

Abbot's Hall Primary School



Disability Equality Scheme

January 2025

Be the best that you can be.

Introduction

Under Part 6, Chapter 1 of the Equality Act 2010, the school's governing body has a duty to make reasonable adjustments to meet the needs of our pupils and families.

The school and its governing body must not discriminate against, harass or victimise any person or pupil and, under Schedule 10, para. 3.1, is responsible for the preparation of an accessibility plan in order to improve accessibility of the school for disabled pupils. Abbot's Hall School has a separate Accessibility Plan to work in conjunction with this policy.

1. School Ethos, Vision & Values

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

As the school's Mission Statement makes clear, all members of the school community are equally valued, and all reasonable steps will be taken to ensure that no member is disadvantaged because of any disability.

1.1 What do we understand by disability?

The Equality Act definition of disability (Equality Act 2010, Section 6, para. 1.) states:

"A person (P) has a disability if—

(a) P has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities."

Our school accepts the "social model" of disability which recognises that disability is not caused by the individuals, but by the barriers which exist in the education system and in society as a whole. These barriers may be physical or environmental, or may be due to the attitude of others.

Our school therefore uses the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. We also recognise that social, emotional and mental health difficulties are part of this definition where they have a substantial and long-term effect on a child or young person's ability to carry out normal day to day activities.

1.2 Schools Strategic Priorities

Abbot's Hall School already has policies on the accessibility of the school and on behaviour and inclusion. These policies are all designed to assist the school in providing equality of opportunity for children and adults alike and are regularly reviewed in the light of changes in legislation. This scheme will work alongside those existing policies to help the school in meeting its strategic priorities of improving academic performance and of social inclusion.

1.3 Involvement of disabled pupils, staff and parents

As far as is possible the school involves all members of the community in all aspects of school life. In the continuing development of this scheme, and in its monitoring and review processes, the advice of members of the school community who are known to have disabilities will be sought but, as some people with disabilities prefer to keep that information private, the school may not necessarily be aware of those for whom this scheme is aimed.

1.4 Information gathering

The school will gather the necessary information at relevant times but will continue the good practice of encouraging parents with 'hidden' disabilities to make themselves known to a member of the school staff. The most common way for this to happen is at meetings for parents whose child/ren are soon to join the school. As soon as the school is made aware of a disability then action will be taken. As far as disabled pupils are concerned, their educational needs are identified, monitored and reviewed in the same way as the needs of all pupils. Any difficulties associated with educational opportunities, such as educational visits, will be dealt with as the need arises.

1.5 Impact assessment

There is continual monitoring and review of all school policies and practices in the light of changing circumstances and the Disability Equality Scheme will be treated in the same way.

2. Main priorities and associated actions

The views of parents are continually sought, particularly in relation to their views on the school as a whole. The annual questionnaire could be adapted to include questions particularly relating to those with disabilities. As the questionnaire is anonymous this might be a good way of encouraging such parents to make their condition known.

There is ongoing review of inclusive culture, policies and practices using the Index for Inclusion.

3. Making it happen

3.1 Implementation

The actions in the scheme, highlighted in the Action Plan which is attached as Appendix 1, have to be implemented within three years of the date of writing.

3.2 Publication

This scheme has been published as a separate document, standing alongside other policies. Parents will be made aware via the school website of the existence of this document, and how to obtain a copy if they should wish it. Anyone asking for a copy will also be given copies of the Appendix as referred to above.

3.3 Reporting


In a regular report of governors to parents this scheme will be mentioned, together with the Accessibility Plan. The report will include an outline of progress made, with reference to the Action Plan, and will detail any known impact that the scheme has had on the school community at large.


3.4 Reviewing and revising the scheme

Regular informal reviews of both the Action Plan and of the Accessibility Plan will ensure that progress towards targets is continually monitored, and gives the opportunity for variations in priorities in light of changing circumstances. The involvement of a parent governor in the writing and implementation of the scheme ensures its high priority.

Reviewed Date: January 2025

Next Review Date: January 2028

Senior Member of Staff Responsible: 
Mr D. Pettitt (Headteacher)

Designated Member of Staff: 
Miss K Read (SENCo)

Governor Responsible: 
Gary Kenworthy (SEN governor)

Disability Equality Scheme Action Plan

APPENDIX 1

School: Abbot's Hall C.P. School

Period covered by the Action Plan: January 2025 – January 2028

Senior Member of Staff responsible: Mr D. Pettitt

Governor Responsible: Mr G Kenworthy

Priority	Action Required	Success Criteria	Resources	Timescale	Lead Person (s)	Review arrangements and date
Monitor the progress of the identified group of pupils who are classified as disabled under the Equality Act 2010 against their personalised targets.	SENCO to use provision map software to create reports to monitor the progress scores against individual's targets	Class teachers set SMART targets on SEN Support Plan and/or Care Plan to meet needs of these individuals in their class and review these termly using provision map.	SENCO management time.	Termly	Mrs L Thomas	Ongoing, as each support plan is reviewed and updated
Explore and gain access to outside agencies to support disabled learners in line with the Suffolk graduated response.	SENCO to keep up to on training and Suffolk LA updates on agencies and support available. Staff and SENCO to work with the teams to support disabled learners in their class.	Staff working directly with pupils with known disabilities will feel confident in their abilities to effectively support them.	SENCO management time.	Termly	Mrs L Thomas	Monitor this termly
Develop robust system for the monitoring of appropriate provisions and interventions for disabled learners.	SENCO to monitor intervention and support in place for disabled pupils each term to ensure children are making progress in the provision/intervention they are accessing.	Provision maps will be created using the provision map program. Changes will be made as appropriate to meet changing needs of individuals based on termly scoring and reviews.	Termly attendance at KS meetings and SENCO management time to access reviews	Termly	Mrs L Thomas	Termly
Ensure parents are fully informed of the support and adaptations in place for their child to access their learning.	SENCO and class teacher to meet parents of SEN/Disabled children termly. School website to be updated with how we support SEN at Abbot's.	SEN plans reviewed termly. School website has the most up to date information on it.	Termly meetings with parents. SENCO to liaise with the school office and media lead to ensure	Termly	Mrs L Thomas H Jewers and D Anderson.	Termly

			information is up to date.			
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