



Arrangements for The Admission of Students with Disabilities Policy 2026-2027

The Disability Discrimination Act 1995 ([Click here to view](#)) defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities.

Most children with special needs will not be disabled within the meaning of the Act. The admission of students with disabilities is considered in the first instance in the same way as non-disabled students. Further considerations are made in the light of need and accessibility.

Ellesmere High School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect under the Equality Act 2010 ([Click here to view](#))

Health Care Plans for students are not routinely shared directly with schools by GPs or paediatricians; rather, it is the responsibility of parents or carers to provide the relevant information to the school. Schools typically rely on families to share medical details so that appropriate support can be arranged. Before a student joins, parents or carers are usually offered the opportunity to meet with the school's Medical Co-Ordinator, Candice Yates, and, where relevant, the SENCO (Special Educational Needs Coordinator) to discuss the student's needs and ensure that suitable resources, equipment, and care arrangements are in place.

Students should be provided with the opportunity to experience, understand and value diversity. We ensure that classroom and extra-curricular activities encourage the participation of all students, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all students.

We aim to include all students, including those with disabilities, in the full life of the school.

Our strategies to do this will include:

- Having high expectations of all students
- Finding ways in which all students can take part in the full curriculum including sport and music
- Planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- Setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning and participate for students with disabilities
- Planning the physical environment of the school to cater for the needs of students with disabilities
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training.

Existing facilities provided to assist access to the school by students with disabilities are:

- Wheelchair access at all entrances and sections of the school.
- Lifts that allow access for children to all floors in the school building
- Carpeted classrooms to aid hearing impaired students learning.
 - Exterior lighting to improve evening access.
 - A Disabled Toilet is offered close to reception (although we are awaiting a ramp to enable improved access)
 - Disabled parking is available at the main entrance

