Pulford Disability Equality Policy and Scheme

Policy: April 2026
Next Review Date: April 2028

Rationale
A Disability Equality Policy and Scheme is a strategic framework, often legally required for public bodies (under the Equality Act 2010), designed to promote equality of opportunity, eliminate discrimination, and improve accessibility for disabled people. It includes action plans for reasonable adjustments, staff training, and inclusive service delivery

- **Equality Act 2010:** Replaced previous legislation to protect individuals from discrimination in education, work, and services. The Equality Act 2010 introduced a new Public Sector Equality Duty (PSED) in April 2011, merging disability with other protected characteristics into a single framework

It requires schools:

- not to treat disabled pupils 'less favourably'
- to make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage
- to draw up plans to show how, over time, they will increase access to education for disabled pupils (school accessibility plans)
- Employers have a duty not to discriminate against job applicants or employees
- to comply with the Equality Act
- to prepare, publish, implement and report on a Disability Equality Scheme.

The Disability Equality Duty includes an important duty to eliminate harassment of disabled people that is related to their disability. Schools therefore need to tackle the bullying of children with SEN and disabilities as part of complying with this part of the Disability Equality Duty. This is covered in the anti-bullying and harassment policy.

We recognise that we have 3 sets of Duties:
Since 2002, three sets of duties have combined to provide the statutory framework that underpins equality of opportunity for disabled pupils in accessing education.

- **Disability Discrimination Duties (Part 4 of the DDA, now incorporated in the Equality Act 2010):** These duties prohibit schools from treating disabled pupils less favorably and require schools to take reasonable steps to prevent disabled pupils from being placed at a "substantial disadvantage". This includes providing reasonable adjustments, such as auxiliary aids.
- **Planning Duties (Part 4 of the DDA):** Schools and Local Education Authorities (LEAs) are required to create, publish, and implement accessibility strategies and plans. These are long-term plans to improve accessibility regarding the physical environment, curriculum access, and information provision.
- **Special Educational Needs (SEN) Duties (Education Act 1996):** This framework dictates that schools must identify, assess, and provide support for children with special educational needs to ensure they make progress.

Pulford Disability Equality Policy and Scheme

Schools also have a duty in Part 3 of the DDA 'Provision of Goods and Services' to make the school accessible to parents and adult visitors with a disability.
Since 2010, the first two sets of duties have been largely replaced and consolidated into the Equality Act 2010, though the underlying principles of non-discrimination and accessibility planning remain.

Our aims for this policy are encapsulated within the School Vision Statement:
"Growing God's family through faith, hope and love, dedicated to realising the full potential of each person"

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. Furthermore our school will be proactive in securing the best provision possible for members of our school community in order that they are able to access our provision and other provision on our site to the full.

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

This applies to all children and staff including those defined as "disabled". The definition of "disabled" from the Disability Discrimination Act is:-
Disabled children and adults are those who have 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. The Disability Equality in Education Act recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the act and for equality. This is in addition to those with long-term impairments, which have a significant impact on their day-to-day activities.

The Aims of the Scheme
The aim is to provide a structure to:-
• promote equality of opportunity between disabled people and other people;
• eliminate discrimination that is unlawful under the Disability Discrimination Act;
• eliminate harassment of disabled people that is related to their disability;
• promote positive attitudes towards disabled people;
• encourage participation by disabled people in public life;
• to take steps to meet disabled people's needs, even if this requires more favourable treatment.
This scheme explains how the school meets these responsibilities
At present this scheme works alongside the school's Accessibility Plan

Our School Ethos
The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

Pulford Disability Equality Policy and Scheme

The school is aware of the 'Access to work' scheme and of Central Bedfordshire LA disability equality scheme and accessibility scheme. Pulford School is an equal opportunities employer.

'Parents who have difficulties with reading school communications, for whatever reason, have important documents or messages relayed to them verbally'.

Due to the nature of our site on three levels the Leadership Team and Governors are aware of the difficulty that these may cause people with certain disabilities and have a disability accessibility plan to address these.

How we will meet the General Duty and the Specific Duty
The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

The Governing Body
Parents are well represented on the Governing Body both as parent governors and as governors representing other branches of the community who are also parents. Questionnaires to gather parents' opinions on various aspects of the school are sent out; parent think-tanks/diversity meetings are hosted at various times of day to enable as greater range of the parent body to participate as possible; parents are encouraged to go on 'parent view'.

