



Holy Family Catholic Primary School
**Disability Equality Scheme
and
Accessibility Plan**



Committee Responsible for Reviewing this Policy:
Full Governing body

Member of Staff Responsible for this Policy:
E Allonby

Policy date: September 2026

Review: September 2027

Mission Statement

Holy Family School aims to develop our children's all round potential in a happy, secure and disciplined environment. To achieve this, we are committed to a partnership of parents, carers, staff, governors and the parish. Our school is founded on faith in Jesus Christ and his teachings and we accept the guidance of the Catholic Church in establishing that foundation.

Disability Statement

At Holy Family Catholic Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Holy Family Catholic Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Disability Equality Duty (DED)

Definition of disability

The Equality Act 2010 defines a disability: 'a person is legally disabled 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

Further detail:

'substantial' is more than minor or trivial, for example it takes much longer than it usually would to complete a daily task like getting dressed

'long-term' means 12 months or more, for example a breathing condition that develops as a result of a lung infection

There are special rules about recurring or fluctuating conditions, for example arthritis.

Progressive conditions

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

Check list for school staff and governors

- ☒ Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services
- ☒ Is pupil achievement monitored by disability? Are there any trends or patterns in the data that may require additional action?
- ☒ Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- ☒ Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- ☒ Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- ☒ Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?
- ☒ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- ☒ Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- ☒ Are procedures for the election of parent governors open to candidates and voters who are disabled?

The Public Sector Equality Duty (PSED)

Public bodies must have "due regard" to the need to:

Eliminate discrimination: Stop unlawful harassment, victimisation, and other banned conduct.

Advance equality of opportunity: Meet the specific needs of people from protected groups and remove disadvantages they face.

Foster good relations: Build trust, understanding, and tackle prejudice between different groups

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

Monitoring

Achievement of pupils by disability

Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport

School staff will need to be aware of the Equality Act when hiring transport as it puts duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

Governance

The Governing Body will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. Governors must then work together to ensure the following:

Public Sector Equality Duty (PSED): Ensure the school publishes up-to-date equality information and measurable objectives.

Reasonable Adjustments: Make proactive changes for disabled pupils, staff, and parent-carers to prevent them from being placed at a substantial disadvantage.

Inclusive Policies: Oversee school policies—including behaviour, attendance, and admissions—to check they promote equality and eliminate harassment or victimisation.

Handling Conduct and Attendance: Treat issues involving any governor, including elected parent governors, sensitively and in compliance with the Equality Act (such as factoring in health conditions or disabilities during suspension or removal processes)

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Holy Family Catholic Primary School has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

- Parent Questionnaires
- Pupil Questionnaires
- Discussion at Class and School Council
- Parent Forum

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Holy Family Catholic Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the PSED are being actioned in school. These elements fall into three required aims: The building (B), the curriculum (C) and accessibility including information in accessible formats (A).

Aspect of the duty	B/C/A	Action	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?
Increasing equality of opportunity between disabled people and other people-with regard to the school Building	B	Car park marked with Disabled space. Clear, wider walkway to and from school building. Access ramps to KS2 building and Year 3 classroom. Disabled toilet. In line with 2010 EA, all doorways all wider at least 775mm with 850mm or wider for main entrances.	Satisfaction surveys	Annual Risk Assessments	SENDCO Site Supervisor Headteacher Health and Safety Officer School Business Manage H&S Coordinator
Promote positive attitudes towards disabled	C	RHSE Policy – We are all unique. Invite disabled people into school i.e. Rep from Blind	Talking to pupils	Each year	HT

people		and Deaf Societies. Deliver assembly on Disability. Classrooms/corridors to display a range of posters promoting positive attitudes of disabled people.			
Take steps to meet needs of disabled people	A	Support members of staff with disability-support adjustments. Support phased return to work. Review parents and pupil questionnaires. Reminders on weekly newsletter of adjustments made & to be disability aware. Through induction, parents of new children aware of policy. Staff to have training to support need eg Diabetes, First Aid	Review meetings with members of staff	Annual	SLT
Increasing equality of opportunity between disabled people and other people-with regard to the school Building	B	Review Lettings Policy to ensure school as a service provider makes rooms accessible. Reference to EA Act 2010 in relevant policies, staff handbook and school brochure. Ensure that talents of disabled pupils are represented accordingly through G&T register.	(Performance Management) Feedback from Groups who use school	Annual	SLT
Eliminate discrimination that is unlawful under EA Act 2010 and harassment of	C	Review Behaviour Policy. Monitor incidents of bullying/harassment. Use circle time and assembly to investigate issues.	SLT	Termly	SLT/Senco/ Class teachers

disabled pupils. All pupils have equality of opportunity		SLT to review progress by disabled pupils			
Participation in public life by disabled pupils	C	Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, after school clubs, school and class council	SLT	termly	SLT/SENDCO/ Class teachers
Accessible information	A	Offer to print policies in larger text formats. Also options to change language on MCAS or use in-house translator for Polish	Office staff	As required	Office
Accessible information	A	Reader pens are available for those with sight or reading difficulties	Office staff or class teachers	As required	SENDCO

The monitoring of the actions outlined in the action plan will be monitored in annually or in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

The Headteacher will report to the Governing Body the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be used to improve the Disability Equality Scheme and feed into future practice.

For further information, please contact:

Holy Family Catholic School SENCO Mrs Sarah Whitehead – 01253 354496