



SPARKLE MULTI-ACADEMY TRUST

ORCHARDS INFANT SCHOOL
&
ORCHARDS JUNIOR SCHOOL

POLICY FOR
DISABILITY AND EQUALITY

REVIEWED SEPTEMBER 2026

DISABILITY AND EQUALITY POLICY (ACCESSIBILITY PLAN)

RRS:-

1. Best interests of the child.

The best interests of the child must be a top priority in all actions concerning children.

2. Protection from all forms of violence.

Governments must do all they can to ensure the children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

3. Children with disability.

A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.

Governments must do all they can to provide free care and assistance to children with disability.

4. Goals of education.

Education must develop every child's personality, talents and abilities to the full. It

must encourage the child's respect for human rights, as well as respect for their

parents, their own and other cultures, and the environment.

ORCHARDS INFANT SCHOOL

1. Vision Statement

We aim for:

- **A happy and caring environment where every child is valued and respected as an individual.**
- **Excellent partnership with parents and carers to support, recognize and celebrate all achievements.**
- **Developing skills to become confident readers, writers and mathematicians.**
- **Leading confident, healthy and independent lives, making a positive contribution to society.**

Orchards Infant School aims to identify and remove barriers to pupils with disabilities in every area of school life through:

- **Setting suitable learning challenges**
- **Responding to pupils' diverse needs**
- **Providing appropriate resources and provision**
- **Overcoming potential barriers to learning**

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What do we understand by disability?

‘Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities’. (Disability and Discrimination Act 1995 Part 1 para 1.1). This definition was amended and broadened in December 2005 under the Disability Amendment Act:-

The Disability Equality in Education (DEE) 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 significant impact on their day-to-day activities.

We have high expectations of all our pupils and we support each child to achieve, whatever their disability.

The Duty

We will actively seek to:

- promote equality of opportunity between people with disabilities and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of people with disabilities that is related to their disability
- prevent children and parent / carers with disabilities being treated less favourably and to provide facilities that assist.
- promote positive attitudes towards people with disabilities.
- encourage participation by people with disabilities in public life.
- it is also important to respect the wishes of children with a disability 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 a disability, even where that involves treating a person with a disability more favourably than other people.

3. How we will meet the General Duty and Specific Duty:

- We will promote positive attitudes by increasing awareness of disability within the school by using members of the community as role models, ensuring any learning resources and other materials reflect our diverse society, using outside agencies to offer advice and support.
- Reasonable adjustments will be made by the school to take into account disabilities, such as providing additional support at break times, providing accessible parking spaces, fitting ramps, wheelchair accessibility, disabled toilet facilities and handrails as appropriate.
- Reasonable adjustments to the environment for children with auditory and/or visual difficulties e.g. steps highlighted and the position of tables.
- Any child with a disability who shows an interest in positions of responsibility will be actively encouraged such as joining the School Council.
- School trips – all children will be involved in school trips. This may include parents supporting the school and their child by joining us. Staff are aware that trips must be suitable for all children.
- Bullying, name calling or any other form of harassment will not be tolerated – see Anti-bullying Policy
- Recruitment – we have a policy of interviewing applicants who meet the job specifications, regardless of any disability.
- We will ensure that there is relevant training for staff where appropriate
- We will ensure the availability of written material of different formats when required.

Developing advice for pupils with a disability, staff and parents / carers

- Pupils and parents / carers are actively involved in review meetings and transition planning
- Early Years staff, as part of the Induction process, will discuss parent / pupil needs before the child starts school and liaise with the appropriate agencies and pre-school settings

- Pupils with disabilities who are transferring to Junior school education, or moving classes within our school, will have their needs carefully addressed. This ensures that appropriate provision is in place at the start of the new school year.
- The needs of parent / carers with a disability will always be taken into account and necessary adjustments will be made.

The Governing Body

Governing body proceedings can be made accessible should this be necessary. The governing body consults with parents / carers through the annual parental questionnaire and all meetings evaluate outcomes for children. We do encourage parents / carers / community members with a disability to become governors by asking all parents to consider this role when one becomes available.

Removing Barriers

All Governing Body meetings take place within the school and therefore meet accessibility.

Disability in the Curriculum, including teaching and learning

We ensure that the curriculum is matched to the needs of all learners. The staff continually review the curriculum. Please refer to our SEN Report / Inclusion Policy, PHSCE Policy and Accessibility Plan.

Eliminating harassment and bullying

See Behaviour and Anti-Bullying Policy

Reasonable adjustments

All adjustments will be evaluated by staff and governors on an annual basis. After any school trip and extra-curricular activities, staff will evaluate accessibility.

School Facility Lettings

In the event of need, adjustments are made to ensure accessibility.

Contractors

In the event of a person being employed, equal opportunities will be given.

Information, Performance and Evidence

- A review of the plan will take place (every 3 years). The progress in implementing the scheme and what effect it has had, will be undertaken by staff and governors
- Pupil achievement – information on children with SEN and other forms of disability will continue to be monitored by the SENDCo
- Learning opportunities – if appropriate, links will be made with other establishments and organisations. For example, Enable Me, Sensory Support Team and Medical Professionals.
- Social relationships – through positive staff role models and PSHCE curriculum.

Impact assessment

- Monitoring by governors and staff
- The SENCO will continue to meet with all staff to discuss the needs of all children within their class.

Questions the school needs to consider in governor monitoring meetings are:

- What are the training needs of the school regarding the DCFS?
- Who will be involved in assessing impact and how will the school involve disabled people?
- How will the school determine priorities?
- Will the school need external expertise?
- Who will the school report the results to?
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Reviewing/Monitoring

The action plan/accessibility plan and the duty will be revised at least every three years.

Equal opportunities:

We will aim to ensure that all children will have an equal opportunity to explore their potential regardless of gender, ability, cultural or religious background with reference to our school's equal opportunities policy.

