

DISABILITY DISCRIMINATION POLICY

St Bede's College is committed to a policy of non-discrimination on grounds of disability. All reasonable steps will be taken to ensure that prospective pupils with disabilities are not discriminated against in the selection process and that pupils with disabilities in the school are not disadvantaged compared with any other pupil who is not disabled. Adjustments will be made which are within the financial capabilities of the College and which do not adversely affect the education of other pupils.

Any parent who has a child with a disability should contact the Headmaster in order to discuss arrangements that might be made with regard to entry procedures and access to the education provided by the school.

SPECIAL EDUCATIONAL NEEDS and DISABILITY ACT

The College is conscious of its obligations under the new duties as outlined in SENDA. The Governors, Headmaster and all staff have reviewed admission policies, selection procedures and extra curricular provision to ensure non-discrimination, and the requirement to make reasonable adjustments is at the forefront of all planning, in respect of both buildings and delivery of the curriculum. To this end all departments address this issue in their Handbooks and their meetings.

Introduction

During 125 years of education at St Bede's College teachers have inevitably come across a great many pupils whose needs have been wide-ranging. These have varied from the emotional, behavioural, and physical to the sensory. The staff has always felt that the Pastoral and Academic support offered to all pupils has worked well. As caring professionals and in accordance with our Mission Statement we strive to

"assist and encourage pupils at each stage of their stay with us, to develop their potential to the full. Tutors and Form Teachers monitor the progress of each individual and offer special support for those seeking to overcome difficulties. Pupils can expect to have their dignity and confidentiality respected in a structure which offers guidance and friendship".

This philosophy underpins the College's management of educational support. It is fair to say that as a Grammar School with an admissions policy that selects on the basis of academic performance we have not had to deal with children who have required more expert assessment or statementing. Thus the College does not have specialist teachers for Special Educational Needs.

However, we endeavour to ensure that pupils who are identified as being in need of special support receive help through outside agencies if necessary and through any non-specialist help that subject teachers are able to give.

Our heightened awareness of the diversity and symptoms of problems and regular assessment procedure has allowed us to recognise and respond to a number of pupils. Detailed notes pertaining to these pupils are kept in the Learning Support Teacher's office with records also being kept in the confidential files in the Main Office.

Some pupils with specific learning difficulties will wish to apply for Special Arrangements in public examinations such as provision of lap tops or additional time etc. The Examinations Officer works with the Pastoral Deputy and the Learning Support Teacher to facilitate student needs in this area. These pupils fall into one of a number of categories, each of which demands an individual response.