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B.E.S Disability Policy

I. Introduction

Although it is generally acknowledged that all the children are the same, their unique differences must be identified and carefully considered when programs are planned. All children including those with special needs/disabilities should be treated as individuals with rights.

Therefore, B.E.S, offers children with special needs an environment more suited to provide optimal learning conditions. The age range in each community allows children to become a part of that community without prejudice or comparison. B.E.S staff provides protection against discrimination based on disability. It seeks to eliminate as far as possible discrimination against people with disability in a range of areas, including education.

II. Definitions

a. Disability:

A person is disabled under the equality Act 2010, if he has a physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal daily activities.

Disability is very broadly defined in the legislation and covers physical, sensory, intellectual, psychiatric, neurological and learning disabilities. It also covers physical disfigurement as well as serious illnesses. A disability may be temporarily or permanent, total or partial, lifelong or acquired.

b. Adjustment:

Is a measure or actions taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the students' learning needs and balancing the interests of all parties affected, including those of the students with disability, the education provider, staff and other students (Disability standards for education 2005).

III. Aim of this policy.

- To encourage children with special needs to play an active role in their own care.
- To create an opportunity to teach respect to all children and their uniqueness, and to develop compassion to the needs of others.
- To provide and maintain a safe and accessible environment for all children and staff.
- To provide equal chances for all children to access education.

B.E.S will:



- Work in partnership with parents /carers, other government service providers and relevant professionals to identify appropriate support services to meet the students learning needs.
- Provide information to support the active participation of parents in the education process.

IV. Assessment of needs

In assessing the students' needs for adjustments, the school will consult the student and parents on the following matters:

- the nature and the cause of the disability.
- the duration of the disability.
- whether the disability is likely to change over time.
- what adjustments have been suggested by the students.
- Previous adjustments.
- information provided by the doctor about how the disability affects the students.

The adjustments will be determined using the following factors:

- The student's disability
- The view of the student.
- The cost of the adjustment.

V. Providing Support Procedure

Children with special needs require support by using appropriate strategies to meet their specific needs or circumstances. When planning for children with special needs, educators are required to focus on their abilities and interests .It is essential that the program is flexible and allows children to engage in ways that are meaningful for them .Our school wants all children to develop to the best of their personal ability .We aim to promote and encourage this by :

- Gathering information provided by families and other professionals who are working with child, including psychologists, parents ,educators etc.
- Meeting with families to gain information about the strategies that support their child's learning in home environment.
- Conducting specific observations on the individual child, which outlines their interests, strengths and needs .



- Acquainting Educators with, and sharing knowledge about the specific communication needs of each child. This will include verbal and non-verbal communication skills and cues. This may include a communication book, verbal daily information exchange, formal and informal meetings. Where applicable, this may include things such as sign language and or learning key words in the child's home language.
- Developing an inclusion support plan with families which is a live document and continuously evaluated by all parties.
- Encouraging families to update the school with information throughout the year, promoting the continuity of learning for each child.
- Working with other schools to help children with additional needs transition. We are open to sharing information about the additional needs of children to promote continuity of learning.
- Remaining positive, patient, caring, authentic and compassionate.

VI. Support access

The environment is open to each child.

The environment provides also adequate access for children with disabilities by having:

- Teachers to support children with special needs.
- Laptops and head set to help students who cannot hold pens or pencils.
- RACHEL to help slow learners with catch up.
- A side plan for students with special needs in each class according to the needs of a specific child.
- communication and collaboration between parents of students with special needs and their respective teachers to assist the development and learning process of their children.

While every effort is made to accommodate children with disabilities, B.E.S may be unable to care for a child if:

- accommodating the child's needs require architectural changes that are not achievable.
- a particular child's condition able to cause a direct threat to the health or safety of any of the children or staff and there is no reasonable way of eliminating the threat through changes in policies, practices, procedures, equipment or services.



- integrating the child into the program requires changes into policies, practices, or procedures that would fundamentally alter the nature of the program and there are no reasonable alternatives.

VII. Application of adjustments

Adjustments are changes introduced into the reasonable process to ensure programs are accessible to students with special needs /disabilities. Adjustments may be required when a student has:

- A permanent or temporally injury.
- An acquired temporally or permanent disability.

The requirement to provide adjustments for people with disabilities applies to all areas and stages of study, including:

- Admission.
- Attendance.
- Access to learning tools.
- Way to express opinions.
- Teaching methodology
- Assessment.
- Participation in any school activities.
- Participation in extra curricular activities .
- Entertainment
- Placement.

B.E.S will attempt to meet the needs of students through inclusive and flexible teaching practices including:

- modification of the equipment,
- flexibility about the sitting arrangement,
- adjustment to curriculum delivery,
- providing information in an accessible way,
- adjustment to assessment procedures,
- Adjustment to results communication.



However, those adjustments may be temporally or permanents depending up on the nature of disability and the needs of the individual. It can also depend up on the student's health improvement.

All adjustments will be provided protecting students privacy and dignity.

Disability information will only be revealed to relevant B.E.S staff to enable adjustments to accommodate a student's disability.

Information will not be supplied to any person or organization outside the school except where it may be legally required to do so.

VIII. Limits

B.E. S is ready to do its best supporting children with disabilities through an inclusive learning. However, it will not fund:

- Professional assessments of disability.
- personal aid that are required by the student outside of B.E.S.
- personal care /treatment.

IX. Monitoring and review.

Monitoring of adjustment will be determined according to the needs of the individual child.

An access plan will be reviewed annually or as required.