

WITHNELL FOLD PRIMARY SCHOOL



DISABILITY EQUALITY POLICY

Mission statement

Reaching potential

Rising to challenges

Respecting all

Introduction

Withnell Fold Primary school is an inclusive school with a commitment to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We 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. The achievement of disabled students is continuously monitored, and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Withnell Fold Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Definition of disability

The Disability Equality Act (2010) defines disability as;

“A physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

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

For further information, please see the following link;

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

The Disability Equality Act (2010) provides protection of the rights of disabled people in the following areas;

- employment
- education
- access to goods, services and facilities
- buying and renting land or property

The Equality Act 2010 also protects your rights if you have an association with a disabled person, e.g. a carer or parent.

For further information, please see the following link;

<https://www.gov.uk/rights-disabled-person/the-equality-act-2010-and-un-convention>

Reasonable Adjustments

Schools are required 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. The school strives to ensure that disabled pupils and users will have the same access to the curriculum, access to information and access to the school environment and facilities as non – disabled pupils and users. The school considers the needs of current and future pupils and users of the school and makes adjustments wherever and however possible. Due to the diverse nature of disabilities, reasonable adjustments are made on an individual basis according to need and by working collaboratively with disabled persons and/or their parents / carers.

Legal requirements/role of Governing Body

Under Part 5A of the DDA governing bodies are required to:

- promote equality of opportunity for disabled people: pupil, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

This policy sets out how the governing body of Withnell Fold Primary School will promote equality of opportunity for young people and adults.

In addition, duties in Part 4 of the DDA require the governing body to increase access to education for disabled pupils in 3 ways:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

At Withnell Fold Primary school we aim to;

- promote equality, opportunity and positive attitudes towards disabled people.
- eliminate discrimination and harassment
- encourage participation by disabled persons in school and public life
- take steps to take account of disabled persons' disabilities and to reduce barriers to learning.

Meeting these aims.

Below are some strategies we may use in fulfilling our aims;

- Providing a safe and open learning environment where children are able to talk and ask questions.
- Use of PSHE lessons, assemblies and resources to address relevant issues.
- Utilisation of Teaching Assistants to work with children in small groups / 1:1 where appropriate.
- Awareness raising among children and staff (including staff training).
- Ensure positive images of disabled people are used around school.
- High expectations of behaviour and attitudes.
- Communication between school and parents / carers.
- Working with families to devise ways of adjusting the learning environment to meet individual needs.
- Dealing swiftly with any incidents of bullying or harassment in line with our Anti-Bullying policy.
- Ensuring disabled pupils have equal access to clubs, extra-curricular activities and responsibilities in school (e.g. school council etc.)
- Additional coaching or training for disabled pupils, staff or parents.
- Provide specialist facilities, where appropriate.
- A policy of interviewing all disabled applicants who meet the minimum requirements for a job.

Monitoring and gathering information

As part of our monitoring systems we look closely at different groups of children. Information is taken from the following;

- How many disabled children there are in school/what impairment groups are represented/ not represented.
- We collect information on disability of new pupils as part of our admissions procedures e.g. does our child have any learning difficulty, medical need or disability?
- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.) staff who have rights under the DDA (need to promote awareness of DDA and the protection it offers such as reasonable adjustments/Access to work' schemes)
- % Attendance at extra – curricular activities
- Involvement in educational visits including the residential visit
- Behaviour Logs
- Participation in class/positions of responsibility in class/school
- Any feedback from surveys/questionnaires
- Attendance
- Exclusions

The Governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SEN Governor reports the outcome of the review to the full Governing body.

Member of staff responsible: Mrs S Moreton

Reviewed: September 2025

Next review – September 2026