



GATLEY PRIMARY SCHOOL

DISABILITY EQUALITY SCHEME AND ACCESS PLAN 2026-29

This Disability Equality Scheme and Access Plan sets out our duty to treating disabled people equally. The plan outlines the proposals of the governing body to ensure the best possible access to education for pupils with disabilities in keeping with the Equality Act 2010.

Written: January 2026
To be reviewed: January 2029

GATLEY ACADEMY TRUST

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
08.05.2015	2.0	Document reviewed – no changes required by Governing Body	M Hopkinson
21.11.2016	2.1	Document reviewed by Inclusion Manager and Teaching and Learning Committee	V McManus
20.11.2019	2.2	Next Review	C.Kitchen
10.03.21	2.3	Shared at AGB Policy meeting	C.Kitchen
21.10.22	2.3	Reviewed by Inclusion Manager	K.Chow
12.9.23	2.3	Reviewed by Inclusion Lead	R.Sanderson
20.1.26	3	Reviewed by Inclusion Lead	C.Lowe



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Mission Statement

Enjoying Learning and Achieving Together

Introduction

At Gatley Primary school, we are committed to ensuring equality of education and opportunity for disabled children, staff and all those providing and receiving services from the school. We aim to further develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

The Disability Equality Scheme

The purpose of a Disability Equality Scheme is to explain how we will make sure that we promote equality opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010. The school recognises its duty under the Equality Act 2010 where disability is identified as one of the protected characteristics. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

It covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees, and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage.

The overriding principle of equality legislation is generally one of equal treatment, however, the provisions relating to disability discrimination are different in that schools may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit to the same extent that a person without that disability can.

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty or disability that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than most children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age in mainstream provision in England. Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND.

Vision & Values

Gatley Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment, which builds independence progressively across all aspects of school. A broad, balanced and learner lead curriculum provides equal opportunity for all pupils to maximise their potential. We promote positive relationships with parents, governors and members of the wider community.

At Gatley Primary School we aim to promote equality and harmonious relationships, by tackling any form of discrimination. We seek to remove any barriers that may prevent children from accessing, participating, progressing, attaining and achieving in all areas of school life. We seek to remove any barriers to access and participation that may prevent parents and carers being fully involved in the wider education of their child at school. We take seriously our contribution towards community cohesion.

Our Duty

- To prepare children for life in a diverse society in which they are able to identify their place and their rights and responsibilities in their communities.
- We do not discrimination against people with disabilities, and actively challenge any such discrimination.
- Make adjustments to enable people with disability to function with equality in all aspects of the wider school remit.
- We ensure that disabled people in our community are not placed at disadvantage because of our practise.
- We provide for the needs of disabled children, including support and resources, to alleviate, as far as possible, any substantial disadvantage.
- We publish information to demonstrate how we are complying with our duty to ensure equality for children, families and stakeholders where there is disability. (School Offer, September 2014)
- We publish equality objectives (Inclusion, Equality and Diversity Policy, July 2014).

Eliminating Discrimination

At Gatley Primary School we:

- Ensure that access to the curriculum for disabled children is maximised taking into account, and challenging individual needs;
- Ensure that access to the building and physical resources does not limit achievement or cause unnecessary anxiety for any stakeholders;
- Communication is open and understandable for all stakeholders including children in school, parents and wider stakeholders;
- Make inclusion a thread which runs through all our activities;

- Ensure our day to day routines and activities are equally accessible to all in the immediate school community, and do not have any adverse effect on disabled pupils, staff or parents;
- Ensure that disabled people in our extended school community are treated in the same way as others, and equality of access takes into account specific needs;
- Ensure that activities and facilities we provide for wider stakeholders are equally accessible to all.

Making Reasonable Adjustments

At Gatley Primary School we expect all stakeholders to participate and achieve in all aspects of school life, and:

- Provide a secure environment where all our children achieve and flourish
- Provide independent learning with which all individuals are involved, reflected and feel a sense of belonging;
- Regard the needs of individual disabled pupils and take steps to avoid disadvantage;
- Provide support and equipment to alleviate substantial disadvantage;
- Reconstruct routines and activities to take account of the needs of individual disabled people and also those with disability that falls short of the defined timescale (12 months);
- Access support from external services and plan provision founded in day to day assessment by school practitioners and advice from practitioners from external services.

