



Disability Equality Scheme and Accessibility Plan

Encourage, Guide, Support, Celebrate



Disability Equality Scheme written:	Autumn 2025
Review Year 1	Autumn 2026
Review Year 2	Autumn 2027
Disability Equality Scheme full review:	Autumn 2028

At Aughton St. Michael's C of E School we are committed to ensuring equal treatment of all our, pupils, parents/carers, employees and any others involved in the school community, who may have any form of disability. We will ensure that disabled young people and adults are not treated less favourably in any procedures, practices or service delivery.

Our school will not tolerate harassment of young people or adults with any form of impairment; this also includes pupils who are carers of disabled family members or parents.

At Aughton St. Michael's, we create a happy, caring and secure environment, where we value our children and encourage each individual to strive for the highest standards of achievement. We ensure that our young people go into the world as independent, responsible citizens with a love for learning.

This scheme should be read in conjunction with the Accessibility Plan; Anti-Bullying Policy; Behaviour Policy; Education Visits Policy; SEN Policy; Race and Gender Equality Policies; Inclusion Policy & Recruitment and Selection.

Legal requirements/role of Governing Body

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

- promote equality of opportunity for disabled people: pupils, 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 scheme and the accompanying action plans set out how the governing body of Aughton St. Michael's C. of E. 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:

- increasing 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.

These are the core areas covered by our Accessibility Plan which outlines how the Governing Body intends to further increase access to education for disabled pupils which is incorporated in this scheme.

Accessibility Plan

The school's accessibility plan outlines the school's vision and values for improving children's access to the curriculum, to the environment and to information provided by the school

What do we understand by "disability"?

At our school we promote disability equality and prepare all our young people for life in a diverse society. We use the term 'disabled' to refer to someone who has:

‘a physical or mental impairment which has a substantial and long-term, adverse effect on his or her ability to carry out normal day-to-day activities.

We do not interchange the term disabled with the phrase special educational needs although we appreciate that many pupils with SEN will also have disabilities.

We use the DDA definition of impairment to include hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) as well as:

- ‘*physical impairment*’ which includes sensory impairment.
- ‘*mental impairment*’ which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

We believe that an impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered.

In relation to normal day-to-day activity the test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger

The core value of Aughton St. Michael's C. of E. School in relation to disability is to actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons 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 so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.
(DDA 2005 S.49A)

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Aughton St. Michael's C. of E. has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by: consultation with disabled pupils, staff, Governors and parents in order to determine their priorities for the school with regards to disability equality over the next three years via : feedback slips and focus groups.

These systems will be monitored closely so that the school can improve communication with and involvement of disabled people to inform future DES planning.

Gathering Information

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. At our school, the following information is monitored:

- How many disabled children in school/what impairment groups represented/ not represented
- How you collect information on disability of new pupils as part of admissions e.g. 'does your child have any learning difficulty, medical need or disability'
- Achievement of disabled pupils
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.) staff who have rights under the DDA .
- Attendance at extra – curricula activities (%)
- Involvement in educational visits including residential visits
- Behaviour Logs/ CPOMS
- Participation in assemblies/school council
- Participation in class/positions of responsibility in class/school
- Any feedback from surveys/questionnaires.
- Attendance
- Exclusions

The school also monitors its provision in the following areas and pays regard to:

- The role of a school as a service provider
 - Contact with parents and carers
 - Open evenings
 - Hiring transport

Assessing the impact of school policies

In order to ensure that action is taken to meet the Disability Equality Duty, Aughton St. Michael's C. of E. will review all policies on a rolling programme and will take into account views gathered from all stakeholders, including those with disabilities, in assessing the impact of school policies.

Meeting the six duties

At Aughton St. Michael's C. of E. we aim to meet the requirements of the 6 duties through:

Promoting equality of opportunity

- ⊕ by awareness raising and staff training;
- ⊕ by keeping a watchful eye on the impact of policies;
- ⊕ reviewing and adjusting policies;
- ⊕ raising expectations;
- ⊕ Improving communication.
- ⊕ Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
- ⊕ Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.

Eliminating harassment and bullying

- ⊕ raising awareness amongst staff and pupils of disability-related harassment;
- ⊕ understanding the nature and prevalence of bullying and harassment;
- ⊕ recognising and addressing bullying and harassment;
- ⊕ involving pupils themselves in combating bullying;
- ⊕ reviewing school anti –bullying policy and procedures
- ⊕ ensuring that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed;
- ⊕ the use of SEAL materials;
- ⊕ If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.

