



Stocks Green Primary School Disability Equality Policy

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School Staff responsible for the policy:	SENCo
Designated Governor:	Inclusion Governor
Governing Committee Responsible:	Standards and Curriculum



Stocks Green Primary School Disability Equality Policy

1. Purpose and scope

Stocks Green Primary School is committed to providing an inclusive environment in which disabled learners, staff, parents, carers, governors, visitors and other members of the school community are treated fairly, with dignity and respect, and are able to participate as fully as possible in school life.

This policy sets out the school's approach to disability equality, accessibility and reasonable adjustments. It must be read alongside the School Accessibility Plan, SEND Policy and Information Report, Equality Information and Objectives, Anti-Bullying Policy, Behaviour Policy, Supporting Learners with Medical Conditions Policy, Health and Safety Policy and relevant safeguarding policies.

2. Legal framework

This policy reflects the school's duties under the Equality Act 2010, including the Public Sector Equality Duty (PSED), and the accessibility planning duties for schools. It also reflects relevant duties under the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years.

The Equality Act 2010 replaced earlier disability discrimination legislation. References in previous versions of this policy to the Disability Discrimination Act (DDA) have therefore been updated.

2.1 Public Sector Equality Duty

In carrying out its functions, the school must have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and
- foster good relations between people who share a relevant protected characteristic and people who do not.

The school publishes information demonstrating compliance with the PSED at least annually and publishes one or more equality objectives at least every four years. Our current equality objectives are published on our school website alongside this policy and are reviewed annually.



3. Definition of disability

Under the Equality Act 2010, a person is disabled if they have 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. 'Substantial' means more than minor or trivial and 'long-term' generally means that the effect has lasted, or is likely to last, for at least 12 months.

The definition can include physical disabilities, sensory impairments, long-term health conditions, neurodevelopmental differences and mental health conditions where the statutory test is met. Not every learner with SEND is disabled, and not every disabled learner has SEND.

4. School ethos and principles

Stocks Green Primary School seeks to serve its local and wider community by providing a caring, ambitious and educationally rich environment in which all learners can flourish. Disability equality and accessibility are integral to this commitment.

- Disabled people will not be treated less favourably because of disability.
- The school will also guard against discrimination or harassment because of a person's association with a disabled person, including pupils who have disabled parents or carers.
- The school will anticipate barriers where reasonably possible rather than waiting for a difficulty to arise.
- Decisions will be informed by the individual learner's needs, strengths and views, together with the views of parents or carers where appropriate.
- The school will promote positive attitudes towards disability and challenge prejudice, harassment and disability-related bullying.
- Disabled learners will be supported to participate in learning, enrichment, trips, clubs, play, assemblies and wider school life wherever reasonably possible.

5. Admissions

Stocks Green Primary School will not discriminate against a disabled child in relation to admission to the school. Applications from disabled pupils will be considered in accordance with the school's published admissions arrangements and the requirements of the Equality Act 2010.

The school will work with parents/carers, the Local Authority and relevant professionals, where appropriate, to identify any reasonable adjustments that may be required to support a child's admission and successful transition into school. Accessibility needs will be considered proactively,



including access to the physical environment, curriculum, information, communication and wider school life.

Where a child has an Education, Health and Care Plan (EHCP), admission arrangements will be considered through the statutory processes applicable to children with EHCPs.

6. Reasonable adjustments

The school has a duty to make reasonable adjustments so that disabled learners are not placed at a substantial disadvantage compared with non-disabled learners. The duty is anticipatory: the school considers in advance the barriers that disabled learners may face and what reasonable steps can be taken to remove or reduce them.

Reasonable adjustments will be considered on an individual basis and may include changes to policies or practices, the way the curriculum or activities are delivered, communication methods, timetables, seating, sensory or environmental arrangements, assessment arrangements, specialist equipment, auxiliary aids or services, and staff support or training.

Auxiliary aids and services may include items such as hearing loops, adaptive keyboards, special software, visual timetables, communication aids, or other specialist equipment designed to support access and participation.

The school will work collaboratively with learners, parents and carers, relevant professionals and the local authority where appropriate. Decisions about what is reasonable will take account of effectiveness, practicability, health and safety, available resources, cost, disruption and the needs of others, while maintaining the school's legal duties.

It is unlawful to charge a pupil for a reasonable adjustment. If funding is needed to support reasonable adjustments, the school will explore available funding options, including hardship funds, fundraising activities, or seeking support from the local authority.

7. Accessibility planning

The school maintains a written Accessibility Plan. The plan is reviewed regularly and covers the three statutory strands of accessibility planning:

- increasing the extent to which disabled learners can participate in the curriculum;
- improving the physical environment of the school to increase access for disabled learners; and
- improving the availability of accessible information for disabled learners.



The Accessibility Plan identifies priorities, actions, responsibilities, timescales and review arrangements. Accessibility considerations are also incorporated into school improvement, premises planning, procurement and curriculum development.

8. Access to the curriculum and wider school life

Teaching is adapted according to need so that learners can access an ambitious curriculum. Staff use appropriate scaffolding, resources, technology, communication approaches and specialist advice to reduce barriers to learning.

The school considers accessibility when planning educational visits, residentials, clubs, performances, sporting activities, OPAL play and other enrichment. This duty to make reasonable adjustments applies to all school activities, including:

- Extra-curricular and leisure activities
- After-school and homework clubs
- Breakfast clubs
- Clubs and activities run by third-party providers

A learner will not be excluded from an activity simply because they are disabled; reasonable adjustments and proportionate risk management will be considered first. Where third-party providers run clubs or activities at school, we will work with them to ensure they understand their duty to make reasonable adjustments and agree to do so when appropriate.