Disability and Special Educational Needs

Some children who are assessed as having SEN will also be defined as having disability under the 2010 Equality Act. Not all children who are defined as disabled will have SEN, similarly not all children with SEN will be defined as disabled.

Information from school audit of pupil data

In the most recent census when this scheme was reviewed, Gatley Primary School has 603 children on role, 39 are on the SEN Register.

Disabled children in school have the following diagnosis by first category:

- ADHD
- Autistic Spectrum Disorder
- Diabetes
- Epilepsy
- MLD (Moderate Learning Difficulty)
- Significantly delayed development
- Specific learning difficulty
- Speech, language or communication need
- Physical
- Visual Impairment

Disability Accessibility Plan

Statement of intent

This plan outlines the proposals of the governing body to ensure the best possible access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Employees

- Governors
- External partners

----- Date:

Headteacher Signature

----- Date:

Chair of Governors Signature

Next Review Date:

APPENDIX A**1. Improving access to and participation within the curriculum Overarching****target:****To increase the extent to which disabled pupils and prospective pupils can access the curriculum and we remove or eliminate barriers.**

Target/Issue	Lead & other professionals involved	Intent	Implementation/strategy	Impact/outcome	Timescale including review	Resources
SEND and Medical register and information on children with additional needs to be updated on a regular basis.	Inclusion Lead SEND Support Lead School Nurse Medical lead	There are clear systems and records in place for all children with medical needs. Staff are aware of the procedure and care for these pupils.	-Annotate SEND register with relevant developments to capture any changes to this. Ensure this is done at least half-termly -Ensure Medical register and Care plans are up-to date and shared with relevant staff. -Spring standards review to focus on pupils with SEND (including medical needs) to ensure strategic oversite of this is maintained and to provide an opportunity for rich conversations between all teachers, SENCO and SLT	SEN and Medical needs will be up-to date and maintained regularly. Teachers and TAs will be fully aware of the needs of children in their class. Provision maps and one page profiles will clearly indicate each child's provision and this will be enacted within the classroom	Reviewed each half term. New pupils will complete paperwork which includes medical information.	SEND register and paperwork for individuals. Individual Health Care plans (IHP)

			<ul style="list-style-type: none"> -Create a clear timetable and overview to ensure all records are kept up to date and maintained and that this is done proactively. -Identify a DSL with responsibility for overseeing medical conditions to ensure shared accountability. 			
Effective communication and engagement of parents	Inclusion Lead SEND Support lead Class teachers	Individual targets and needs for children are discussed and reviewed on a regular basis with parents and carers.	<ul style="list-style-type: none"> -Termly meeting with parents and carers as part of assess, plan, do, review process. Parent voice will be captured within this process and used to inform the writing of new targets. -All targets reviewed and updated in SEN Support plans, and further explained in provision maps/ personal provision plans. -All targets will be SMART and known and understood by parents 	Parents are fully informed about individual progress and are able to co-construct new targets for their children.	Termly scheduled meetings with parents.	Up to date SEN Support Plans, provision maps and EHCPs

Use appropriate assessment tools and activities for children working pre-key stage	Inclusion Lead Class teachers	Class teachers will accurately assess children working towards age related expectations. They will report on their progress qualitatively and quantitatively.	-Pre-key stage assessment tool for class teachers to use to report on progress and track small steps. -Children working below pre key stage to use the Cambridgeshire early years developmental journal -Spring standards review will focus on this group of children to ensure their progress is captured and celebrated and that clear next steps can be identified.	Children working within pre-key stage will have consistent approaches for assessment and planning	Assessments reviewed and updated in preparation for standards review meetings each term, thereafter.	Assessment tool shared with staff and shared with new staff each academic year.
Regular training for staff on increasing access to the curriculum for all learners and removing potential barriers	Inclusion Lead Support Staff Lead Teacher Development Lead	Staff will have confidence and knowledge of how to plan and adapt teaching to meet needs of different learners	-Using advice from external agency professionals, staff will receive regular training in high quality teaching strategies as universal provision for all learners. -Whole school focus on adaptive teaching techniques with CPD delivered through INSET and staff meeting. -Support staff CPD calendar to include a range of opportunities for support	Gatley Primary school have achieved the Dyslexia Friendly School award and will continue to demonstrate this best practice. Use the OAIP audit tool to capitalise on inclusive provision. To work towards completing the	Completed 2025 Ongoing 2026 Explore stage 2026	Updated SSE OAIP Audit tool IQM Audit tool

