Disability Equality Scheme

Approved by Governors: **September 2026**

To be reviewed: **September 2027** (or in light of any new legislation)

Disability Equality Scheme
2026-2027

Mission Statement

At Whitefield Infant School and Nursery, we are committed to ensuring equality of opportunity and fair treatment for all pupils, parents/carers, staff, governors and members of the wider school community, including those with disabilities.
We aim to create a culture of inclusion, respect and diversity in which individuals feel valued, supported and able to participate fully in all aspects of school life. We encourage people to feel confident in disclosing a disability so that appropriate support and reasonable adjustments can be put in place.
We are committed to making reasonable adjustments to ensure that the school environment, curriculum and information are as accessible as possible. At Whitefield Infant School and Nursery, we believe that diversity is a strength that enriches our school community and should be respected and celebrated by all who learn, work and visit here.

This Disability Equality Scheme should be read in conjunction with the school's SEND Policy, Accessibility Plan, Behaviour Policy, Recruitment and Selection Policy, and any other relevant equality and safeguarding policies.

Legal Requirements and the Role of Governing Body

Under the Equality Act 2010, the Governing Body has a duty to:

- Promote equality of opportunity for disabled pupils, staff, parents/carers, governors and others who use the school.
- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between disabled and non-disabled people.
- Foster good relations between disabled and non-disabled people.
- Publish information demonstrating compliance with the Public Sector Equality Duty and prepare equality objectives.

This Disability Equality Scheme and accompanying action plans set out how the Governing Body of Whitefield Infant School and Nursery will promote

equality of opportunity and eliminate discrimination for pupils, staff and members of the wider school community.

The Governing Body is also required to maintain and review the school's Accessibility Plan. This plan aims to improve access for disabled pupils by:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education and associated services.
- Improving the availability of information for disabled pupils and ensuring information is provided in accessible formats where required.

Accessibility Plan

The school's Accessibility Plan sets out how Whitefield Infant School and Nursery will improve access for disabled pupils. It outlines the school's commitment to increasing access to the curriculum, improving the physical environment, and ensuring information is provided in accessible formats where required.

What do we understand by 'Disability'?

At Whitefield Infant School and Nursery, we are committed to promoting disability equality and preparing our pupils for life in a diverse and inclusive society.

Under the Equality Act 2010, a person is considered to have a disability if they have:

> *"a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."*

We recognise that disability and special educational needs and disabilities (SEND) are not the same. Whilst many pupils with SEND may also be disabled, some disabled pupils may not have SEND.
We recognise that disabilities may be visible or hidden and can include, but are not limited to:

- Physical disabilities, including sensory impairments such as hearing or vision impairment.
- Neurodevelopmental conditions, including autism spectrum condition (ASC) and Attention Deficit Hyperactivity Disorder (ADHD).

- Speech, language and communication needs.
- Learning difficulties and disabilities.
- Mental health conditions where they have a substantial and long-term impact on day-to-day activities.
- Medical conditions that meet the definition of disability under the Equality Act 2010.

We recognise that it is the effect of the impairment on a person's daily life, rather than the impairment itself, that determines whether they are considered disabled under the Equality Act 2010.
A disability may affect one or more areas of day-to-day life, including:

- Mobility.
- Manual dexterity.
- Physical coordination.
- Continence.
- The ability to lift, carry or move everyday objects.
- Speech, hearing or eyesight.
- Memory, concentration, learning or understanding.
- Awareness of physical risk or danger.

Our Commitment
At Whitefield Infant School and Nursery we are committed to:

- Promoting equality of opportunity for disabled pupils, staff, parents/carers, governors and visitors.
- Eliminating discrimination, harassment and victimisation related to disability.
- Fostering positive attitudes towards disabled people and celebrating disability as part of human diversity.
- Promoting an inclusive culture where disabled people are visible, valued and respected.
- Encouraging the participation of disabled people in all aspects of school life and decision-making.
- Making reasonable adjustments to remove barriers to learning, participation and access.
- Taking positive steps to meet individual needs and ensure disabled people are not placed at a disadvantage.

Involvement and Consultation

It is important that disabled pupils, staff, parents/carers and others who use the school's services are involved in the development, review and evaluation of the Disability Equality Scheme.

Whitefield Infant School and Nursery has consulted with disabled pupils, parents/carers and relevant professionals in the development of this Disability Equality Scheme.
Consultation has taken place through discussions with pupils and parents/carers, meetings with staff, and advice from external agencies and professionals, including Local Authority services, specialist teachers, occupational therapists, visiting nurses and the School Nursing Team. These discussions have helped the school to identify priorities and areas for development in relation to disability equality and accessibility.
The school will continue to seek the views of disabled pupils, parents/carers, staff and other stakeholders to ensure that the scheme remains effective and responsive to changing needs.
These consultation processes will be regularly reviewed and monitored to improve communication, participation and engagement, and to inform future Disability Equality Scheme planning.

Gathering Information

To meet the requirements of the Equality Act 2010 and to promote equality of opportunity, Whitefield Infant School and Nursery will monitor aspects of school life to identify any barriers to participation, achievement or inclusion for disabled pupils, staff and members of the wider school community.

The school will monitor and review information including:

- The number of disabled pupils on roll and the range of disabilities represented within the school.
- Information gathered during the admissions process regarding disabilities, medical conditions and additional needs.
- The attainment and progress of disabled pupils.
- Attendance rates of disabled pupils.
- Participation in extracurricular clubs and enrichment activities.
- Participation in educational visits and residential experiences.
- Behaviour incidents, records and exclusions.
- Participation in assemblies, pupil voice activities and the School Council.
- Access to leadership roles, responsibilities and opportunities within school.
- Feedback from pupil, parent/carer and staff surveys.
- Inclusion in all aspects of school life and the curriculum.
- The recruitment, retention and wellbeing of disabled staff, where information has been voluntarily disclosed.

