Ramsden Primary School

HEALTH & SAFETY DISABILITY EQUALITY ACTION PLAN

Compiled by	Headmaster	September 2026
Approved by	Chair of Governors September 2026	Headmaster September 2026
To be reviewed		Autumn Term 2027

Safeguarding Statement

At Ramsden Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Ramsden Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Introduction:

Ramsden Primary School and the Governing Body are committed to the inclusive principles of the Disability Equality Duty and the proactive supporting of disabled people within the school community having as full an access and participation as possible to all the school provides in order that they can achieve their full potential. The school and its Governing Body welcomes and meets the statutory duties of the Disability Discrimination Act (2005) detailed below:

The Disability Discrimination Act 2005 requires schools, when carrying out their functions to have due regard to the need 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, and
- Take steps to take account of disabled persons disabilities even where that involves treating disabled persons more favourably than their non-disabled peers

Ramsden Primary School readily accepts its responsibility to implement these duties for any disabled individual by making reasonable adjustments in its provision where it is practical to do so.

The Action Plan of Ramsden Primary School 2020-2021 lays out the plans to increase access for disabled pupils to the school environment, the curriculum and the written word in line with the planning duties in the Special Educational Needs and Disability Act 2001.

Definition of Disability

Ramsden Primary School subscribes to the broader definition of disability contained in the DDA (2005). This includes all pupils with EHCP's and members of the school community with serious medical conditions.

'A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.' (DDA, Part 1, Paragraph 1.1)

A disabled person so defined will be substantially affected by their disability for at least 12 months in one or more ways. The definition of disability covers a wide range of impairments including Hearing, Visual and Speech Impairment, Cerebral Palsy, Muscular Dystrophy, Mental Health issues (memory, or ability to concentrate or understand) and incontinence. People with ADHD, Autistic Spectrum Disorders, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, Dyspraxia, Dyslexia, gross obesity, diagnosed eating disorders, inability to lift, carry or otherwise move everyday objects, perception of risk or physical danger and many more...If a person has been disabled in the past (for example, cancer recovers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

The School's SEND and Medical registers will be used to identify pupils who meet the broadened criteria of disability whilst personnel records will provide the same information about staff.

Key Features of the Disability Equality Scheme

This Disability Equality Scheme sets out the ways in which Ramsden Primary School will meets its general and specific duties.

Information Gathering

The head teacher and SLT of Ramsden Primary School will continue to gather information on behalf of the Governing body to ensure that policies and practices meet the legal responsibilities of the Disability Equality Duty. On entry the head teacher will sensitively ascertain from each child's family any information regarding disability. This information will be recorded and used to inform school's engagement with the child and her/his family. The SENCO will continue to include the monitoring of disabled pupils' academic progress and will respond with appropriate intervention strategies if they are needed.

The social development of disabled pupils will continue to be monitored discretely by the SENCO. Any perceived inequalities will be addressed accordingly. In addition, the school will improve the quality of the information it currently holds and provides about disabled pupils, staff and parents/families so that necessary adjustments can be made. This information will provide an accurate profile of the disabled members of the school community and their participation across all aspects of school life so that they can be supported in achieving their full potential.

The Recruitment, Development and Retention of Disabled Employees

Ramsden Primary School recognises the benefits of a diverse workforce. To ensure there is recruitment, development and retention of disabled employees, the following is implemented;

- safeguarding children guidance, the use of application form data and stating in adverts that the post is suitable for all including the disabled.
- guidance from initial information gathering that facilities are in place.

Educational Opportunities Available to Disabled Pupils

- Areas of the curriculum that present challenge
- Different forms of communication – including visual timetables
- Alternative provision
- When planning takes place, ensuring that all children have equality of opportunity to access the curriculum.
- All extended school activities allow full participation of disabled pupils.
- Participation in extra-curricular activities - residential visits and clubs – consider extra staffing access to as much as is reasonable.

Achievements of Disabled Pupils

- SATs Results
- Out of school club participation

- Sporting achievements by providing extra staffing
- Achievements for attendance
- Achievements for positions of responsibility
- Achievements celebrated publicly alongside non–disabled achievements rather than separately

Information on Disabled Parents, Carers and Other Using the School

Ramsden Primary School endeavours to collect information on disabled parents, carers and others using the school through admission meetings and discussions with parents/carers.

Impact Assessment

Ramsden Primary School is keen to ensure that none of its policies and practices disadvantage disabled people. When policies are reviewed according to the school's planned monitoring timetable this will be in line with practices on disability equality. Ramsden Primary School consider the impact of policies and practices on disabled people in the following areas:

- Educational Visits Policy
- Lunchtime Arrangements
- Homework Arrangements
- Classroom Organisation
- Sports Day
- Recruitment Procedures
- Reception Area
- School Performances Accessible
- Parental Consultations for Disabled Parents

Action Plan

Ramsden Primary School has developed the following Action Plan to promote Disability Equality which will run from September 2020 and will be reviewed annually.

