

**The Mill Hill School Foundation  
Walker House, Millers Close, The Ridgeway, Mill Hill,  
London NW7 1AQ**

**Mill Hill School  
Belmont, Mill Hill Preparatory School  
Grimsdell, Mill Hill Pre-Preparatory School  
The Mount, Mill Hill International**

## **Disability Policy**

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**Independent Co-educational Day School for Pupils aged 3 to  
18 years and Boarding School for Pupils aged 13 to 18 years**

**Effective May 2012 updated September 2014**

# The Mill Hill School Foundation

## Disability Policy

### 1 Aims of this Policy

- 1.1 To afford opportunity to employees and pupils who have a disability.
- 1.2 To ensure compliance with the Equality Act 2010.
- 1.3 To have regard to the guidance issued by the Disability Rights Commission 'The Code of Practice for Schools'.

### 2 Policy Statement

The Mill Hill School Foundation ('Foundation') will –

- 2.1 Maintain and drive a positive culture of anti-discrimination towards disabled people.
- 2.2 Train staff to understand the types of disabilities and how to meet the needs of employees and pupils who have disabilities. Staff will not be expected, unless medically qualified or appropriately trained, to administer medication.
- 2.3 Adopt user-friendly procedures for considering admissions from parents of disabled children
- 2.4 Fulfil the planning duty to prepare written three year plans commencing in April 2003, with the aim of increasing the accessibility of the Foundation's curriculum, and to improve the physical environment of the Foundation and to improve access to information for our employees, pupils and prospective pupils, to be termed the Accessibility Plan.
- 2.5 Implement and review the Accessibility Plan from April 2003 and each three year plan thereafter in accordance with 2.4 above.
- 2.6 Keep under review the Foundation's Admission Policy, Equal Opportunity and Anti-Bullying policies in line with the relevant statutory legislation and guidance.

### 3 Disability

A disability is a 'physical or mental impairment which has a substantial and long-term, adverse effect on their ability to perform normal day-to-day activities' (**Equality Act 2010**).

By way of further explanation –

- 3.1 Physical disability includes medical conditions for which a person needs to use a wheelchair, cerebral palsy or brittle bones.
- 3.2 A mental impairment is a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness.
- 3.3 'Long-term' means a period of 12 months or longer.
- 3.4 An 'adverse effect on day-to-day activity' means having a 'significant and material' effect on the following: Mobility; manual dexterity;

physical co-ordination' continence; ability to lift carry or move every day objects; speech, hearing or eyesight; memory or ability to concentrate; learn or understand' and perception of the risk of physical dangers.

Other disabilities which may amount to a disability include –

- 3.5 Severe disfigurements, scarring conditions and birthmarks. (But not include tattoos or piercings).
- 3.6 Progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity.
- 3.7 A controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes.
- 3.8 A history of impairment, for example a person who used to be disabled and has recovered, for example, a person with a previous mental illness.

Disability does not include –

- 3.9 Hay fever sufferers
- 3.10 A person with anti-social tendencies such as paedophilia and/or abusive behaviour.
- 3.11 A person diagnosed as HIV positive, until they exhibit physical symptoms or related conditions.
- 3.12 A person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances
- 3.13 A person who is addicted to nicotine, alcohol and other non-prescribed substances.
- 3.14 A Person who is diagnosed with personality disorder.

#### **4 Disability Discrimination**

The Foundation will not treat a pupil or employee or a prospective pupil or employee less favourably on the grounds of disability without justification.

The Foundation will not knowingly discriminate against a person on the grounds of disability –

- 4.1 In the arrangements for determining admission or employment procedures.
- 4.2 In the terms on which a place at the Foundation is offered.
- 4.3 By refusing or deliberately omitting to accept an application for admission or employment.
- 4.4 In the provision of education and associated services.
- 4.5 By excluding a person on the grounds of their disability.
- 4.6 By victimising a person with a disability.
- 4.7 By failing to take steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

#### **5. Admission procedure for pupils**

The Foundation will be open to applications from any prospective pupil with a physical and/or mental impairment.

