



Stocks Green Primary School Disability Equality Policy

Written by:	Joe Endersby
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Date for Review:	October 2026
School Staff responsible for the policy:	SENCo
Designated Governor:	Di Ayling
Governing Committee Responsible:	Standards and Curriculum



Stocks Green Primary School Disability Equality Policy

1. School Ethos, Vision & Values

We seek to serve the local and wider community by offering children a caring and educationally rich learning environment in which to flourish as individuals.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of any person whether a disabled person with any form of impairment or a pupil who is a carer of disabled parents.

1.1 What do we understand by "disability"?

This is identified in the School Accessibility Plan.

1.2 Schools Strategic Priorities

Learning – all pupils are taught according to need.

Environment – these priorities are identified in the School Accessibility Plan.

The obligations under the DDA are entirely congruent with the school's obligations to deliver high quality learning opportunities and provision of care for every member of the school community.

1.3 Strengths & Weaknesses

Stocks Green continues to make great strides in promoting equality for example

- Ramped access to KS1.
- Adaptation to the care suite and two Key Stage 2 classrooms.
- Ongoing renewal of academic resources to suit the needs of all learners.
- Forward planning to meet the future needs of all pupils.

2. The General Duty

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful.
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons. This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life - It is also important to respect the wishes of disabled children in an educational setting.
- take steps to take account of disabled persons' disabilities.



3. How we will meet the General Duty & Specific Duty

The production of this disability equality policy provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty.

The main actions to be taken in the next year to promote disability equality are described in the School Accessibility Plan 2024-25. This plan will run in conjunction with the School Improvement Plan and will be subject to revision and amendment each year.

3.1 Involvement of Disabled People

Responsibility for developing inclusive education lies with the Headteacher, SENCo, the named Governor and the parent of the disabled child.

3.2 The Governing Body

Membership of the Governing Body is open to all eligible persons irrespective of disability. Members of the Governing Body are encouraged to visit school, throughout the year, to aid monitoring of measures taken to ensure education at Stocks Green is fully inclusive.

3.3 Removing physical barriers

See the School Accessibility Plan.

Disability in the Curriculum, including teaching and learning

See the School's Accessibility Plan.

- Eliminating harassment and bullying
The school's Anti-bullying Policy is regularly monitored throughout the year. The latest policy is available from the school's web site.

Reasonable Adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non-disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non-disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments in the next year are described in the School Accessibility Plan. However, reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents. The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully:

- In the classroom;
- In the school curriculum;
- At all times and in all parts of the building feel part of the school community.
- Are included by their peers in all parts of school life;
- Parents and carers feel their child is fully integrated in the school community.



3.4 School Facility Lettings Use by the community

It is important that community users have full access to all areas of school and hirers/users are asked to discuss their requirements with school staff when booking premises.

3.5 Link with the PCT

The school has access to the school nursing service which is available throughout the school year on request. This service provides a direct link between school and health care professionals dealing with our pupils and their parents. The nurse is able to provide a supportive role in helping the school anticipate and plan for the needs of current and future disabled users of the school.

3.6 Information, Performance and Evidence

The school will collect data annually to help monitor the impact of its policies. Data collected will include information on:

- Pupil Achievement and attainment
- Learning Opportunities - i.e. take up of courses/external visits
- Exclusions
- Social Relationships
- Employing, promoting and training disabled staff

3.7 Reviewing/Monitoring

The policy will be monitored through an annual review by a team of staff and Governors. The views of those pupils (and their parents) affected by the policy will be sought during class provision reviews and via other means if the pupil does not have an Education Health and Care Plan. The school will use the information gathered to update and amend the policy, setting new targets in the accessibility strategy to further the aims of the school in this area.

Senior Member of Staff Responsible: The Headteacher

Day-to-day responsibility for the implementation and monitoring of the policy will be the SENCo.

Governor Responsible: Di Ayling