Curriculum
The school aims to remove barriers to learning and to modify activities to enable all pupils to participate at their appropriate level. Much equipment such as writing slopes, pencil grips are provided as part of our Quality First provision in all classes. Other equipment such as the Soundfield hearing system is installed in KS2. Disability access has been considerably improved. Pre-school parents of children with SEND are encouraged to discuss any special needs that their child has with the SENDCo in pre-school (Mrs Major). Parents of children who have not attended Pre-school are encouraged to liaise with the SENDCo in main school (Mrs Rees) in advance of starting in order to facilitate transition days as necessary.
If necessary photographs and details of disabled children with significant needs can be displayed in the Staff Room with accompanying care plans.
The school's list of children with special educational needs records the number of children in each category of need. The names of those children not at stage 1,2 or 3, but who are/or have been of concern for any reason are listed. If appropriate a provision map may be drawn up in consultation with parents and other involved agencies.
Children with medical needs such as severe allergies also have photographs in appropriate areas of the school and care plans in place. The school is aware of the need to support children with medical needs. See medical policy and first aid policy.
Positive attitudes and understanding of disability are fostered in PSHE/SRE and literature is chosen which displays disability in a positive manner.
All preparation, planning and assessment of teaching and learning takes into account the requirements of children's disabilities with reasonable adjustment made in areas

such as differentiation of resourcing or learning style. Staff are familiar with pre-key stage stands, target setting and assessments for pupils with additional needs or disabilities as necessary. Where appropriate, pupils with disabilities have a SEND support plan which will be drawn up in conjunction with parents and other involved agencies outlining specific targets against which progress can be measured. These plans are reviewed formally three times a year with the SENDCO and with input from the child. Occasionally a child might be at Stage 3 and have an EHC plan, this is reviewed yearly in addition to the SEND support reviews (See Learning Support Policy).

Pupil Achievement
The school's pupil tracking system monitors the attainment of all children and individual targets are set in response. The SENCO and staff, review the progress of those children with special needs and SEND support plans with pupil, parent or carer and outside agencies if appropriate.

In addition to data collected, analysed and evaluated by children on the SEND register the school will consider the performance of other children with disabilities and seek to provide sufficient support to ensure progress is maximised.

Social Relationships
The emotional care of all pupils is high priority in school and developed through classroom circle time, our PSHE curriculum and Values Education. Classroom initiatives like "Worry Boxes", 'circle of friends' or similar and circle time, allow children to communicate any concerns. Intervention groups to help with issues such as self-esteem, anger management are available to any child who needs them.

Children who are socially vulnerable are noted for extra care from staff at break times and alternative activities can be arranged. Playground friends help to include all children at playtimes. Pastoral concerns are a major part of every staff briefings.

Trips, Visits and other activities
Risk assessments are made in advance of all trips, visits and particular activities to ensure that all members of the school party can participate. Extra support would be put in place to help those with a disability but keeping the risk as low as for other trip participants. If any activity should prove inaccessible or the risk too great, the school would do their utmost to ensure an alternative activity was provided. The school has a wheelchair friendly viewing ramp for the pons and wheelchair accessible roundabout.

Eliminating harassment and bullying
We have an anti-bullying and harassment policy which supports the school in dealing with any incidents of bullying. Minor, one off incidents will result in a child being spoken to by the Head Teacher or his representative and being made to see how their behaviour is inappropriate and unkind. Repeat offences will result in the child's parents being called into school and appropriate sanctions being taken which could ultimately result in exclusion if reforms in behaviour are not made. If an adult is found to have harassed or bullied another person disciplinary procedures will be put into place in accordance with employment law.

Pulford Disability Equality Policy and Scheme

Reasonable Adjustments

The school will negotiate with parents and outside agencies to ensure that adjustments can be made that will be of benefit to the well-being of the child. These adjustments may take the form of access to physiotherapy or similar treatments during the school day or flexibility in the system to allow for children with differing needs to attend extra-curricular clubs and to fully participate in lessons by visiting teachers or coaches as well as school trips and visits including residential visits.
Where a member of staff has a disability that prevents them from engaging in a particular activity the school will negotiate with the member of staff alternative duties that are mutually acceptable. E.g. where a member of staff is unable to accompany very physical activities they could swap duties with a more physically able person or work with another child with different needs.
Visitors to school may reasonably expect that special provision be made to accommodate their needs e.g. including a wheelchair space in the audience at a public event.

School Facility Lettings

Anybody using or hiring the school premises is subject to the school's Disability Equality Scheme and must ensure that disabled people are not treated less favourably than any other person as set out in the scheme. It will be the school's practice to make the staff car park available for use by people with disabilities by the minibus.

