



Disability Equality Scheme And Accessibility Plan 2025/2026

September 2025

Every Three Years

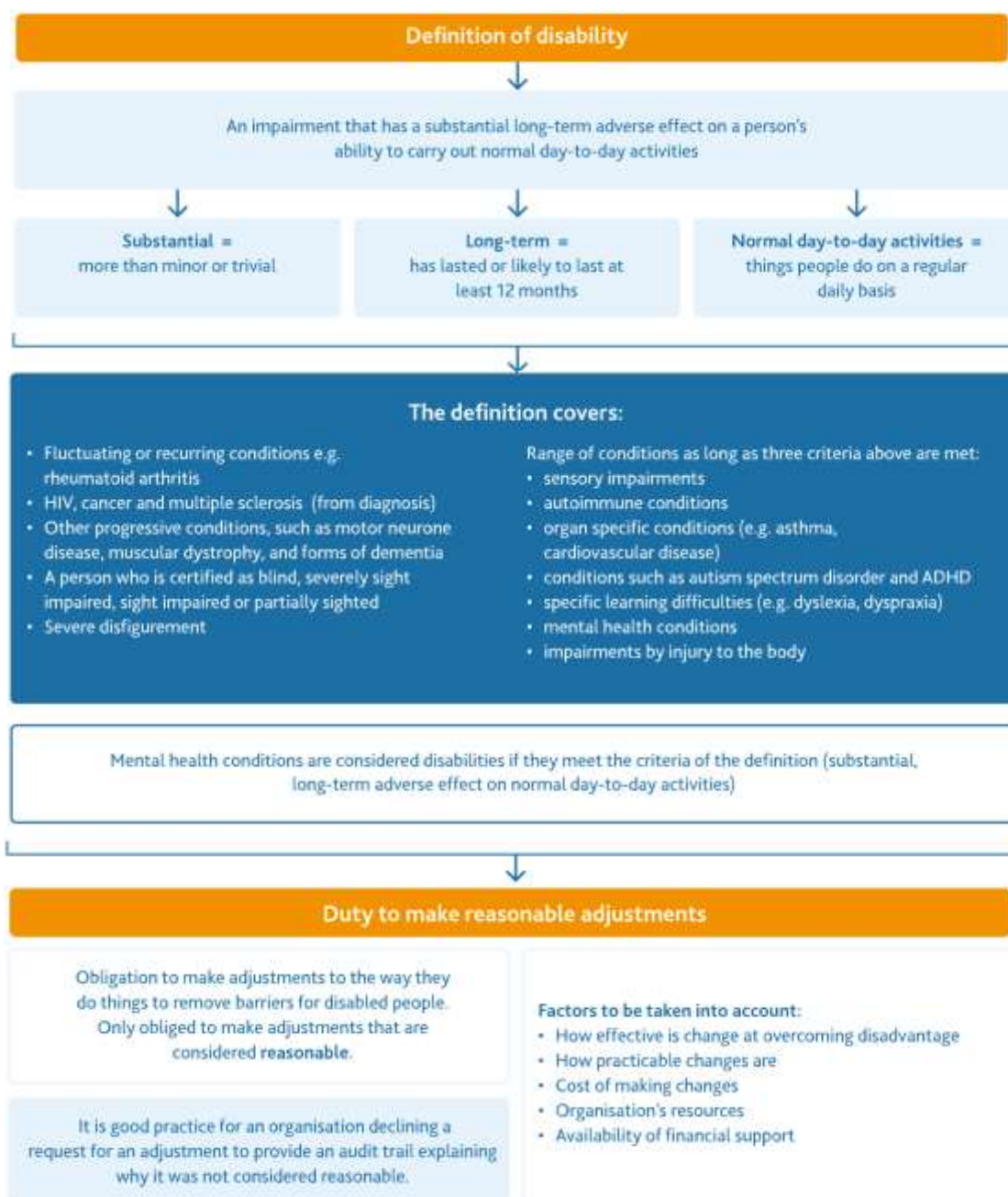
Senior Leadership Team/ SENDCo

The legal definition of disability

The Equality Act 2010 ('the Act') and Disability Discrimination Act 1995 ('DDA') define a disabled person:

'A person has a disability if: They have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities.'

