



DISABILITY EQUALITY SCHEME

Review Date: May 2025

Next Review Date: May 2026

Scope of the policy

The Disability Discrimination Act 2005 required all public authorities, including secondary schools, to produce and publish a Disability Equality Scheme.

The Disability Equality Scheme also incorporates the Equality Act 2010 which legally protects people from discrimination in the workplace and in the wider society.

The purpose of the Disability Equality Duty is to improve equality of opportunity for all people with disabilities using the school. School's Disability Scheme will demonstrate how we as a school will ensure that the requirements of the Disability Discrimination Act 2005 are met.

Any actions will form part of the School Development Plan which is reviewed regularly by the Headteacher and Governors.

Introduction

Uplands 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 people with disabilities are not treated less favourably in any procedures, practices or service delivery.

At Uplands, we recognise that each disability is different and individual children even with the same disability may have different needs. Many disabilities are hidden but the effects may not be so. Even with an obvious disability there are hidden impacts on learning, achievement, self-esteem and social skills.

We will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical or mental impairment.

Uplands School recognises that 'disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole'.

What do we understand by 'disability'?

'Disability is a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities' (DDA 1995 Part 1 Para. 1.1)

Disability Equality in Education (DEE) recommends that all pupils with special educational needs be included as disabled for the purposes of the Act. Behavioural difficulties arising from physical or mental impairments or from mental illness are also included.

How we will meet the General Duty and 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 General Duty

We actively seek to:

- promote equality of opportunity between disabled persons and other persons.
- 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.
- encourage participation by disabled persons in public life by enhancing their sense of belonging.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

This will be achieved by:

- Discussion and awareness raising with staff, parents, Governors and pupils through the school newsletter, assemblies and in meetings. This will need to be strongly led by the Headteacher and Senior Managers at the school in order that it becomes embedded into school life.

Involvement of Disabled People in Developing the Scheme

Pupils, staff, parents, carers and disabled members of the community who may use school facilities are involved in developing the scheme and identifying actions. Parents and the local community have been invited to contribute their ideas through the school newsletter.

Disability Equality should be a heading on the agenda for the Governors' Finance and Resources Committee meeting at least once per term, though it may come up more often, and it is recognised that many of the issues will also be wider than just related to resources. Issues arising will be referred to the appropriate Governors' committee.

Gathering information from disabled pupils, staff, parents, carers and people from the wider community using the school

The school will seek to improve how we gather information from people with a disability by inviting suggestions from stakeholders. Any child or adult joining the school with a disability will also be invited to contribute to the plan.

To comply with the DDA requirements we will consider in particular:

- The educational opportunities and achievements of pupils.
- The recruitment, development and retention of disabled employees.

Gathering information will be an ongoing process. We will collect data about disability over time and analyse our policies and procedures in the light of our findings.

Using the information to prepare the Action Plan and assess the impact

The Finance and Resources Committee will use the information gathered to prepare the Disability Action Plan and to review annually the effectiveness of the actions taken. Where necessary new action points will be included.

Information will be analysed to show how much progress has been made in relation to disability equality. Educational achievements and wider opportunities for pupils with disabilities will be monitored. Further opportunities to promote equality will be included in subsequent Action Plans.

Links between school policies, the Accessibility Plan and the Disability Equality Scheme

This scheme will form a part of the School Development Plan with premises issues being added to the Asset Management Plan. The scheme will relate to the school Accessibility Plan and will be added to relevant school policies as they come up for review.

Arrangements for publication

A copy will be placed on the school website.

Disability Equality Scheme ACTION PLAN 2024-2025

PRIORITY	ACTION REQUIRED	SUCCESS CRITERIA	TIMESCALE	RESPONSIBLE PERSON(S)	OUTCOMES & ACTIONS
Review needs and views of parents with children with disabilities or additional needs to ensure that Uplands is a fully inclusive school	Work with the parents whose children are joining Uplands in September 2023 to ensure a smooth transition into school. Create a personalised Risk Assessment for the identified children.	<ul style="list-style-type: none"> Meetings held with the parents of the identified children. Risk Assessments created and implemented. 	July 2025	KD and JP	
Ensure good access arrangements for ALL children in and around school	Review (Personal Emergency Evacuation Plan (PEEPs) each term through agenda item on the Finance and Resources Committee if necessary.	<ul style="list-style-type: none"> PEEP Item to be added to Finance and Resources Committee if necessary. PEEP written for any child or member of staff requiring one. 	July 2025	KD and JP	
Ensure positive access to the curriculum and wider curriculum, particularly in Music and PE	Meet with all teachers and identify parts of the curriculum	<ul style="list-style-type: none"> All stakeholders feel that PE provision is inclusive. Inclusive sporting activities are planned for and observed by PE lead. Contact PGL and confirm needs and accessibility. Ensure compliant and full access of equality. 	September 24 onwards	JP	
Ensure disability is positively represented, in our school library	<ul style="list-style-type: none"> Create a list of appropriate books. Buy books and display, with other books, in a prominent place in the library. Monitor books use and take-up. 	<ul style="list-style-type: none"> A wide range of books are bought to reflect our diverse community. Children take out the books and enjoy them. 	September 24 onwards	KD	

