



## **Lüderitz Blue School Disability Access Policy**

### **1. SCHOOL STATEMENT**

Lüderitz Blue School is committed to providing equal opportunities and access to education for all learners, regardless of any disabilities they may have. As a school, we are committed to practising accessibility, educating our learners about the importance of inclusion, and removing any barriers to school life for learners with disabilities.

### **2. DEFINITION OF DISABILITY**

- i) The Merriam-Webster dictionary defines disability as “a physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions.<sup>1</sup>”
- ii) Disabilities can be categorised into:
  - Physical (impacting agility, dexterity, or coordination)
  - Sensory (affecting the senses)
  - Cognitive (impacting the brain's ability to process information)
  - Mental health (affecting emotional wellbeing)
  - Learning (impacting a person's ability to learn)
  - Traumatic (caused by physical trauma eg. from injuries or accidents)
  - Chronic Health conditions (caused by long term health conditions)

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<sup>1</sup> Merriam-Webster. (2023). Disability. [Online]. Merriam-Webster Dictionary. Available at: <https://www.merriam-webster.com/dictionary/disability> [Accessed 22 January 2023].

### **3. AIMS OF DISABILITY ACCESS POLICY**

The aims of the Lüderitz Blue School Disability Access Policy are:

- To ensure that all learners with disabilities have the same access to education and opportunities as non-disabled learners and feel supported, safe and included at school.
- To set clear guidelines for school procedures and processes which prevent discrimination against learners with disabilities.

### **4. ADMISSIONS PROCEDURE**

- i) When an application is made for a learner with a disability, parents/guardians must notify the school on the Application Form.
- ii) This is so discussions can take place as to whether the school can accommodate the child.
- iii) At this point in the admissions process the school may request a report from a doctor, educational psychologist or occupational therapist to determine whether the school can fully support the learner.
- iv) Communications are open and with the best interest of the learner in mind.

### **5. ACCESSIBILITY FOR LEARNERS WITH DISABILITIES**

- i) When accommodating a child with disabilities, the school will do all that it reasonably can to ensure that the learner can access the curriculum.
- ii) This is done by making reasonable adjustments.
- iii) These adjustments may include support in the classroom or through other means such as through online platforms. They may include, but are not limited to:
  - Providing individualised support (eg. differentiated lessons)
  - Providing information in accessible formats
  - Making reasonable modifications to the school buildings, grounds, and equipment as necessary, and making sure entrances, exits, hallways, classrooms, restrooms, and other areas are accessible
  - Making provisions for services such as hearing aids
  - Making provisions for assistive technology

## **6. NOTE ON LEARNING DIFFICULTIES**

- i) The school will endeavour to detect learning difficulties and deal with them appropriately.
- ii) While parents/guardians will be notified of any concerns, it should be noted that school staff are not qualified to diagnose learning difficulties.
- iii) It is the responsibility of the parent/guardian to arrange formal assessment of learning difficulties.

## **7. NOTE ON STAFF TRAINING**

- i) Staff will be provided with support, and where necessary, training, to fully support learners with disabilities.

## **8. NOTE ON PERSONAL INFORMATION**

- i) All personal information which is disclosed to the school in regard to a learner or staff member's disability is treated as confidential information.
- ii) This is done so in accordance with the Lüderitz Blue School Data Protection Policy.

Written: January 2023  
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