DISABILITY EQUALITY POLICY AND SCHEME

St George's CE Primary School

Date of issue	September 2026
Policy owner	Executive Headteacher / Governing Body
Approved by	Governing Body
Date approved	_____
Review frequency	In accordance with the Policy Review Schedule
Next review	September 2027

1. Purpose and commitment

St George's CE Primary School is committed to being an inclusive school in which disabled pupils, staff, parents, carers, governors and visitors are welcomed, respected and able to participate as fully as possible in school life.

Our Christian values of Compassion, Community, Forgiveness, Respect, Perseverance and Thankfulness underpin this commitment. We recognise that people have different strengths, needs and experiences and that equality may require us to remove barriers, make reasonable adjustments and provide additional support so that disabled people are not placed at a disadvantage.

2. Aims

This policy provides a framework through which the school will:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between disabled people and people who are not disabled;
- foster good relations between disabled and non-disabled people;
- remove or reduce disadvantages experienced by disabled people;
- take steps to meet disabled people's different needs, including making reasonable adjustments where required;
- encourage participation by disabled pupils and adults in school life;
- promote positive attitudes towards disability and challenge prejudice, stereotypes and disability-related bullying;
- identify and reduce barriers to the curriculum, the physical environment, information and participation.

3. Legal framework

This policy has been updated to reflect the current legal framework. The Disability Discrimination Act references in the previous policy have been superseded for these purposes by the Equality Act 2010.

The school will have regard to:

- Equality Act 2010, including the disability discrimination provisions, reasonable adjustment duty and Public Sector Equality Duty;
- Schedule 10 to the Equality Act 2010, which requires schools to prepare and implement an Accessibility Plan;
- Children and Families Act 2014;
- Special Educational Needs and Disability Code of Practice: 0 to 25 years;
- Special Educational Needs and Disability Regulations 2014;
- Department for Education guidance on equality, SEND and accessibility;
- current statutory guidance relevant to pupils with medical conditions, safeguarding and curriculum access.

The school will keep under review any new statutory guidance or SEND reforms and will update its arrangements when changes become legally effective.

4. What we mean by disability

For the purposes of the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The definition can include physical disabilities, sensory impairments, long-term health conditions, learning disabilities, autism, mental health conditions and other impairments where the statutory test is met. Not every pupil with SEND is disabled and not every disabled pupil has SEN; the school considers each pupil's needs individually.

5. Public Sector Equality Duty

In carrying out its functions, St George's will have due regard to the need to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations. This includes considering the impact of policies, practices and decisions on disabled people rather than waiting for difficulties to arise.

The school publishes equality information and equality objectives in accordance with its statutory duties. Disability equality is considered as part of this wider equality work.

6. Reasonable adjustments

The school has a duty to make reasonable adjustments for disabled pupils where they would otherwise be placed at a substantial disadvantage. The duty is anticipatory: the school will consider likely barriers and plan ahead rather than relying solely on individual requests.

Reasonable adjustments may include, depending on individual need:

- changes to classroom organisation, seating, routines or timetables;
- adapted teaching approaches, resources or methods of communication;
- visual timetables, now-and-next boards, symbols or other communication supports;
- additional adult support or specialist advice where appropriate;
- auxiliary aids and services where reasonable and required;
- adjustments to behaviour support or school procedures where disability is relevant;
- rest breaks, movement breaks or access to a quieter/safe space;
- adjustments to educational visits, clubs and wider school activities;
- reasonable assessment and test access arrangements in accordance with the applicable statutory criteria;
- individual arrangements for medical, personal or intimate care needs.

Reasonable adjustments are considered on an individual basis and in consultation with the pupil and their parents/carers where appropriate. The school will consider effectiveness, practicality, health and safety, resources and the extent to which an adjustment would remove the disadvantage.

7. Accessibility planning

The school maintains a separate Accessibility Plan under Schedule 10 to the Equality Act 2010. The plan sets out how St George's will, over time:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment so that disabled pupils can take greater advantage of education, benefits, facilities and services provided or offered by the school;
- improve the availability of accessible information to disabled pupils.

The Accessibility Plan is reviewed regularly and adequate resources will be considered when actions are planned. The school will also consider current Department for Education guidance on inclusive education estates when planning significant changes or adaptations to the site.

8. Involving disabled pupils and families

St George's values the lived experience and views of disabled pupils and their families. Pupils are encouraged to express their views through appropriate pupil voice arrangements, individual discussions, SEND reviews and other consultation appropriate to their communication needs.

Parents and carers are encouraged to tell the school about barriers or reasonable adjustments that may be needed by their child or by a disabled family member when accessing school events, meetings or information.

Where appropriate, the school will seek feedback from disabled staff, governors and other school users when reviewing accessibility and equality arrangements.

9. Our school ethos and curriculum

St George's aims to provide a happy, secure, friendly and welcoming environment in which every member of the school community is valued. We have high expectations for pupils while recognising that children may need different approaches, resources or adjustments in order to participate and achieve.

Through PSHE, Relationships Education, the wider curriculum, collective worship and school life, pupils learn about respect, difference, equality, kindness and inclusion. Disability will be represented positively and stereotypes or discriminatory language will be challenged.

