A place for fun, creativity, friendship, ambition and discovery

Disability Equality Scheme

School Ethos, Vision and Values

Langham Village School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

This policy links with the following policies:

SEND Policy
Behaviour Policy
Safeguarding Policy
Intimate Care Policy
Anti Bullying Policy
Accessibility Plan

What do we understand by disability?

The school's Disability Equality Scheme is informed by the Equality Act 2010, including the Public Sector Equality Duty and the duty to make reasonable adjustments for disabled pupils. It also takes account of the Council for Disabled Children's 2025 guidance, including *Equality Act 2010 and Disabled Pupils: A Guide for Governors and Trustees* and *Accessibility Plans and the Equality Act 2010: A Handbook for Schools*.

"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"

Langham Village School recognises that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole.

School Strategic Priorities

Improving performance for all members of the school community.

That all members of the school community are respected and valued equally.

Langham Village is a school in which there is a clear emphasis on inclusion and equality. Disability Equality is promoted in the school through PSHE lessons, the PSHE Association materials and in the school's day to day running and organisation.

The General Duty

We will actively seek 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 – this means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- Encourage participation by disabled persons in public life – it is also important to respect the wishes of disabled children 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 disabled persons in order to meet their needs

How we will meet the General Duty and Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty ie to produce a Disability Equality Scheme for our school.

We ensure that all children can participate in lunchtime activities, school plays, trips out, PE lessons and a wide range of practical activities.

Regular assessment will take place to ensure that disabled equality is embedded in our school.

Involvement of Disabled People in Developing the Scheme

Pupils with a disability face a range of barriers and discriminations. This may require the school to give extra support to these pupils.

The duty requires us to have due regard to the need to take steps to take account of disabled persons' disabilities, even when that involves treating disabled people more favourably than other people.

It's important to continue to listen to pupils with disabilities and take account of what they want and need on an ongoing basis.

Removing Barriers

The school's Accessibility Plan aims to make the school more accessible to all members of the school and community.

Disability and the Curriculum, including teaching and learning

PSHE lessons in the school focus on equality and highlight the need for people with a disability to have adaptations made to buildings; vehicles etc. to give them equal access and what is needed to enable them to have equal access to the curriculum, work and life in general.

Eliminate Harassment and Bullying

Langham Village School has an anti-bullying policy. This policy states that any form of discrimination, bullying or harassment of children or adults will not be tolerated. The policy outlines the measures that will be taken should bullying occur.

Reasonable Adjustments

At Langham when we do have children with disabilities their needs are catered for on an individual basis. Care is taken to ensure that learning breaks, lunchtime play access, school trips etc are planned to allow access for any child/adult with a disability.

Contractors and Procurement

The catering staff have a list of children with allergies in the kitchen and any specific needs of pupils with a disability are discussed with the staff and notes are kept in the office to refer to.

Information, performance and evidence

Information about individual pupils' attainment is kept and analysed using our school tracking system. Care will be taken to ensure that pupils with a disability are reaching their full potential. The information is used to inform planning for intervention strategies and SEN support if applicable.

Learning opportunities

All pupils, regardless of disability will have targets of work towards. Some children with special needs will have outline additional targets. These targets will be drawn up with the child and their parents/carers and reference will be made to them in the teachers' planning. Children with specific needs are assessed and adaptations are made to statutory assessments following NAA protocols.

Admissions, transitions exclusions

Pupils will not be denied a place at the school because of a disability of any sort. Extra transfer visits can be arranged for pupils with a disability or special learning need.

Exclusion figures will be scrutinised to consider all of the different pupil groups including children with a disability.

Social relationships

We expect all pupils to be included at Langham, socially as well as academically. This forms the main part of the ethos and vision for our school.

Employing, promoting and training disabled staff

All staff are treated equally at Langham and as such would all be eligible for promotion and training in the same way.

Impact assessment

Disabled pupils, governors and parents will be invited to discuss with the school the impact of any of the school policies on disabled people, considering tokenism and omission.

These discussions will inform training needs, priorities, the need for external expertise and any outcomes will be reported back to the working group.

Review and monitoring

The Accessibility action plan will follow a three year cycle. Each year the plan will be monitored and progress assessed by the Headteacher, governors (Committee B). These groups will assess whether the school has achieved its objectives. A statement outlining progress and targets still to be achieved will be included on the school website. The action plan will be revised every three years.

Policy administration

Policy owner	**Headteacher**
Reviewed	November 2026
Agreed by staff	November 2026
Approved by governors	November 2026
Next review	November 2027