Promoting positive attitudes

- by staff modelling respectful attitudes to disabled pupils, staff and parents;

- by challenging negativity;
- through the curriculum – PSICHE/RE;
- through positive images in school books and other materials;
- ensure that disability is represented in posters, collages, displays and learning materials;
- celebrate and highlight key events such as the Paralympics;
- inviting disabled members of the community/organisations to talk to children.

Encouraging participation in public life

- where possible, disabled pupils, staff and parents are represented in senior, responsible and representative roles;
- there are positive images of disabled people participating.
- Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

Taking steps to meet disabled people's needs, even if this requires more favourable treatment

- additional coaching or training for disabled pupils, staff or parents;
- special facilities for disabled pupils at breaks and lunchtimes;
- a policy of interviewing all disabled applicants who meet the minimum requirements for a job.

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Aughton St. Michael's has drawn up an action plan which outlines how the requirements of the DDA 2005 will be met. This action plan has been written in consultation with disabled people as outlined above.

Accessibility Action Plan 2025/2026

The following action plan outlines what will be achieved in the next year with regards to meeting the Disability Equality Duty (accessibility)

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2025/2026							
Physical Environment	Ensure children with visual impairments can access resources	Individual requirements of these child on IEPs and actioned in class	Pupil progress & pupil feedback.	Regularly throughout term	HT, SENCO, Class teachers	Sept 25	Ongoing
	Ensure children with hearing impairments can access learning	Individual requirements of these child on shared with all staff and actioned in class.	Pupil progress & pupil feedback.	Regularly throughout term	HT, SENCO, Class teachers	Sept 25	Ongoing
Curriculum Access (Accessibility plan – internal)	Improve accessibility to resources for children within school with specific learning needs.	Staff to liaise closely so that resources can be made accessible to all children who need them.	Use of material for children in place as needed.	Annual	SENCO/class teacher	Sept 25	Ongoing
		New resources purchased for children with specific needs.	Provision meets needs of learners.	Half termly	School Business Manager/ Headteacher	Sept 25	Ongoing

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Curriculum	Ensure curriculum throughout school is modified for all learners with specific needs.	Lessons to be adapted to meet needs of all learners.	Lesson observations, walk throughs & pupil progress.	Half - termly	SLT, SENCO, subject leaders & Class teachers	Sept 25	Ongoing
	To raise attainment so as to narrow the gap for all pupils	Following analysis of data and ongoing assessments, adapt the curriculum offer.	Broad, varied and accessible Curriculum for all areas of school in place and in evidence	Termly	All staff Monitored by Headteacher, senior management and all curriculum	Sept 25	Ongoing
		Following analysis of data and ongoing assessments, plan and deliver intervention sessions.	Pupil progress will be monitored termly.	Termly			
	To ensure all children can access curriculum enhancement	The appropriateness and accessibility for all children will be considered for each trip.	Monitor and analyse attendance at clubs, trips, etc	Termly & before each trip is booked	All staff Monitored by Headteacher, senior management and all curriculum planning groups	Sept 25	Ongoing
Promoting well being	To ensure all learners with additional needs feel valued and part of the school community.	To liaise with parents and children who may need extra support.	Feedback from parents and children Feedback from key workers Pupil progress.	Termly	Head teacher, SENCO, staff.	Sept 23	Ongoing
	To ensure all staff are aware of the additional needs of some	To establish a key worker and meetings as needed so the child	Evaluations of the impact by SENCO/ PP		SLT, key workers	Sept 23	Ongoing

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
	learners who because of disability or circumstance may require additional provision in this area. To ensure all parents are aware of illnesses that are potentially dangerous for others.	feels valued and heard. To research and implement best practice in line with advice given To take on additional training as required. To work with external agencies to support the children. Reminders on newsletters, letters home.	champion/MHWP lead Effective use of training received will be seen in practise. Feedback from pupils, Prevention of susceptible children being infected.	Annually & as and when basis.	All staff	Sept 25	Ongoing

Monitoring and reporting

The action plan will be reviewed on a yearly basis by the Governing body in consultation with stakeholders.

At the end of the three year cycle the Disability Equality Scheme will be reviewed and a new scheme agreed and implemented.

Details of how copies of the school's Disability Equality Scheme can be obtained will be made available on the school web site.

Governors will report annually on the success and progress of their scheme and copies of this report will be available from the school office and web site

Check list for school staff and governors

- ☒ Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- ☒ Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- ☒ Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- ☒ Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- ☒ Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- ☒ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- ☒ Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- ☒ Are procedures for the election of parent governors open to candidates and voters who are disabled?