Monitoring School Provision

The school will also monitor the effectiveness of its provision by:

- Seeking feedback from pupils, parents/carers, staff and visitors regarding accessibility and inclusion.
- Consulting with parents/carers during learning and reporting meetings, review meetings and other school events about how access and inclusion can be improved.
- Reviewing the accessibility of school communications, information and events.
- Considering accessibility requirements when arranging educational visits, transport and external learning opportunities.
- Working with external agencies and professionals to identify and address barriers to participation.
- Reviewing the Accessibility Plan and Disability Equality Scheme regularly to ensure they remain effective and responsive to need.

The information gathered will be used to identify priorities for improvement and inform future planning, policy development and equality objectives.

Assessing the Impact of School Policies

To meet our responsibilities under the Equality Act 2010, it is important that we monitor aspects of school life to identify and address any barriers that may affect disabled pupils, staff, parents/carers and visitors. The information gathered helps the school evaluate the impact of its policies and practices and identify priorities for future action.

Priorities for Whitefield Infant School and Nursery

- Review and update the Accessibility Plan to reflect the needs of the school environment and any future developments to the building.
- Promote positive behaviour, wellbeing and inclusion through the school's personal, social and emotional development curriculum.
- Ensure that pupils who use wheelchairs have full access to all aspects of school life, including the curriculum, facilities, educational visits and extracurricular activities.
- Ensure that pupils with sensory impairments have full access to the curriculum, learning environment, information and wider school provision.

Meeting Our Equality Duties

Promoting Equality of Opportunity

Whitefield Infant School and Nursery will promote equality of opportunity by:

- Raising awareness of disability equality through staff training and professional development.
- Monitoring the impact of policies and practices on disabled pupils, staff and parents/carers.
- Reviewing and adapting policies where barriers to participation are identified.
- Maintaining high expectations and aspirations for all pupils.
- Improving communication with pupils, parents/carers and staff.
- Working in partnership with parents/carers to support pupils' learning and wellbeing.
- Ensuring disabled pupils have equal access to leadership opportunities, enrichment activities and educational visits.

Current Priorities

- Ensure staff receive appropriate training to support pupils with medical needs.
- Ensure staff receive appropriate training to support pupils with SEND and disabilities.
- Continue to develop links with specialist services and external agencies to support inclusion.

Eliminating Harassment and Bullying

Whitefield Infant School and Nursery will:

- Promote a culture of respect and inclusion.
- Raise awareness of disability-related bullying and harassment.
- Ensure all incidents are identified, recorded and addressed appropriately.
- Encourage pupils to report concerns and support one another.
- Regularly review behaviour and anti-bullying procedures.
- Use assemblies, PSHE, circle time and classroom discussion to address prejudice and discrimination.
- Work with parents/carers where concerns arise.

Current Priorities

- Use celebration and achievement assemblies to promote positive behaviour, kindness and respect.
- Continue to develop pupils' understanding of diversity and inclusion through the curriculum.

Encouraging Participation in School Life

Whitefield Infant School and Nursery will:

- Encourage disabled pupils to take part in all aspects of school life.
- Promote participation in the School Council and pupil leadership opportunities.
- Ensure pupils can contribute to assemblies, performances, educational visits and extracurricular activities.
- Remove barriers that may prevent participation.

Current Priorities

- Increase opportunities for pupils to develop leadership responsibilities, including Play Leaders and School Council roles.
- Ensure disabled pupils are fully represented in pupil voice activities.

Promoting Positive Attitudes Towards Disability

Whitefield Infant School and Nursery will:

- Model respectful and inclusive attitudes.
- Challenge stereotypes and discriminatory language.
- Ensure positive representation of disabled people within the curriculum.
- Promote understanding through PSHE, RE, British Values and SMSC.
- Use books, displays and learning resources that reflect diversity.
- Celebrate awareness events where appropriate.
- Invite visitors and speakers who can share different experiences and perspectives.

Current Priorities

- Ensure learning resources and displays reflect disability positively.
- Continue to develop pupils' understanding of diversity through curriculum opportunities.

Taking Account of Disabled People's Needs

Whitefield Infant School and Nursery recognises that achieving equality may require different or additional support for disabled individuals.

We will:

- Make reasonable adjustments where required.
- Provide appropriate support, resources and specialist equipment.
- Adapt learning activities and environments where necessary.
- Consider accessibility when planning activities, visits and events.
- Work collaboratively with families and external professionals.

Current Priorities

- Review reasonable adjustments annually.
- Ensure accessibility needs are considered in all school improvement planning.

Improving Accessibility

Whitefield Infant School and Nursery will continue to improve:

- Access to the curriculum.
- Access to the physical environment.
- Access to information and communication.

Current Priorities

- Review and update the Accessibility Plan regularly.
- Ensure pupils who use wheelchairs can access all areas of school life.
- Ensure pupils with sensory impairments can access learning and information effectively.
- Continue to provide information in accessible formats where required.

Monitoring and Reporting

The Disability Equality Action Plan will be reviewed annually by the Governing Body in consultation with pupils, staff, parents/carers and other relevant stakeholders.

At the end of each three-year cycle, the Disability Equality Scheme will be reviewed, updated and reissued to reflect the school's current priorities and legislative requirements.

Details of how to obtain a copy of the school's Disability Equality Scheme will be made available through the school website and upon request from the school office.

The Governing Body will monitor the implementation and effectiveness of the scheme and will report annually on progress towards the agreed priorities and objectives.

Copies of the Disability Equality Scheme and any associated reports will be available from the school office and published on the school website.