Disability affects a great amount of people. There are nearly 13.3 million disabled people in the UK, nearly one in five of the population.





What does the definition cover?

The definition covers a range of conditions that may not be immediately obvious from reading it. Many people who are covered by the definition of a disabled person do not describe themselves as disabled and so may not think of asking for support or reasonable adjustments.

For example, the definition may cover:

Fluctuating or recurring conditions such as rheumatoid arthritis, myalgic encephalitis (ME), chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy, even if the person is not currently experiencing any adverse effects.

People with HIV, cancer and multiple sclerosis are deemed as disabled as soon as they are diagnosed.

Other progressive conditions, such as motor neurone disease, muscular dystrophy, and forms of dementia.

A person who is certified as blind, severely sight impaired, sight impaired or partially sighted by a consultant ophthalmologist is deemed to have a disability.

Severe disfigurement is treated as a disability.

A range of conditions are treated as a disability, as long as the other factors from the definition are met, in terms of having substantial and long-term impact on the ability to do normal day to day activities:

Sensory impairments, such as those affecting sight or hearing.

Auto-immune conditions such as systemic lupus erythematosus (SLE).

Organ specific conditions, including respiratory conditions such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease.

Developmental conditions, such as autistic spectrum disorders (ASD) and Attention deficit hyperactivity disorder (ADHD).

Specific learning difficulties, such as dyslexia and dyspraxia.

Mental health conditions with symptoms such as anxiety, low mood, panic attacks, phobias; eating disorders; bipolar affective disorders; obsessive compulsive disorders; personality disorders; post-traumatic stress disorder, and some self-harming behaviour.

Mental illnesses, such as depression and schizophrenia.

Impairments produced by injury to the body, including to the brain.

Someone who is no longer disabled, but who met the requirements of the definition in the past, will still be covered (for example, someone who is in remission from a chronic condition).

Someone who continues to experience debilitating effects as a result of treatment for a past disability could also be protected (for example, someone experiencing effects from past chemotherapy treatment).

The guidance produced for the Act and DDA says it cannot give an exhaustive list of conditions that qualify as impairments. **There are exclusions from the definition**, such as substance addiction or dependency, or tendency to set fires, steal, and abuse of other persons, which can be found in the guidance published along the Act (Section A12, page 11).

Mental health and disability

A mental health condition can be considered to be a disability according to the definition. But not every mental health condition will be considered as a disability.

For a mental health condition to be considered a disability, it has to meet the criteria in the definition; to have a substantial and long-term adverse effect on normal day-to-day activity. Examples are given in the guidance published alongside the Act.

Equality Act 2010

A new Equality Act came into force on 1 October 2010. The Equality Act brings together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.

The Act simplifies, strengthens and harmonises the current legislation to provide a new discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

Nine main pieces of legislation have been merged including:

- the Disability Discrimination Act 1995
- the Employment Equality (Religion or Belief) Regulations 2003
- the Employment Equality (Sexual Orientation) Regulations 2003
- the Employment Equality (Age) Regulations 2006
- the Equality Act 2006, Part 2
- the Equality Act (Sexual Orientation) Regulations 2007

The Equality Act 2010 provides a modern, single legal framework, and a clearer, more streamlined law that will be more effective at tackling disadvantage and discrimination.

Avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life.

The Act protects pupils from discrimination and harassment based on 'protected characteristics'.

The protected characteristics for the schools provisions are:

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

The governing body of the school that is the 'responsible body' who needs to ensure that everyone in the school, staff or volunteer, is aware of the duties owed to disabled pupils. To avoid discrimination against any disabled pupil, all staff need to implement the duties in relation to their area of responsibility.

Reasonable Adjustments

The duty to make reasonable adjustments for employers is that they must take positive steps to remove barriers that place individuals at a substantial disadvantage because of their disability. This is to make sure they receive the same services, as far as this is possible, as someone who is not disabled.