Disabled pupils are well supported around the school.	<ul style="list-style-type: none"> Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability. 	<ul style="list-style-type: none"> Training is provided to support disability provision. 	Term 2	JP/KD	
School culture of equality and diversity is in place	<ul style="list-style-type: none"> All school staff and the governors have had access to training on equality and diversity. 	<ul style="list-style-type: none"> All stakeholders are up to date with disability provision. 	Term 2	JP/KD	
Medication is administered accurately.	<ul style="list-style-type: none"> All first aiders to complete Educare training: Administration of medication in schools. 	<ul style="list-style-type: none"> Staff administer medication accurately. 	Term 2	JP/KD	
The learning environment is disability friendly.	<ul style="list-style-type: none"> We take advice to ensure our classrooms are optimally organised and resourced for disabled children/young people. 	<ul style="list-style-type: none"> Peer reviews focus on the classroom environment for an inclusive environment. 	Term 3	Hub headteachers	
School culture is inclusive.	<ul style="list-style-type: none"> Positive images of people with different abilities are apparent in the classrooms and the school generally. 	<ul style="list-style-type: none"> Images of role models are displayed across the school. 	Term 3	JP	
Pupils have a good understanding of what 'diversity' means.	<ul style="list-style-type: none"> Lessons are responsive to diversity. Lessons allow children / young people to work 	<ul style="list-style-type: none"> One of the 5 Big Ideas is explained. 	Term 2	JP/KD	

	<p>individually, with a partner, in groups and whole class.</p> <p>There is extensive peer support and collaborative learning in support of those with a learning disability.</p>				
All staff aware of need.	<ul style="list-style-type: none"> Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people on the ASD Spectrum. 	<ul style="list-style-type: none"> Reasonable adjustments are in place. 	Ongoing	All teachers	
ICT software purchased promotes inclusive practise.	<ul style="list-style-type: none"> When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology. 	<ul style="list-style-type: none"> Software purchased supports pupils with disabilities. 	Ongoing	JP/JM	

<p>Hub CPD used effectively. A growing awareness of how to meet needs of pupils with disabilities.</p>	<ul style="list-style-type: none"> • The school links with other schools to share good practice. 	<ul style="list-style-type: none"> • Hub peer reviews focus on disability awareness. 	<p>Term 3</p>	<p>JP</p>	
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A growing awareness of disability.	<ul style="list-style-type: none"> Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension. 	<ul style="list-style-type: none"> Planning considers disability awareness. 	Term 3	Teachers	
A growing awareness of Cerebral Palsy.	<ul style="list-style-type: none"> Appropriate staff to attend up to date Cerebral Palsy training from an OT. 	<ul style="list-style-type: none"> Appropriate staff feel up to date with how to meet the needs of cerebral palsy pupils. 	Term 2	Appropriate staff.	
All pupils can access tests accurately and are well supported.	<ul style="list-style-type: none"> Access Arrangements are used when appropriate to support children / young people with accessing assessments. 	<ul style="list-style-type: none"> Reasonable adjustments are made for all pupils. 	Term 2	Teachers and TA's	
Families feel supported.	<ul style="list-style-type: none"> The school signpost children, young people and families to further support e.g. SENDIASS. 	<ul style="list-style-type: none"> Families provide positive feedback when surveyed. 	Ongoing	JP/KD	
Governing body promotes equality.	<ul style="list-style-type: none"> A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion. 	<ul style="list-style-type: none"> A designated governor for disability is identified. 	Ongoing	Named governor	
Clear budget planning and expenditure.	<ul style="list-style-type: none"> In considering the school budget there is a clear plan to improve access and resources for those with a disability. 	<ul style="list-style-type: none"> SDP identifies expenditure. 	Ongoing	EM/JP	

All pupils are safe.	<ul style="list-style-type: none"> Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components. 	<ul style="list-style-type: none"> Individual PEEPs are in place. 	Ongoing	EM/JP	
All children's needs are met.	<ul style="list-style-type: none"> Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants. 	<ul style="list-style-type: none"> Individual PEEPs are in place. 	Ongoing	EM/JP	
Equality is a top priority in recruitment.	<ul style="list-style-type: none"> There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to. 	<ul style="list-style-type: none"> When recruiting, equality is essential. 	Ongoing	JP	

Awareness of how all children access their learning.	<ul style="list-style-type: none"> Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom. 	<ul style="list-style-type: none"> Furniture and equipment is disability aware. 	Ongoing	EM/JP	
Clear signage for all pupils.	<ul style="list-style-type: none"> The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability. 	<ul style="list-style-type: none"> Signage used always reflects the access for all. 	Term 2.	KD/JP	
Adapted learning in place.	<p>Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.</p> <ul style="list-style-type: none"> printed information. 	<ul style="list-style-type: none"> Reasonable adjustments are made. 	Ongoing	All teachers	
Technology used effectively to support all pupils.	<ul style="list-style-type: none"> Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, autism team, occupational / physiotherapist s, speech and language therapists, school nurses, Health visitors. 	<ul style="list-style-type: none"> Disability awareness when purchasing is important. 	Ongoing	EM/JM/JP	