Contractors and Procurement

Visitors and contractors working in the school are subject to the school's Disability Equality Scheme. Any contractors found to be harassing or bullying school personnel will be subject to the DDA law and if necessary will be reported to the appropriate authorities.

Employing, promoting and training disabled staff

In accordance with employment law the school will undertake to employ the best candidate for any vacant position irrespective of disability. All staff are given the opportunity to undertake CPD in line with SDP priorities, Appraisal, and individual interest as funding will allow. Staff with disabilities will be treated in the same way as staff without disabilities. Opportunities for promotion within school would be open to all suitably qualified candidates.

Staff Training

All staff will have disability awareness training to ensure they have a clear understanding of the needs of colleagues and children with disabilities.
As many staff as appropriate will be trained to support a variety of disabilities so that a team of staff can support each other including medical needs e.g. epipen, diabetes, epilepsy.

Impact Assessment

Engagement in school activities will be monitored to ensure that children with disabilities and others are successfully encouraged to take a full and active part in school life including the school council.

As policy documents are reviewed as per the schedule they should be checked for provision for children and others with disabilities.

Other policies linked to this include anti-bullying and harassment; equal opportunities policy; accessibility plan; learning support; medical; first aid.

Monitoring and Review
This scheme will be monitored and stakeholder view acted upon where reasonable and manageable. Engagement in school activities will be monitored to ensure that children with disabilities and others are successfully encouraged to take a full and active part in school life including the school council.

This Policy and associated scheme are reviewed every two years next due April 2028.

Policy endorsed by the Governing Body on May 2026.

Signed: Chair of the Governing Body

Equal opportunities

All young people will be treated equally, regardless of disability, race, creed or gender.
The policy will be applied regardless of culture, faith or belief.

APPENDICES

Disability Equality Scheme

Disability covers a variety of impairments such as:

- learning disabilities
- mental health conditions
- mobility impairments
- blindness and partial sight
- deafness and hearing impairment
- progressive long-term health conditions such as multiple sclerosis and HIV

It also covers people who may not recognise themselves as having a disability, such as those with long-term conditions (e.g. diabetes or cancer) or older people. Disabled people are not a homogenous group and may be discriminated against because of other aspects of their identity, such as ethnicity, age etc.

Using the widest definition there are more than 11 million disabled people in the UK, that's more than one in five of the adult population and one in 20 children. The majority of disabled people have impairments that are not easily visible.

Pulford Disability Equality Policy and Scheme

Disabled people do not always have the same opportunities or choices as non-disabled people. They can experience discrimination, lack of respect and unreasonable barriers to participation in society on an equal basis. Such barriers can be attitudinal, environmental and institutional. Although these barriers may sometimes be unintentional this does not lessen the negative impact on disabled people.

Examples of potential inequality experienced by disabled people:

- Only one in two disabled people is likely to be in employment compared with four in five non disabled people
- The income of disabled people is on average less than half that of non disabled people
- Disabled people are more likely to have no educational qualifications
- Disabled people face harassment. One in four have experienced hate crime
- Much of the social housing stock is unsuitable for disabled people, sub standard housing can make some conditions worse
- Disabled people travel one-third less than non disabled people and physical access to public transport can be difficult

Legislation

Requirements of the Disability Discrimination Act 1995 and updates in 2005:
The duties placed on service providers and those involved in the disposal or management of premises have been introduced in three stages:

i) Since 2 December 1996 (with amendments in 2005) it has been unlawful for service providers to treat disabled people less favourably for a reason related to their disability (e.g. refuse to serve someone/charge more/provide a lower standard of service, for example by being rude or off hand).

ii) Since 1 October 1999 service providers have had to make "reasonable adjustments" for disabled people (e.g. providing extra help or making changes to the way they provide services).

ii) Since1 October 2004 service providers should have identified whether other "reasonable adjustments" in relation to the physical features of their premises were required and have considered how to overcome physical barriers to access (e.g. removing, altering or avoiding physical barriers or providing a reasonable alternative method of making the service available).

The Disability Equality Duty:
The Duty reflects the social model of disability. This takes the approach that what stops or hinders a disabled person doing something are barriers that society has put in place or chosen to ignore, i.e. it is society that disables a person not their impairment. It also recognises that active steps are needed to promote equality for disabled people. The school recognises its duty to promote equality of opportunity between disabled people and other persons

- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled person's disabilities, even where that involves treating disabled people more favourably than others.

The legislation recognises that achieving equality for disabled people may mean treating them more favourably for example by providing reasonable adjustments such as dedicated car parking spaces. Non disabled people customers/staff might also want a parking space but will not experience the same degree of disadvantage if they do not get one