Organisations must adjust the way they do things to try to remove barriers or disadvantages to disabled people. Organisations always have to consider requests for adjustments, but they only have to make the adjustments which

are reasonable. If an organisation considers an adjustment but decides it is not reasonable, they may wish to consider keeping an audit trail which explains their decision.

The Act provides that a disabled person should never be asked to pay for the adjustments.

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board and the head teacher.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Definition of Disability

Under the **Equality Act 2010**, a person is considered 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.

This definition is broad and may cover individuals who do not necessarily identify as disabled. For this reason, some pupils and families may not request support or reasonable adjustments, even though they are entitled to them.

Conditions Typically Covered

The definition includes a wide range of conditions, such as:

- **Progressive conditions:** people diagnosed with HIV, cancer, or multiple sclerosis are deemed disabled from the point of diagnosis. Other progressive conditions such as motor neurone disease, muscular dystrophy, and forms of dementia are also included.
- **Fluctuating or recurring conditions:** such as epilepsy, ME/CFS, fibromyalgia, depression, or rheumatoid arthritis, even when the individual is not currently experiencing symptoms.
- **Sensory impairments:** including those affecting sight and hearing. A person certified as blind, sight-impaired or partially sighted by an ophthalmologist is automatically deemed disabled.
- **Severe disfigurement**, which is treated as a disability.
- **Organ-specific and autoimmune conditions:** such as asthma, heart disease, stroke, systemic lupus erythematosus (SLE), and other long-term conditions.
- **Neurodevelopmental conditions:** such as autism spectrum condition (ASC) and attention deficit hyperactivity disorder (ADHD).
- **Specific learning difficulties:** including dyslexia and dyspraxia.
- **Mental health conditions:** including anxiety disorders, bipolar disorder, PTSD, OCD, eating disorders, personality disorders, and schizophrenia. Not all mental health conditions will meet the definition, but those with a substantial, long-term impact on day-to-day life are covered.
- **Lasting effects of past disability or treatment:** e.g. someone in remission from cancer or experiencing ongoing effects of past treatment such as chemotherapy.
- **Acquired impairments:** such as those resulting from injury, including brain injury.

The Equality Act does not provide an exhaustive list of impairments. However, it does exclude certain conditions such as substance addiction or dependency, and behaviours such as setting fires, stealing, or physically abusing others.

Equality Act 2010 in Schools

The Equality Act 2010 provides a single, coherent legal framework that protects individuals from unfair treatment and promotes equality of opportunity. It brings together and replaces previous anti-discrimination laws, including the Disability Discrimination Act 1995.

The Act protects pupils from discrimination and harassment on the basis of the following **protected characteristics**:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

(Age and marriage/civil partnership are protected in wider society but not relevant to pupils in schools.)

The **governing body** is the responsible body under the Act. Governors must ensure that all staff and volunteers understand their duties towards disabled pupils and act to prevent discrimination.

Reasonable Adjustments

Schools have an **anticipatory duty** to consider and plan for the needs of disabled pupils. This means they must take positive steps to remove barriers that place pupils with disabilities at a substantial disadvantage.

Reasonable adjustments may include:

- Providing alternative formats of information and learning resources.
- Adjusting classroom layouts or timetables.
- Supplying assistive technology or specialist equipment.
- Modifying policies and practices where they disadvantage disabled pupils.

When deciding whether an adjustment is reasonable, factors such as effectiveness, practicality, cost, and impact on others will be considered. However, disabled pupils must never be asked to pay for adjustments.

Monitoring and Review

- This policy and accessibility plan will be reviewed **every three years**, or sooner if required by legislative or local changes.
- The policy will be approved by the governing board and headteacher.
- Progress will be monitored through equality objectives, data analysis, and feedback from pupils, families, and staff.