Disability Equality Duty	Outcome	Action	When	Who	Measure
Promoting Equality of Opportunity	All new staff made aware of Equality Policy	All new staff receive information about the Equality Policy and copy of policy	Within 1st term of employment	Head teacher and SENCO to deliver inputs	Greater awareness of the Equality Policy and of need to promote equality of opportunity

	Better knowledge of individual needs	1. Consultations via questionnaires & discussions with parents/carers, staff, governors, pupils and community groups who use school 2. Analyse responses to ascertain needs 3. Revise the Action Plan as appropriate 4. All staff made aware of individual needs and reasonable adjustments are taken into account when organising curriculum and events.	Autumn Term Staff Meeting to share Action Plan	Head teacher and SENCO	Feedback from parents/carers ,staff, governors, pupils and other stakeholders Action Plan revised & disseminated, adjustments made
	Access to all subject/ curriculum areas	When reviewing all policies pay special attention to Equality Policy	According to school's planned monitoring timetable	All staff	All have access
	Access to all subject/ curriculum areas	When analysing progress and achievement data, particular attention will be paid to pupils with SEND	Termly	All staff	Pupils with SEND make appropriate level of progress and attainment

	Access to all subject/ curriculum areas	Pupils with SEND who do not make appropriate progress in curriculum will receive opportunities for intervention support	Termly	All staff	Pupils with SEND make appropriate level of progress and attainment
	Access to school events for parents/ carers	Staff made aware of reasonable access when organising events Statement on all invitations asking parent / carer to inform organiser of access needs	In-place	Business Manager Class Teachers	Parents /Carers attend school events and take up from disabled people is monitored.
Eliminate Discrimination	Disabled people have privacy	Review upkeep of disabled toilet	Autumn Term and then termly	Site Manager Governors	Fulfil needs of disabled child in school and future children
	Raise awareness through staff training	Staff briefings	Ongoing	All staff	No discrimination & increased awareness and ability to deal with disability related harassment

	Clearer communication	Ensure school letters can be presented in large print / accessible on the website. Ensure school formats are accessible for staff. Use of interpreter for EAL parents where appropriate	Always	All staff	No discrimination. Also see Equality of Opportunity policy.
Eliminate Harassment	Anti-Bullying Policy Review	1.Review anti-bullying policy in light of Equality Policy 2. Continued use of SMSC / PSHE to raise awareness	Autumn Term	All school community	Elimination (but realise this may not be total)

Promote Positive Attitudes	Adjustments as required	Access, support, provision overall.	In all activities with reasonable adjustments	School community	People with disability feel happy
		Through assemblies presenting positive role models; images of disabled people – sporting role models	Ongoing	Subject coordinators	Positive attitudes are nurtured and reflected across school. Disabled pupils feel valued as members of school community Staff and pupils see disabled people in a positive way
		Audit of library books to ensure out dated stock is removed. Ensure books & posters are purchased and displayed which include positive role models	Ongoing	Subject coordinators	
		Continued use of SMSC to develop positive attitudes	Ongoing	Subject coordinators	
		Staff model respectful attitudes to disabled pupils, staff and parents/carers.	Ongoing	Head Teacher SLT All staff	
Encourage participation in public life	Access to trips, residential trips	Consultation with EVOLVE, children & parents making sure participation viable	Every trip	All staff, children, EVC	Reasonable adjustments so participation is possible.

	Disabled pupils are part of the school council	Disabled pupils encouraged to stand for election and coached for the role	On going	All staff	Disabled pupils have a voice and feel empowered in decisions about school life.
	The school welcomes disabled staff into the workforce and encourages them to apply for senior positions	Adjustments as necessary will be made to allow disabled staff to pursue employment in line with county guidelines Confidential records of staff disclosures regarding disability are kept All job applicants will be treated equally A policy of interviewing all disabled applicants who meet the minimum requirements for a job will be adhered to.	On-going	Head Teacher and Governors	Equality of opportunity provided for within the application process. Adjustments made to enable disabled people to be employed.
	The school welcomes disabled representation on the governing body	Encourage disabled people to put themselves forward as candidates in governor elections	Ongoing	Head Teacher and Governors	Adjustments made so that disabled people can access positions of responsibility.

Taking steps to meet disabled people's needs	Buildings safer and fit for purpose	1. Review access plan particularly in terms of physical environment 2. Health & Safety audit	Consult external agencies re facilitating access. Ongoing as funding and need dictates.	SLT and Governors	Access for all & adjustments made (eg bell intercom on outside door, disabled toilet, parking space, footpath, whiteboards re-positioned)
	All children able to have choice of communication as appropriate	Signs and symbols audit	Annually as part of class induction	All staff	Action plan for each class
	Disabled people's needs are met.	When appropriate, additional coaching or training for disabled pupils, staff or parents is provided	As needed	Head Teacher	Training occurs
		Special facilities for disabled pupils and at breaks and lunchtimes are provided as appropriate	As needed	SENCO	Facilities in place
		Responding to comments and requests from staff, pupils, parents, governors and community users about any specific requirements which are provided if practically possible.	As needed	Head Teacher	Requirements met