10. Teaching, learning and educational opportunities

Planning, teaching and assessment take account of pupils' individual needs and barriers to learning. Reasonable adjustments and adaptive teaching are used so that disabled pupils can participate in lessons and demonstrate their learning.

Examples may include accessible resources, adapted equipment, alternative recording methods, visual supports, communication aids, changes to the learning environment, additional processing time or carefully planned adult support.

Disabled pupils will have equitable access to educational visits, swimming, residential experiences, clubs, sports, performances and other enrichment wherever reasonably practicable. Individual risk assessment will be used where necessary; a disability or diagnosis alone will not be used as a reason to exclude a pupil.

11. SEND, support plans and multi-agency working

The SENCO works with pupils, parents/carers, class teachers, senior leaders and external professionals to identify needs, plan support and review outcomes. Where appropriate, provision may be recorded through the school's SEND planning arrangements, individual healthcare plans, care plans, risk assessments or other individual support plans.

The school will work with relevant health, local authority and specialist services where additional assessment, advice or provision is required.

12. Assessment and statutory tests

The school will consider access arrangements and reasonable adjustments for statutory assessments in accordance with the current statutory assessment guidance and eligibility criteria. Arrangements are intended to enable a pupil to access an assessment without changing what the assessment is designed to measure.

Pupils will be familiarised with agreed arrangements where appropriate so that they can use them effectively.

13. Admissions and transition

Disabled pupils will not be treated less favourably in admissions because of disability. The school will work with parents/carers, previous or receiving settings, the local authority and relevant professionals to plan appropriate support and reasonable adjustments for transition.

Where a pupil has an Education, Health and Care Plan, admission arrangements will operate in accordance with the statutory SEND framework.

14. Attendance, behaviour and exclusion/suspension

Where disability may be relevant to attendance, behaviour or emotional regulation, staff will consider whether reasonable adjustments or additional support are needed. The school will seek to understand the underlying need and any disability-related barriers while maintaining appropriate expectations for safety and behaviour.

Decisions about suspension or exclusion will be made in accordance with current statutory guidance and equality law. The school will consider whether a pupil's disability is relevant and whether reasonable adjustments have been made.

15. Preventing disability-related bullying and harassment

Disability-related bullying, harassment, derogatory language and victimisation are not tolerated. Concerns will be addressed in accordance with the school's safeguarding, anti-bullying and positive relationships/behaviour procedures.

Pupils are taught how to report concerns and are encouraged to speak to a trusted adult. Incidents will be recorded and monitored so that patterns can be identified and appropriate action taken.

16. Accessible information and communication

The school will take reasonable steps to make information accessible to disabled pupils and, where appropriate, disabled parents, carers and other members of the school community. This may include alternative formats, simplified or visual information, electronic copies, enlarged print or support with communication.

Parents and carers are encouraged to tell the school office if they require a reasonable adjustment or an alternative format for school information or meetings.

17. Physical environment

The school will consider accessibility when maintaining, refurbishing or developing its premises and outdoor areas. Barriers identified through accessibility planning, individual need or site review will be considered and prioritised according to need, feasibility and available resources.

The school's duties in relation to physical accessibility are addressed through its Accessibility Plan and strategic estate planning.

18. Recruitment, employment and governors

St George's is committed to equality of opportunity for disabled employees and applicants. Recruitment and employment decisions will comply with the Equality Act 2010 and relevant local authority/employer procedures.

Applicants and employees may request reasonable adjustments to recruitment processes, working arrangements or the workplace. Occupational health or Access to Work advice may be sought where appropriate, with information handled confidentially.

Governors and volunteers may also request reasonable adjustments to enable them to participate in school activities and governance.

19. Confidentiality and information sharing

Information about disability, medical conditions or support needs will be handled sensitively and in accordance with data protection and safeguarding requirements. Information will be shared with staff who need it to keep a person safe or to provide appropriate support, adjustments or provision.

20. Monitoring and responsibilities

Governing Body

The Governing Body will seek assurance that the school meets its equality and accessibility duties, publishes required information and implements its Accessibility Plan.

Executive Headteacher and senior leaders

Senior leaders are responsible for implementing this policy, promoting an inclusive culture and ensuring that staff understand their responsibilities.

SENCO

The SENCO has a key role in identifying barriers, coordinating SEND provision, advising on reasonable adjustments and working with pupils, families, staff and external professionals.

All staff

All staff are responsible for promoting inclusion, identifying potential barriers, implementing agreed adjustments and reporting concerns about discrimination, bullying or access.

21. Complaints

Concerns about disability equality or reasonable adjustments should normally be raised with the school in the first instance so that they can be considered and, where possible, resolved promptly. Formal complaints will be managed under the school's Complaints Policy. This does not affect any statutory rights available to pupils or parents.

22. Related documents

- Accessibility Plan;
- Equality Information and Objectives / Equality Policy;
- SEND Policy and SEN Information Report;
- Child Protection and Safeguarding Policy;
- Positive Relationships / Behaviour Policy;
- Anti-Bullying Policy;
- Supporting Pupils with Medical Conditions Policy;
- First Aid Policy;
- Educational Visits Policy;
- PSHE Education Policy (including RSE).

23. Review

This policy will be reviewed in accordance with the school's Policy Review Schedule and sooner where there is a significant change in legislation, statutory guidance or the needs of the school community.