



Blackfordby St Margaret's C of E (Aided) Primary School

Off Main Street, Blackfordby, Swadlincote, Derbyshire, DE11 8AB | 01283 217702 | office@blackfordby.leics.sch.uk

Disability Equality Policy

The Disability Discrimination Act 2005 builds on existing responsibilities for schools, including the duties to make reasonable adjustments, and to plan strategically to increase access to schools over time.

This Scheme sets out the steps our governors will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life in the wider community and in the non-educational services they might provide.

This Scheme builds on our accessibility plan and develops our work further to include:

- a definition of both disability and inclusion that is wider than special educational needs and applies to all vulnerable groups such as that set out in DDA 95 as amended by SENDA from 2002 Code of Practice part 4:

“It is important to recognise that the definition of children with learning difficulties includes children with a disability where any special educational provision needs to be made. It means that children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is, anything that is additional to or different from what is normally available in schools in the area”.

- working with the social model of disability that is:

while many individuals have physical or sensory impairments, learning difficulties or are living with mental health problems, it is in many cases the way society responds to these (attitudinal and environmental barriers) which can increase the level of disadvantage and not the disability itself.

- taking a proactive approach in making reasonable adjustments
- work with pupils, staff and parents/carers
- involving the views of disabled pupils, their carers and staff where appropriate in identifying priority actions within the school improvement plan

The Ethos of our School

Blackfordby St Margaret's, our vision is to be a good school that provides the highest possible standard of education for our children. Our vision is for children to leave us exceptionally well prepared for life's journey, wherever that may lead them.

We value the whole child and every child; we encourage them to reach their own full potential. We strive to meet the needs of each pupil, to encourage them to believe in themselves and to recognise their strengths and individual qualities. We develop and nurture a school community spirit in which children are encouraged to care and value others and their surroundings. A Christian ethos and mutual respect is embedded in all aspects of life at our school.



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The Aims of our School

- To create an inclusive culture of achievement, high standards and high expectations □ To promote the spiritual, moral, social and cultural development of all of our children.
- To create a stimulating school environment where children feel valued and safe. Bullying is not tolerated.
- To enable all children to use language and mathematics effectively.
- To ensure that all children have equal access to effective teaching and learning in all areas of a rich, broad, balanced curriculum.
- To develop sensitivity, friendliness, courtesy and tolerance towards others.
- To help children develop lively, enquiring minds, the ability to question and discuss rationally and to acquire knowledge, skills and understanding relevant to a fast changing world.
- To be a school dedicated to self-evaluation, ongoing review and continuous improvement.
- To work in partnership with parents/carers and our immediate and wider community for the greater benefit of all children's education.
- To empower every child to fulfil his/her potential. This scheme sets out the steps we take to remove barriers and promote disability equality in all areas of school life.

Our Accessibility Plan sets out our work to remove barriers – physical, communication and curriculum by:

- 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, parents/carers and staff can take advantage of education and associated services
- improving the delivery of written information to disabled pupils, parents/carers and staff.

We will further develop our Accessibility Plan as part of our scheme to promote disability equality in the other areas for disabled pupils, staff, parents or carers by questioning, challenging, removing barriers, making reasonable adjustments and linking the outcomes to our policies and our school improvement plan.

Our Access Plan: Access to the Curriculum

We ensure that all children have access to a broad, balanced curriculum that is adapted 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.



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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.

Our Access Plan: Physical Access

All areas of our school are accessible to all. We ensure that all developments maximise access.

- 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 PTA of Blackfordby St Margaret's. 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.

Employment

- All candidates for any vacancy are treated equally.
- We monitor the number of staff we employ who are recognised as disabled under the Disability Discrimination Act 2005.
- We make reasonable adjustments for any disabled staff. Staff are given time for treatment without penalty.
- Information we collect

This scheme monitors:

- Admissions of disabled pupils
- Exclusion of disabled pupils
- Disabled pupil attainment
- Recruitment, retention and career development of disabled staff
- Effectiveness of reasonable adjustments



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- We use the results of our monitoring and assessment activities to make reasonable adjustments, review the effectiveness of this plan and identify future priorities.

ReviewedMarch 2022

Next reviewSpring 2026