



**Green Park CP School**

**Disability Equality**

**Policy**

**2025-2026**

## Statement of Vision and Values

This document relates directly to the key duties of the SEN and Disability Act 2001 which extended the Disability Discrimination Act 1995 to cover education. The key principles are:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

This document also relates to the school's adherence to the three principles set out in the National Curriculum Inclusion Statement:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination that is unlawful under the DDA.
- Eliminating harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

The school's Board of Governors has three key duties towards disabled children:

- Not to treat disabled children less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled children, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled children.

This policy is underpinned by the **Equality Act 2010** and the Public Sector Equality Duty. The school is committed to:

- **Eliminating** discrimination, harassment and victimisation.
- **Advancing equality of opportunity** between disabled and non-disabled pupils, staff and members of the community.

- **Fostering good relations** between disabled and non-disabled people through curriculum work, assemblies, wider opportunities and staff training.

Green Park Community Primary School caters for pupils from FS through to KS2. It serves a catchment area and provides well for identified disabilities and provision for medical needs. In accordance with the school's Equal Opportunity Policy, it is the school's aim to continue to include all pupils, regardless of their disability, in all areas of the curriculum and wherever possible taught in lessons alongside their peers. (In line with quality first teaching) We also promote social inclusion for all our pupils. The school's inclusive ethos is demonstrated by its mission.

This school is committed to ensuring equal treatment of all its employees, children 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 or curriculum delivery. We recognise that that we have a responsibility to meet the needs of all through promoting inclusion and recognising diversity. The school will not tolerate harassment of disabled children with any form of impairment and will also consider the needs of children who are carers of disabled parents.

We are an inclusive, aspirational learning environment where children, families, staff, governors and the wider community learn together in an atmosphere of co-operation and tolerance.

As a community we promote self-discipline, understanding, empathy, co-operation, perseverance and independence. We encourage a culture of high standards, achievements and expectations. We aim to develop the full potential of every individual.

Every child brings valuable experiences and strengths to our school. We build on these by offering a curriculum that is stimulating, accessible, challenging and differentiated to meet the needs of all children.

We provide an open, stimulating environment in which every child feels safe, valued and happy. We encourage parents and the wider community to take an active interest in the education of all of our children and to feel an ownership of their school.

The Governors and staff of Green Park Primary School recognise that they must have due regard to the need to:

- Promote equality of opportunity between disabled persons and other people.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is 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 school 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.

### Equality of Opportunity

#### The School Curriculum

Where possible disabled pupils are fully involved in the normal school curriculum, this includes access to P.E. and practical subjects. These pupils also have extensive support from support assistants and in some cases external agencies, such as speech and language, visual and hearing impairment services. Participation in SAT's etc. is supported and appropriate arrangements requested in line with guidance to maximise access and achievement.

We ensure that all children have access to a broad, balanced curriculum differentiated to meet their individual needs. We make reasonable adjustments to the curriculum as required.

Our Behaviour Policy is structured and comprehensive and articulates agreed standards and expectations across our school setting. Again reasonable adjustments are made in our approach in relation to the needs of disabled pupils.

All Teaching and Learning Policies include an agreed Inclusion Statement which articulates our school's approach to ensuring that all children are given equal opportunity in our school.

We promote a broad world view in which our pupils are encouraged and expected to gain an understanding and empathy to the needs of all people including those with a disability.

We monitor and track the progress of all pupils carefully. Disabled pupils are identified and their progress is tracked particularly rigorously.

#### Monitoring and Reporting

The Governing Body will ensure that disability equality objectives are published at least once every four years and progress towards these objectives is reported annually on the school website.

Senior Leaders will provide governors with an annual report outlining:

- Progress towards meeting disability equality objectives.
- The impact of reasonable adjustments made.
- The outcomes and experiences of disabled pupils, parents and staff.

#### Access to Written Information and Services

We strive to ensure that all children, parents/carers and staff can participate in all school activities and opportunities.

We have an agreed system for the administration of medication.

Our emergency evacuation procedures take full account of the needs of disabled people.

