

Gordon Primary School

Disability Equality Policy

Revised Autumn Term 2024

Signed _____ Chair of Governors

To be reviewed Autumn Term 2026

Gordon Primary School

Disability Equality Policy

Our School Ethos, Vision and Values

At Gordon Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff, members of the wider school community and anyone receiving services from the school.

We will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. We promote disability equality through our ethos, vision and values and aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully, in school life. We will make reasonable adjustments to ensure that the school environment is as accessible as possible to all people. At Gordon Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Gordon Primary School will not tolerate harassment of disabled pupils or any other members of the school community. We will also give extra consideration to pupils who are the carers of disabled parents.

Through close tracking and monitoring of pupils with disabilities, we will endeavour to ensure that all children receive an equal opportunity regardless of any obstacle or barrier they may face.

What do we understand by “disability”?

The Equality Act 2010 defines a disabled person as someone who has:

‘a physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.’

- ‘substantial’ is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed
- ‘long-term’ means 12 months or more, eg a breathing condition that develops as a result of a lung infection

There are special rules about [recurring or fluctuating conditions](#), eg arthritis.

The Aims of The Policy

This policy’s aim is to provide a structure to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Equality Act 2010
- eliminate harassment of disabled people that is related to their disability
- promote positive attitudes towards disabled people
- encourage participation by disabled people in school life
- to take steps to ensure we meet disabled people’s needs

The Effect of Our Policies and Practices on Disabled People and What We Do to Meet Needs and Ensure Disability Equality.

We recognise that our policies and practices may impact on disabled people and so we will continually review what we do to ensure that our delivery of services and provision appropriately meet their needs and do not disadvantage them in any way. We will have open communication with our immediate community and with partners to identify any actions that may need to be taken to promote equality. As with all policy and procedures, regular monitoring will take place.

The school will endeavour to address any form of barrier that would prohibit a disabled member of the community from participating in or accessing activities that other non-disabled members of the community can participate in.

1. Developing A Voice for Disabled Pupils, Staff and Parents/Carers

Parents, carers, staff and pupils are included in review meetings and any transition planning. Our inclusive ethos is underpinned by an expectation that the school community take a fully active role in school life, regardless of disability. We encourage disabled pupils and adults to participate fully in the school by ensuring access to the building, the curriculum and events and by regular consultation.

2. Learning Opportunities

At Gordon Primary School, we will ensure the best possible opportunities for pupils with a disability, by ensuring that:

- Pupils are carefully monitored and tracked in order to ensure that they make appropriate progress regardless of any disabilities they have.
- All pupils with specified learning difficulties have targets set through their Individual Education Plans (IEPs), which are reviewed regularly, by the SENDCO;
- Information on pupils with learning difficulties arriving new to the school will be requested from the previous school in order to ensure continuity in learning through the targets;
- Pupils with disabilities who are moving on to new schools are supported by Gordon Primary School wherever possible through transition meetings (where possible in-person or virtually), or telephone conferences;
- All pupils, including those with disabilities, are expected to access the same curriculum as their class peers but they may require modifications to access it at their own level and additional resources are then purchased;
- Access for SEND pupils (including those with a learning disability) is monitored termly by the SENDCO and Hearing / Visual Impaired Unit staff;
- The English / Maths coordinators, Phase Leaders and SENDCO monitoring planning termly for appropriate differentiation;
- The Head Teacher and Senior Leadership Team monitor teaching and learning on a regular basis.

3. Admissions, Transitions, Exclusions (including SEMH)

We aim to admit children with disabilities whose parents have indicated Gordon Primary School as their choice of school. If a child already has an Education, Health and Care Plan, other professionals will already be involved and will help us to ensure that we can cater for the child's needs. In line with the Equality Act 2010, we recognise our duty to make reasonable adjustments for disabled children in relation to ensuring that, by our actions, we do not place a disabled child at a disadvantage when compared to other children and that we provide reasonable auxiliary aids and resources to alleviate any such disadvantage.

When a disability has not been declared on the application form for a child, we work together with the family, once the child is on roll, to try to meet the child's needs. Occasionally, we may conclude that we cannot meet the needs of a particular child with a disability. Additionally, for some children with a disability, Gordon Primary School might initially be the best placement for them but they might later need facilities that we do not have, e.g. a swimming/therapy pool. In this instance, we work towards a reasonable adjustment with the pupil and family.

We aim to ensure appropriate transition arrangements are put in place when a child transfers from one Key Stage to another or when a child changes school. Parents / Carers, the pupil and the current school are involved in negotiating appropriate arrangements with the new school in order to support a smooth and well-informed transition for the child.

We aim to keep children in school and we rarely exclude pupils, especially pupils with disabilities. Exclusion is a very last resort. We monitor exclusion figures regularly and, when a child with a disability is excluded, we work with relevant professionals and parents to offer support to the child and to reintegrate them into the school when they return.

4. Employing, Promoting and Training Disabled Staff

We monitor recruitment procedures to ensure equal opportunities and offer training to all staff according to the school priorities as identified in the SDP.