For school trips, the school will make reasonable adjustments to ensure all pupils can attend trips linked to the school curriculum and are not disadvantaged because of their disability. If reasonable adjustments for a particular trip would not be practicable, the school will look at alternative trips or experiences where it would be practical to make reasonable adjustments.

9. Physical environment

The school will continue to identify and, where reasonably practicable, remove physical barriers to access. Existing adaptations and future priorities are recorded in the Accessibility Plan. When premises work is planned, accessibility and inclusive design will be considered at an early stage.

Existing accessibility measures include ramped access to Key Stage 1, adaptations to the care suite and two Key Stage 2 classrooms, ongoing renewal of learning resources to meet a range of needs, and forward planning for the needs of current and future learners.



Hirers and community users are asked to discuss accessibility requirements with the school when booking the premises so that reasonable arrangements can be considered.

10. Accessible information and communication

The school will take reasonable steps to ensure that information is available in accessible formats where required. This may include enlarged print, simplified or symbol-supported information, electronic formats, alternative communication methods or other adjustments appropriate to individual need.

Parents, carers, staff and visitors are encouraged to tell the school about communication or accessibility requirements so that appropriate arrangements can be made.

11. Equality, bullying and harassment

The school will not tolerate discrimination, harassment, victimisation or disability-related bullying. Concerns will be addressed in accordance with the school's Behaviour Policy, Anti-Bullying Policy, Complaints Procedure and safeguarding arrangements as appropriate.

The curriculum and wider school culture will promote respect, representation, understanding and positive attitudes towards disabled people and other protected groups.

12. Learner and parent/carers involvement

The school will seek and take account of the views of disabled learners and their parents or carers when planning provision and reviewing accessibility. This may take place through pupil voice, parent meetings, provision reviews, SEND reviews, Education, Health and Care Plan reviews, surveys and other appropriate consultation.

The school will also consider the likely needs of future learners and users of the school, rather than limiting accessibility planning to those currently on roll.

13. Staff, recruitment and employment

As an employer, the school will meet its duties under the Equality Act 2010. Disabled applicants and employees will not be unlawfully discriminated against, and reasonable adjustments will be considered in recruitment, employment, training, development and workplace arrangements.

Relevant staff will receive information, guidance and professional development to support inclusive practice and the effective implementation of reasonable adjustments.

14. Working with health and other professionals



The school works with relevant services and professionals, which may include the school nursing service, Specialist Teaching and Learning Service, educational psychology, speech and language therapy, occupational therapy and other health or local authority services. Advice will be sought and implemented where appropriate and consistent with statutory responsibilities.

15. Information, evidence and monitoring

The school will use relevant and proportionate information to evaluate the impact of its policies and practice on disabled learners and other protected groups. Depending on context, this may include:

- attainment and progress;
- attendance and persistent absence;
- suspensions and exclusions;
- participation in trips, clubs, enrichment and leadership opportunities;
- bullying, discriminatory incidents and complaints;
- SEND and provision information;
- learner and parent/carer voice;
- accessibility of the curriculum, information and physical environment; and
- relevant workforce information, subject to the requirements that apply to the school.

Information will be handled in accordance with data protection requirements and will be used proportionately, with care taken not to identify individuals unnecessarily.

16. Roles and responsibilities

16.1 Governing Body

The Governing Body has strategic oversight of equality and accessibility duties. It will ensure that the school publishes required equality information and objectives, maintains an Accessibility Plan, and keeps implementation under review.

Governors may visit the school as part of their monitoring role to review how effectively equality, accessibility and inclusion are being implemented in practice.

16.2 Headteacher



The Headteacher has overall responsibility for ensuring that this policy is implemented and that equality and accessibility considerations are embedded in school decision-making.

16.3 SENCO

The SENCO has day-to-day responsibility for coordinating disability and accessibility matters relating to learners, advising staff on reasonable adjustments, liaising with families and professionals, and supporting monitoring and review.

16.4 Designated Governor

The designated governor for this policy is the Inclusion Governor. The governor will support strategic monitoring and provide appropriate challenge and oversight.

16.5 All staff

All staff are responsible for promoting inclusive practice, implementing agreed reasonable adjustments, identifying barriers, challenging discriminatory behaviour and raising accessibility concerns with the appropriate school leader.

17. Complaints

Concerns about disability discrimination, accessibility or reasonable adjustments should normally be raised with the class teacher, SENCO or Headteacher in the first instance. Formal complaints will be considered under the school's Complaints Procedure. This does not affect any statutory rights available to learners, parents, carers or staff.

18. Review

This policy will be reviewed annually, or sooner where there is a significant change in legislation, statutory guidance, school circumstances or identified need. The Accessibility Plan and published equality information/objectives will be reviewed according to their own statutory and school review cycles.

Policy review date: September 2027.

19. Key linked documents

- School Accessibility Plan
- Equality Information and Objectives (available on school website)
- SEND Policy and SEND Information Report



- Behaviour Policy and Anti-Bullying Policy
- Supporting Learners with Medical Conditions Policy
- Safeguarding / Child Protection Policy
- Health and Safety Policy
- Complaints Procedure
- Educational Visits procedures
- Staff equality and employment procedures