and educational needs or promote the child's well-being.

8.7 If, following the offer of the place, it is discovered that the School has not received full disclosure of information relating to the child's disability and the School is not able to provide adequately or appropriately for the child's physical and educational needs or promote the child's well-being by making reasonable adjustments for those disabilities, then the School may withdraw the offer of a place, or ask the parents to withdraw a child who is already a pupil.

8.8 The School will inform the parents of their decision and give details of the reasonable adjustments they are able to make or give reasons why the offer of a place will not be made.

9 Education and associated services

9.1 The School has an ongoing duty to make reasonable adjustments in respect of the education and associated services provided by the School, including:

9.1.1 the curriculum;

9.1.2 classroom organisation and timetabling;

9.1.3 access to school facilities;

9.1.4 school sports;

9.1.5 school policies;

9.1.6 breaks and lunchtimes;

9.1.7 the serving of school meals;

9.1.8 assessment and examination arrangements;

9.1.9 school discipline and sanctions;

9.1.10 exclusion procedures;

9.1.11 school clubs, educational visits and other activities; and

9.1.12 preparation of pupils for the next phase of education.

10 Reasonable adjustments for pupils

10.1 When providing educational services to a pupil, the School is legally required to make reasonable adjustments in order to cater for a pupil's disability.

10.2 The School shall inform the pupil and parents of the reasonable adjustments that the School is able to make for that pupil, which may typically include:

10.2.1 making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room;

10.2.2 allowing extra time for a dyslexic child to complete an entrance exam;

10.2.3 providing examination papers in larger print for a pupil with a visual impairment;

10.2.4 rearranging the timetable to allow a pupil to attend a class in an accessible part of the building; or

10.2.5 arranging a variety of accessible sports activities.

10.3 The School is not legally required to make adjustments which include physical alterations such as the provision of a stairlift or new ground floor facilities.

10.4 The Equality Act 2010 requires all schools to provide auxiliary aids and services for disabled pupils as part of the duty to make "reasonable adjustments". The School will carefully consider any proposals and will not unreasonably refuse any requests for such aids and services to be provided.

11 Reasonable adjustments for the public

11.1 The School may provide services to the public, for example at:

11.1.1 open days;

11.1.2 parents' evenings;

11.1.3 concerts and plays;

11.1.4 exhibitions;

11.1.5 conferences (including residential conferences during holiday periods); or

11.1.6 use of sports facilities.

11.2 Where a physical feature (for example steps, entrances, exits, toilet facilities) makes it impossible or unreasonably difficult for a disabled person to access the service, schools are required to take reasonable steps to:

11.2.1 remove the feature; or

11.2.2 alter it so it no longer has that effect; or

11.2.3 provide reasonable means of avoiding the feature; or

11.2.4 provide a reasonable alternative method of making the service available.

11.3 Where an auxiliary aid or service would enable a disabled person to make use of a service, schools are required to take reasonable steps to provide it. An auxiliary aid or service could be something as simple as extra assistance from a member of staff or a large print sign, or it might be a temporary ramp where steps are preventing wheelchair access.

12 Accessibility plans

12.1 The School has prepared an accessibility plan which is available, on request, to all parents and staff.

12.2 The accessibility plan includes consideration of how the School proposes to:

12.2.1 increase the extent to which disabled pupils can participate in the School's curriculum;

12.2.2 improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and

12.2.3 improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

12.3 The plan will be reviewed on a regular basis, to ensure that the plan is up to date and covers all aspects of School life.

13 Additional welfare needs

13.1 The School recognises that pupils with a disability may be at risk of being bullied. The School's anti-bullying policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

13.2 The School will tackle inappropriate attitudes and practices through staff leading by example, through the Personal Social Development (PSD) programmes, through the supportive School culture and through the School's policies.

13.3 When teaching pupils about safeguarding, the School recognises that a one size fits all approach may not be appropriate for all pupils and will consider whether it should adopt a more contextualised approach for pupils with a disability.

13.4 If parents are concerned about their child's welfare they can approach the pupil's Housemaster/Housemistress or any senior member of staff to discuss their concerns in private at any time.

13.5 Additional barriers can exist when detecting the abuse or neglect of pupils with a special education need, disability or certain medical or physical health condition that can create additional safeguarding challenges (both online and offline) for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that these may include:

13.5.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration;

13.5.2 pupils with a disability or certain health conditions may be more prone to peer group isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs;

13.5.3 some pupils may be unable to understand the difference between fact and fiction in online content and can repeat the content / behaviour in school without understanding the consequences; and

13.5.4 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

13.6 The School should consider providing extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in place.

13.7 Any reports of abuse involving children with disabilities will require close liaison with the Designated Safeguarding Lead (DSL) and the Head of Learning Support.

13.8 Any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's *Child Protection and Safeguarding Policy and Procedures*.

14 Training

14.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

14.2 The level and frequency of training depends on role of the individual member of staff.

14.3 The School maintains written records of all staff training.

14.4 Staff will be trained to understand the types of disabilities and how to deal with pupils who are disabled. Staff will not be expected, unless medically qualified or trained, to administer medication.

15 Risk assessment

15.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

15.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused. Please see clause 6 for details of the individuals with responsibility for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy.

16 Record keeping

16.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

16.2 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published on its website privacy notices which explain how the School will use personal data.

Owner: Headmaster
ET – Senior Deputy Head
Reviewed September 2026
Next review September 2027