We will monitor and compare training opportunities for disabled and non-disabled staff to ensure equality of opportunity and take action to redress any imbalances.

5. Accessibility Action Plan

An Accessibility Action Plan also forms part of this policy, through which we aim to continually evolve access to our school and make it more accessible for all. In doing so, we also fulfil our general and specific duties outlined in the Equality Act 2010.

Our Accessibility Action Plan is maintained as a separate document and we ensure that the actions in the plan fit in with the actions and arrangements within this policy.

6. Make Reasonable Adjustments

In order to meet the needs of an individual who has a disability, the school may at time need make reasonable adjustments which allow the individual concerned to partake fully in school life. In such cases, when appropriate, we seek the advice of an outside agency such as the Special Education and Training Support Service (SEATSS) who can provide us with up to date expert advice on how we can best meet an individual's needs. In all cases, these 'reasonable adjustments' are recorded in a central register.

How We Will Assess the Impact of Our Policies?

In order for our policy and practices to have an appropriate impact, we use a variety of methods to monitor and assess our work. This includes the following approaches;

Data To Be Collected

A variety of data will be collected and maintained on an ongoing basis. This includes, but is not limited to:

- A register of pupils and adults with disabilities and the reasonable adjustments which are necessary to meet their needs. We will find out from these pupils and adults if they consider their needs are being met and if not, what more could be done to meet them.
- Information on the attendance of pupils at after school clubs, extra-curricular activities etc. to ensure they are gaining full access to a broad education.
- Information on access of disabled staff to training opportunities etc.
- Keeping data on exclusion as and when appropriate.
- The views and opinions of Parents / Carers of those children with a disability.

Methods of Collection

We will collect this information via questionnaires, medical records, SEND register, discussion with parents/carers/children and information supplied by other interested professionals.

Methods of Analysis of This Data

Monitoring and analysis of data gathered will be undertaken using a variety of different methods, each appropriate to the type of data. Additionally, close monitoring of pupil progress and achievement will play a central role in determining how successful our work is. The school monitors the progress of all pupils closely, through pupil progress meetings between the Assessment Lead and class teachers. The progress of pupils with SEND is also tracked termly against IEP targets, by the SENDCO and class teachers, as well as through the pupil progress meetings. Data on SEND pupils is analysed on an ongoing basis, to ensure appropriate progress has been made across the year. Provision is adjusted according to need and capacity. The register of disabled pupils enables the SENDCO to track and analyse the performance of pupils with disabilities, against current practice.

Current Good Practice

The school has identified certain areas of good practice where proactive steps have already been taken, these include:

- A change table fitted in Reception cloakrooms
- Access ramps from the Reception classrooms, to the Dining Hall
- Raised step to access the toilet, in Reception
- Step to access the Food hatch, in the Dining Hall
- Lowered peg for a child in Reception
- Lowered toilet system in Reception
- Nappy bin in Year 4 Disabled toilet
- Provision for all children including differentiation, multi-sensory approach embedded, targeted intervention programmes, IEP review meetings, Progress Reviews and Annual reviews conducted in Pupil Centred Approach
- Celebrating Disability Awareness days
- Partnership with SEND parents is strong
- Signposting parents to relevant courses offered by Early Intervention services
- Pupil Leadership Team and the Rights Respecting School Ambassador roles are accessible to all children and school has an open ethos
- Two accessible toilet facilities
- Good relationships with outside agencies such as Speech and Language Therapist, Occupational Therapist, Special Education and Training Support Service (SEATSS) and the Educational Psychologist.

Ongoing Training Needs of The School with Regard To The Equality Policy and Accessibility Action Plan

In order to ensure that the needs of all are met, as set out in this policy, training may be required as follows;

- Staff / Governor training to ensure all staff and governors are trained in the Disability Equality Scheme and the Duties placed upon the school.
- School will monitor any issues arising and respond with training and provision where appropriate and in line with school priorities;
- Response may be at whole school or individual level, depending on the need.

Impact Assessment and Future Planning Via the Accessibility Action Plan

The impact of this policy, procedures, functions and practices of the school on disability equality is assessed as follows:

- Data collected and associated monitoring as aforementioned
- Parental voice and feedback
- Feedback from pupils through Pupil Leadership Team
- Through governors visits and committees

We will use this information to inform the Accessibility Action Plan.

Reviewing/Monitoring of This Policy

The school will use the information gathered over the 3-year period of the scheme to evaluate the impact of the scheme and the Action Plan. Progress of the Action Plan will be used to determine the subsequent scheme. To support the school in its evaluation of the scheme we will use the criteria for assessing the school disability equality scheme.

The Disability Equality Scheme will be reviewed and publicly commented upon each year and revised on a regular and ongoing basis.

Reviewed By:

- Head teacher
- Governing Body
- All staff
- Parent Representative

Reviewed Autumn Term 2024

Next Review Date: Autumn Term 2026 (Or sooner as required by law)