We ensure that our admissions, induction and transition procedures offer timely support to both children and parents/carers. We always strive to ensure that any additional needs are recognised and communicated.

We produce alternatives to written communication if required.  
We produce large print letters etc as required.

### Participation and Engagement

All pupils and parents/carers have an equal opportunity to have a voice and to participate in deciding the direction of our school through our School Council, Governing Body and the Friends of Green Park. We also survey parents/carers and children and act upon views expressed if appropriate.

All governors are aware and mindful of their responsibility to promote disability equality. Bullying and any other form of harassment is challenged throughout our school in all areas of activity.

### The School Environment

Due consideration of the needs of people with disabilities is given in the school's Accessibility plan.

### Extra-Curricular and Social Activities

All pupils are encouraged to take part in extra-curricular activities and events. Pupils with disabilities take an active role in many of these activities of their choice. Staff organising school visits and trips must give due consideration to the needs of pupils and give all pupils the opportunity to take part, as detailed in the schools Educational Visits policy. Mobility and medical concerns must be considered when any visit or trip is planned and appropriate provision made.

Due consideration of the needs of people with disabilities is given in the school's Health and Safety policy and Accessibility plan.

The school will ensure that disabled people are represented positively in teaching materials, displays and resources, and that the curriculum is regularly reviewed to challenge stereotypes and reflect diversity. Curriculum leaders will monitor subject areas to ensure inclusion and equality are promoted.

### Preventing Discrimination

In accordance with the SEN and Disability Act 2001 and the Disability Discrimination Act 1995, Green Park Community Primary School makes every effort not to discriminate against any student attending the school. Access for all pupils to the curriculum, social activities and the school environment remove barriers to discrimination for those pupils with disabilities. Within reason, when pupils are unable to access the normal curriculum, or social activities, alternatives are developed so that these pupils do not feel excluded. Support is timetabled to meet the needs and disabilities of pupils and a practical approach given to the learning environment accommodating their needs. The school also operates in accordance with the Disability Discrimination Act 1995 and the schools Equal Opportunity policy when recruiting staff, so as not to discriminate against the employment of adults with disabilities.

### Preventing Harassment

Green Park School makes every effort to eliminate harassment of any member of the school community. The school recognises that pupils with disabilities are particularly vulnerable to harassment and bullying from their peers. Pastoral support in the school is provided to all children by all staff. The pastoral systems within the school operate procedures to deal with incidents of harassment and bullying, in accordance with the schools Anti Bullying policy, Teaching and Learning policy, and Child and Safeguarding Protection policy. All incidents of harassment and bullying are treated seriously and the recipient is supported fully. Measures are instigated to prevent further occurrences of this kind of behaviour. Support is also offered to the student(s) instigating harassment and bullying. Harassment by staff, either directed towards pupils or other members of staff, is treated very seriously and will be investigated in accordance with the school disciplinary procedures and Staff Code of Conduct.

### Promoting Positive Attitudes towards Disabilities

The promotion of a positive attitude towards people with disabilities is central to the schools inclusive ethos. Wherever possible the school promotes this attitude to all its stakeholders. All pupils with disabilities are members of a class and share lessons with non-disabled pupils. This inclusive ethos not only enhances the school experience for the disabled student, but also helps challenge discrimination and prejudice towards those pupils from their peers, creating a community that is caring and respectful towards all its members. The PSHE and Citizenship curriculum is used to promote the understanding of disabilities in the school. There is also the intention to invite representatives from the wider community to present assemblies or talks to the children Pupils engage in activities and discussions to enhance their understanding and consideration of those in society with disabilities and prolonged illnesses, and the discrimination they may face. Staff working directly with pupils with disabilities, are given information and training on how best to support those pupils. For the more unusual or profound disabilities external specialists' maybe be asked to advice and guide staff.

### Participation in School Life

The inclusive ethos of the school encourages all pupils to participate in various aspects of school life. The provision for access to the curriculum, social activities and school environment are detailed above.

**Next review: September 2026 or when applicable.**