			staff to develop their knowledge of SEND, specific interventions and inclusive practice.	Inclusion Quality Mark.		
Effective communications with nurseries and other schools to provide a quality transition.	Inclusion Lead Class teachers EYFS Phase leader	To identify pupils who may need additional to or different provision. Inclusion Manager will attend SENCO Network meetings in the LA and build relations with other local SENDCOs.	The school will have good links with other schools and local networks in order to provide high quality care for children with additional needs.	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.	Ongoing	Inclusion Manager and Class teacher time

To ensure that the medical needs of all pupils are met fully within the capability of the school	Inclusion Lead Medical Lead First Aid trained staff School Nurse Other specialist medical professionals	Children will have medical care and equipment to support their needs in school within school capabilities.	The school will work collaboratively with relevant professionals to formulate plans to support medical needs. Individual risk assessment will be written, shared with families and professionals and enacted to meet identified medical needs	All advice acted upon where it is reasonable for school to do so. All pupils' needs are met and they are able to access the curriculum.	Ongoing	Regular staff training and meeting time for liaison with parents and professionals. Medical lead time
Appropriate use of interventions based on an intervention graduated response model and their success and impact on progress	Inclusion Lead SEND Support Lead Class teachers Teaching assistants	Class teachers will know which children require interventions at the point of learning and which children require additional programmable interventions. Staff will follow advice for individual interventions based on external agency advice.	-Intervention team leaders will monitor and track programmable intervention success for learners who require interventions to 'catch up'. -There will be a focus on intervention at the point of learning through delivery of a model of pre-teach, overlearn and consolidation for learners who require 'keep up not catch up' provision.	Progress and attainment of all children is measurable and positive	One year/Spring standards review	Inclusion Team meeting time Staff training

Appropriate use of specialised equipment to benefit individual pupils and staff	Inclusion Lead SEND Support lead Class Teachers	Children will have access to appropriate resources and specialised equipment to support their learning and meet their individual needs. This will be documented on SEND paperwork.	IPad available to support children with difficulties identified on SEN Support Plan. Universal provision in dyslexia friendly classrooms. E.g. use of overlays or coloured paper for children with visual difficulties or dyslexia. Use of wobble cushions, weighted blankets, Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg, communication books and boards, visual timetable, dual coding, wobble cushions etc	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning	Within one year of writing this strategy and ongoing.	Audit of equipment and needs - Staff training - Cost of resources
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Planning will be ambitious for all learners and will consider the different needs and the stage they are working at, noting appropriate adaptions.	Inclusion Lead SEND Support lead Class teachers Teacher Development Lead	Staff will have high ambitions for all learners and children will make outstanding progress The use of Rosenshines Principles of instruction to enable new material to move into learners' long-term memory, linked to their existing knowledge.	Systems and processes within school will support staff in knowing how to plan an ambitious curriculum for all and know how to ensure teaching is planned for the different needs of individuals. Staff will know how to adapt planning and will use advice confidently from professionals and training they have received.	All children will make outstanding progress.	Ongoing	Staff meeting time Planning time for class teachers and inclusion leaders. Regular training
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APPENDIX B

2. Improving access to the physical environment

Overarching target: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target/Issue	Lead and other professionals involved	Intent	Implementation/strategy	Impact/outcome	Timescale including review	Resources
Maintain access to the physical environment	Site manager Senior leaders Inclusion Manager Class teachers	There are clear procedures in place to enable all pupils to access the building in a safely manner.	Wide, unobstructed corridors. Accessible toilets and changing facilities. Specialist equipment provided for individual needs PEEP in place to accommodate individual needs	Accessibility maintained throughout the school environment. Pupil surveys indicate pupils feel safe	Annually reviewed. Regular accessibility audits carried out by site manager and health and safety Address any identified issues to maintain full access for all users.	Site audit tool Site manager time
Maintain safe access round the interior and exterior of the school	Site Manager Headteacher	There is safe access for pupils and their parents and carers round the interior and exterior of the school premises.	-Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear -Parking initiatives such as chaperone service, Bethany Church car park and Scholes Field Carpark access -CHAMPS reward system use to reinforce safe movement around spaces in school -Where reasonable adjustments are necessary there will be	There is safe access throughout the school Pupil surveys indicate pupils are happy and feel safe	Ongoing	Premises walk Health and Safety audits carried out regularly