- 5.1 The registration or admission form will enable and require the parents to give details of their child's disability.
- 5.2 Every application will be considered on its merits within the Foundation's criteria for selection on grounds of the pupil's ability and aptitude.
- 5.3 The Foundation will treat every application from a disabled pupil in a fair, open-minded way.
- 5.4 The Foundation will, if appropriate, request from the parents or 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 Foundation can make an assessment of the adjustments that would be needed in order to provide adequately for the pupil's physical and educational needs.
- 5.5 The applications will be considered on the basis that all 'reasonable adjustments' have been made by the Foundation in order to cater for the child's disability. (See definition below)
- 5.6 The Foundation will not offer a place if, after all reasonable adjustments have been made, the Foundation would not be able to provide adequately for the pupil's physical and educational needs.
- 5.7 The Foundation shall inform the parents of their decision and give details of the reasonable adjustments they are going to make or give reasons why the offer of the place is declined.

## **6. Education and associated services**

The Foundation has an on-going duty to make reasonable adjustment in respect of the education and associated services provided. This is a broad expression that covers all aspects of School life.

The range of activities that are covered by the expression include –

- 6.1 the curriculum;
- 6.2 classroom organisation and timetabling;
- 6.3 access to Foundation facilities;
- 6.4 school sports;
- 6.5 Foundation policies;
- 6.6 breaks and lunchtimes; the serving of school meals;
- 6.7 assessment and examination arrangements;
- 6.8 school discipline and sanctions;
- 6.9 exclusion procedures;
- 6.10 school clubs, trips and other activities;
- 6.11 preparation of pupils for the next phase of education;
- 6.12 pastoral care.

## **7 Reasonable adjustments for pupils**

The Foundation is legally required to make 'reasonable adjustments' in order to cater for a child's disability. The Foundation is not legally required to supply auxiliary aids or services or to make any alterations to the physical features of the Foundation.

The Foundation shall inform the Pupils and Parents of the reasonable adjustments that the Foundation are legally required to make for that pupil, which may typically include –

- 7.1 Making appropriate arrangements for a child with restricted mobility to attend an interview in an accessible ground floor room.
- 7.2 Allowing extra time for a dyslexic child to complete an entrance exam.
- 7.3 Providing examination papers in larger print for a child with a visual impairment.
- 7.4 Rearranging the timetable, where practicable, to allow a pupil to attend a class in an accessible part of the building.
- 7.5 Arranging, where practicable, accessible sports activities.

The Foundation is not legally required to make adjustments which include –

- 7.6 Physical alterations such as the provision of a stair-lift or new ground floor facilities, such as a new library.
- 7.7 Auxiliary aids and services such as a loop for children with hearing aids; large LCD screen computers and disability trained classroom assistants.

## **8. Disclosure**

Parents will be requested to provide the Foundation with copies of the child's latest medical report and any other information regarding the child's disability, or provide consent for the Foundation to obtain that information.

Following the offer of a place if it is discovered that the Foundation has not received full disclosure of information relating to a child's disability, or where a disability is subsequently diagnosed and the Foundation is not able to make reasonable adjustments for those disabilities the Foundation may withdraw the offer of a place, or ask the parents to withdraw a child who is already a pupil.

## **9. Appeal Procedure**

Parents may appeal against the Foundation's decision not to offer their child a place on the grounds of disability. The request for an appeal must be made as soon as possible and in any event within seven days of the decision being notified to the parents. The Head will advise as to the procedure under which such an appeal will be conducted.

## **10 Review Procedure**

The Foundation may review the place of a pupil already within the Foundation or an offer of a place, at any time, if it has reasonable grounds to believe that the pupil's disability has changed in its nature, or has become significantly more complex or severe. The Head will advise parents of the grounds of such a review and as to the procedure under which it will be conducted.

## **11 Accessibility plans**

The Foundation has prepared an Accessibility Plan in accordance with 2.1 and

thereafter undertaken regular reviews of the Accessibility Plan and will prepare further three year plans in accordance with 2.4 and 2.5 above.

The Accessibility Plan will include consideration of how the Foundation proposes to –

- 11.1 increase the extent to which disabled pupils (including those with learning difficulties/disabilities) can participate in the Foundation's whole curriculum.
- 11.2 improve the physical environment of the Foundation for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.
- 11.3 making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.

The plan should be reviewed, ideally every year, to ensure that the Plan is up-to-date and covers all aspects of school life as determined under the Act and a revised written plan prepared every three years.

## **12 Employees**

This Policy should be read in conjunction with the Foundation Recruitment, Selection and Disclosure Policy and Procedures and the Foundation Equal Opportunities Policy.

Last review: Pastoral Committee May 2012 updated September 2014