Links with Other Policies

This policy should be read alongside:

- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement
- Special Educational Needs (SEND) Information Report
- Supporting Pupils with Medical Conditions Policy



Action plan - This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

EQUALITY STRAND	ACTIONS TO BE TAKEN	HOW	PERSON RESPONSIBLE	IMPACT
All	<p>Monitor and analyse pupil achievement across key groups (including race, gender, disability, FSM, PLAC and SEND) and respond promptly to any emerging trends or patterns that indicate pupils require additional support.</p> <ul style="list-style-type: none"> • Our school provides an ambitious and adaptable curriculum designed to meet the needs of all learners. • We use resources that are carefully tailored to support pupils who need additional help in accessing the curriculum. • Targets for pupils with additional needs are set appropriately and reviewed regularly to ensure progress. • The curriculum is systematically reviewed to confirm it remains inclusive, accessible and responsive to the needs of all pupils. 	<p>Attainment analysed using <i>Sonar</i></p> <p>Monitoring and review of our Provision Map and its impact for vulnerable children and those with a disability.</p> <p>Ongoing Staff training</p>	All	Analysis of data to demonstrate that attainment gaps are narrowing for groups of pupils listed.
Disability	<p>Ensure that any pupil who has a disability has appropriate access to the curriculum</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources, for example Read Write Inc resources and use of laptops/Clicker 8 • Pictorial or symbolic representations underpinning taught concepts and transitions, such as visual timetable • ROGER Hearing system for deaf children and training related to its use • Good relationships and regular support from outside agencies, such as the teacher of the deaf and The Visual Impairment Team. 	<p>Environmental audits from the visual impairment team and implementation of recommendations.</p> <p>Implementation of target set by the teacher of the deaf.</p> <p>Training for relevant staff in use of technology to support visual and hearing impairments and, such as canes and technology.</p>	SENDCos	<p>Analysis of data to demonstrate that equality gaps are narrowing for disabled pupils.</p> <p>All disabled pupils have been able to access the full curriculum.</p>

EQUALITY STRAND	ACTIONS TO BE TAKEN	HOW	PERSON RESPONSIBLE	IMPACT
All	Monitor and identify racist and homophobic incidents and report these figures to the Governing Board on a termly basis.	Tracked through CPOMS. Taught through iSafe and Jigsaw.	SLT	Data to show declining trends of incidents.
All	Ensure the curriculum teaches all protected characteristics positively and promote understanding and respect for differences.	Through the use of planned protected characteristics reading material. iSafe. Jigsaw.	All	Pupils and staff have a well-developed sense of right and wrong, equality, diversity and racism. Pupils will feel represented in texts used in school. Families will all be represented in texts.
All	Ensure that the curriculum, displays and enrichment activities promote role models, that pupils can positively identify with, and ensure these reflect diversity in terms of race, gender, sexuality and disability.	iSafe PHSE lessons	All	Pupils will demonstrate a good understanding of the protected characteristics because of the whole school culture.
All	Ensure that our policy and practice relating to recruitment, retention and training is inclusive of the diverse needs of applicants and staff.	Follow information in KCSIE and Local authority recruitment procedures.	SLT	Improved data collection and monitoring or equality information related to staff.
Disability Equality	Ensure the school is accessible for children, parents and staff with disabilities. Ensure families and community visitors are aware that the school has disabled facilities including ramps and disabled toilets.	Through newsletters, starting school information collected.	SLT	The whole school community is able to access all aspects of the life of the school.
Disability Equality – Improve and maintain access to the physical environment (Contains suggestions by a current parent – 2023)	The environment is adapted to the needs of pupils. This includes: <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Stair life in Key Stage One Lockers and children’s resources are at wheelchair-accessible height. Spaces around school are easily accessible for children with sight impairments, such as lockers.	Assessment of Environment for children with disabilities Regular monitoring of school site for potential health and safety requirements	SENDCo/SLT SLT	All reasonable adjustments possible will be made to meet the needs of all learners. Health and Safety Audits
Cultural	Celebrate cultural events throughout the year to increase pupils’ awareness and understanding of different communities, eg Diwali, Eid and Christmas. Ensure all communities, however small, feel valued in our school.	Through planned yearly celebration of festivals (see British Values overview) all communities will feel represented and valued.	All Staff	Pupils feel able to openly talk about their cultures, and curriculum evaluation shows good perception and understanding of other cultures.