			careful consideration given to the location of activities/meetings/interventions to ensure equal access for all -Chaperone services and wave times reduce the volume of traffic around school during peak time			
Ensure access for all SEND children at Extra-curricular school clubs and extended day and reasonable adjustments are made to enable participation.	Inclusion Lead Class teachers	Increased access of SEND children at After school clubs and extended successfully and happily with the correct support.	Audit SEND children use of clubs and extended services Risk assessments put in place if needed Plan extra-curricular offer to ensure this provides a range of inclusive opportunities for all year groups	Increased access of SEND children at After school clubs and the correct support in place Increased range of extra-curricular activities available for all pupils		Registers of clubs and extended day Risk assessments
Ensure all children feel safe and involved at playtimes	Inclusion Lead Pastoral Lead Class teachers Middays/ESC staff	Children feel safe in school- evidence in survey results from children	Opportunities extended for alternative provision at playtimes and lunchtimes such as 'quiet zone' and inside games. Adults to model play and games during lunch times	All children will feel safe and have the opportunity to enjoy further choice of activities at playtimes and lunchtime	Ongoing	Rota and timetable for adults in each zone. ESC Sports

			Wider range of opportunities available at break and lunchtimes to ensure all feel safe and included			
To make effective use of the ELSA room for pastoral intervention spaces and ELSA sessions	Inclusion Lead Pastoral Lead ELSA staff	ELSA interventions will be delivered in a safe space to pupils who have been referred for additional support as part of our SEMH graduated response model.	There will be a safe space for children to receive ELSA support. The graduated response for pastoral support will be effectively implemented, with specialist support drawn upon as necessary resulting in increased feelings of belonging for children	Children will feel their space is protected and their sessions are valued. Children receiving bespoke pastoral interventions and support will show improvements in their wellbeing	Space will be maintained by ELSA trained staff thereafter.	Time and budget for ELSA staff to purchase resources and set up the space. Time and money for maintenance of resources.
To make use of the exploratory learning centre (ELC) space to allow specific and targeted tailored interventions to take place	Inclusion Lead SEND Support Lead Pastoral Lead Support staff Class teachers	For all pupils' individual needs to be met through an inclusive provision, allowing specific plans to be implemented (e.g. SALT, OT, WELLCOMM etc)	Inclusion lead to create a shared vision and plan for all pupils with EHCP's and specific SEND plans Inclusion lead to liaise with specialist practitioners to deliver bespoke interventions	Children will receive the bespoke support against their specific targets allowing them to make good progress against these	Review half termly to assess impact.	Resources required for intervention ELC space Time and budget for specialist practitioners to deliver the interventions

				There will be a growing body of staff who are trained in the delivery of specific interventions and programmes		
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APPENDIX C

3. Improve the access and delivery of written information

Overarching Target: To improve the delivery of information for disabled pupils and parents

Target/Issue	Lead	Intent	Implementation/strategy	Impact/outcome	Timescale including review	Resources
Ensure parents and carers with hearing/visual impairments are able to access information given in Parent meetings	Inclusion Lead Interpreters	All parents/carers able to take part in parent/teacher meetings	For parents with hearing impairments, the office staff will book a BSL interpreter to attend the meeting (in person/virtually) so parents/carers are able to receive information about their child and in ask questions.	All parents and carers will be offered the opportunity to attend parent/teacher meetings	Ongoing	Booking BSL interpreter Budget for BSL interpreter

Ensure written materials are available in alternative formats	Inclusion Lead Office Team	All parents/carers will be able to access school information	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Parents are able to access all information	Ongoing	Google translate Office time
Review documentation on website to check accessibility for parents	Office Team		Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this. SEND information report is widgitised to support parents who prefer visual method.	All parents will be able to be aware of what is happening at school via the website.	Ongoing	Office Time