



I.8 Disability and Reasonable Adjustments Policy

I Introduction

I.1 Scope

The school is committed to offering equal opportunities by creating an environment in which individuals are treated equally on the basis of their respective merits and abilities. This commitment is shared by students, staff, parents and governors. The school opposes all forms of unlawful or unfair discrimination on the grounds of disability and aims to ensure equal treatment for everyone in all aspects of school life. The school is committed to treating its students fairly and also recognises that every student is unique. This policy does not seek to cater for every situation. It is intended as a general statement of the principles underlying our approach to ensuring equal opportunities for students with a disability and the factors the school will take into account when considering requests for adjustments.

I.2 Interpretation

References to “students” includes prospective students.

I.3 Policies, guidance and statute

This policy should be read in conjunction with the following policies and plans:

- Accessibility Policy;
- Admissions Policy;
- Anti-bullying Policy;
- Behaviour, Rewards and Sanctions Policy;
- Equal Opportunities and Dignity at Work Policy;
- Learning Enrichment Policy; and
- Safeguarding Policy.

2 Discrimination on grounds of disability

2.1 Harassment and discrimination of students with a disability

We will not tolerate any form of discrimination against anyone on the grounds of any physical or mental disability.

Harassment of anyone on any such grounds whether inside or outside of the classroom will be treated as discrimination and may include the following conduct:



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- physical harassment including gestures;
- verbal or written abuse (including through electronic communication), intimidation, derogatory comments, insults, threats and jokes;
- visual displays of offensive material including posters and graffiti;
- refusing to cooperate with others on the grounds of their disability; or
- isolation or exclusion from social activities or inhibiting access to the curriculum and other information.

The school welcomes and encourages the open and frank exchange of information between the school, staff, parents and students about the disability of any person or any concerns about harassment or discrimination of any student/person to further the creation of an environment to enable that student to maximise their abilities.

2.2 Training

The senior leadership team will ensure that the appropriate training will be made available to all members of staff to keep them fully aware of their responsibilities in respect of equal opportunities and discrimination on grounds of disability. If a member of staff is considered to have committed a breach of this policy, this will be dealt with under the Disciplinary Policy and Procedure.

Similarly, the senior leadership team will ensure that students are aware of the school's attitude to disability discrimination and the conduct expected of students. When discrimination has been suspected to have taken place, the matter will be dealt with in accordance with the school's Anti-bullying Policy, Behaviour, Rewards and Sanctions Policy and/or Safeguarding Policy, if appropriate.

2.3 Duty to make reasonable adjustments

The school has a duty to make reasonable adjustments for students with a disability. This means a student suffering from a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. In most cases, disabilities will have lasted or be likely to last for 12 months or more. The duty to make reasonable adjustments arises when a student with a disability is or may be put at a substantial disadvantage compared with a student who does not have a disability.

The school will make reasonable adjustments:

- to our policies, criteria and practices (i.e. the way the school does things); and
- by providing auxiliary aids and services (i.e. additional support or assistance) to appropriate or connected individuals.



There is no standard definition of an auxiliary aid or service. Examples include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual emergency evacuation alarms;
- readers; and
- assistance with guiding.

2.4 What would not be a reasonable adjustment

The school is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for students with a disability. Similarly, the school does not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

The school has a separate Learning Enrichment Policy which sets out the school's policy for providing adjustments and support to students with special educational needs.

3 Admissions

All applications for a place (irrespective of any disability) are subject to the school's admissions criteria, as set out in the admissions policy. The school will, however, consider what reasonable adjustments can be made for applicants with a disability during the admissions process to ensure that they are not at a substantial disadvantage compared to applicants without disabilities.

An example of reasonable adjustments that might be made when a student has to sit an entrance test would be allowing the test to be completed on a computer rather than by hand. Altering the educational and assessment criteria for the test would not be a reasonable adjustment.

Further information about the school's admissions process in relation to a student requesting reasonable adjustments can be found in the Admissions Policy and the Accessibility Policy.

4 Requesting an adjustment

The school prides itself on thinking through adjustments to overcome any substantial disadvantage suffered by an applicant or student with a disability.

Parents of a student with a disability who believe that their child is at a substantial disadvantage compared to a student without disabilities and who believe that there is an adjustment that the school could make



which would overcome this should write to the Headmaster setting out in full the adjustment and (if necessary) how the school could put this into practice.

Parents are encouraged to provide as much information as possible about their child's disability and needs, making available any relevant information, reports and assessments and working with the school to implement any measures or reinforce any strategies put in place.

4.1 The school's response to a request for an adjustment

In some cases, the school will be able to agree to and implement the requested adjustment as soon as possible. In other cases, for example, where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the student or applicant is suffering and what measures it is reasonable for the school to take. In these cases, the school may seek input from teachers, other experts (such as doctors and/or educational psychologists), parents and the student.

4.2 Factors taken into account when considering a request for an adjustment

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 that the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the student;
- the cost of the proposed adjustment;
- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other students (and potential students).

4.3 Confidentiality

Parents (or the student, if the school believes they have sufficient understanding of the nature of the request) may request that the existence or nature of the student's disability be treated as confidential by the school. The school will take any such request into account when considering whether an adjustment is reasonable where confidentiality is a relevant factor.

Unless disclosure is required by law or to meet some other legal obligations, for example, to safeguard a student's health, safety and well-being, information shared with the school about a student's disability will be treated confidentiality.



4.4 Outcome

The school will communicate any decision regarding reasonable adjustments to the parents and the child (where appropriate) in writing, setting out the decision and the reasons for that decision.

Where, despite reasonable adjustments to assist a student's access to their education, benefits and facilities that the school provides, the student 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, the parents seeking further external professional advice, seeking an assessment or providing additional support funded by the parents or external sources. Rarely, it might also entail advising parents that the school is not able to meet a student's needs despite the efforts which have been made and that the parents should seek a more suitable educational environment for the student. Such a decision would only be reached in consultation with the student's parents, after consideration of all the available information and advice.

4.5 Complaints following a decision about reasonable adjustments

If parents are unhappy with the school's decision regarding the reasonableness of the adjustment, a complaint should be made using the school's Complaints Policy.

All policies are reviewed regularly and are subject to change.