



Annie Lennard Primary School

Disability Equality Scheme and Access Plan

2026-2029

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Annie Lennard Primary School

Disability Equality Scheme and Access Plan

Vision and Values: Our Disability Equality Scheme and approach to disability equality

Our core values are built around providing a secure, collaborative, inclusive and purposeful learning culture and environment, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. Our vision aligns with the SEND Code of Practice's expectations that children with SEND should achieve well, be prepared for adulthood, and be active participants in decisions about their education.

We commit to:

- High aspirations and inclusive practice for all learners
- Co-production with pupils and parents in planning support
- Removing barriers to learning and participation
- Upholding the school's obligations under the Public Sector Equality Duty (PSED) to advance equality of opportunity for disabled children.

Context – Why has this scheme been written?

Our school is committed to promoting disability equality and ensuring that all members of our community are able to participate fully in school life. This Disability and Accessibility Scheme outlines how we will continue to build on our existing work to promote equal opportunities, eliminate disability discrimination, and support the inclusion of all disabled pupils, parents/carers, staff and visitors.

Legislation such as the Disability Discrimination Act 1995 (DDA 1995) and the Special Educational Needs and Disability Act 2001 (SENDA 2001) places clear duties on schools, including responsibilities relating to disability discrimination, strategic planning and the provision for pupils with special educational needs. The Disability Discrimination Act 2005 extends these duties further, requiring schools to take a proactive approach to promoting disability equality and to publish a Disability Equality Scheme supported by an Access Plan.

This Scheme, along with our three-year Access Plan, explains how we currently meet these duties and identifies areas where further improvement is needed. It is informed by a thorough evaluation of our existing practice and a range of data sources and sets out how we will continue to remove barriers to learning, participation and employment. It highlights the actions we will take to ensure equality of opportunity in all aspects of school life.

In line with the DDA 2005, we are committed to involving disabled people—both adults and children—in the creation, monitoring and review of this Scheme. Their experiences and perspectives are essential in helping us develop provision that is inclusive, accessible and continually improving. The Access Plan is a working document and will be regularly reviewed, evaluated and updated to reflect ongoing progress and future priorities.

Annie Lennard Disability Equality Scheme

In this Scheme, we set out how our school will continue to promote disability equality for all disabled pupils, staff, parents/carers and other members of our community. We value the rich diversity within our school, and this diversity forms the foundation of our approach to inclusion. Responding effectively to the needs of disabled pupils is central to personalising learning for every child and ensuring that all learners can thrive.

This Disability and Accessibility Scheme should be read alongside a number of key school policies and statements that collectively support our commitment to eliminating disability discrimination and promoting inclusive practice and equal opportunities. These include:

- **Equal Opportunities Statement**
- **Special Educational Needs / Inclusion Policy**
- **Equality Policy**
- **English as an Additional Language Policy**
- **Access Plan**
- **Equal Opportunities sections within all subject and aspect policies**
- **Anti-Bullying Statement**
- **School Mission Statement**
- **School Aims**

Together, these documents outline the school's wider commitment to fostering a safe, inclusive and accessible environment in which every individual is treated with dignity, respect and fairness. This Scheme builds on that commitment by detailing the actions we will take to ensure that disability equality is embedded across all aspects of school life.

Our Aims

Our aims are to:

- Ensure that the school does not discriminate against any individual, in accordance with the Disability Discrimination Act (1995) and subsequent related legislation.
- Prevent all forms of discrimination towards people with disabilities.
- Promote positive attitudes and understanding towards individuals living with a disability.
- Identify and remove barriers that may prevent disabled pupils, staff, parents or visitors from fully participating in school life.
- Encourage and enable full participation in all school activities, ensuring that everyone has equal access to opportunities.

Inclusive Principles

The National Curriculum Inclusion Statement outlines three key principles that all schools are required to follow. These principles underpin our approach to inclusive practice:

- Setting Suitable Learning Challenges
- Ensuring that all pupils have the opportunity to experience success and achieve high standards through well-planned and appropriate adaptation and access to personalised curriculums where appropriate.

Responding to Pupils' Diverse Learning Needs

This includes:

- Creating effective and supportive learning environments
- Securing pupils' motivation, engagement and concentration
- Providing equality of opportunity through a wide range of teaching strategies
- Using assessment approaches that take account of different needs and ways of learning
- Setting clear and achievable targets that promote progress for all learners

- Overcoming Potential Barriers to Learning and Assessment
- Identifying and addressing factors that may limit pupils' ability to access the curriculum or demonstrate their learning and putting in place appropriate support to remove or minimise these barriers.

Implementation

Awareness of the content of this policy will be disseminated to all adults and children who use the school and every individual is responsible for its implementation.

Responsibility for specific actions is detailed in the Access plan, together with the expected timescale.

Definition of what is meant by the term 'disabled' in the context of the DDA 1995

The Disability Discrimination Act (1995) defines a disabled person as someone who has '*a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term. An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Further definitions and an illustration of the term 'disability' can be seen in appendices A, B and C (Is Tom Disabled?)

Our school

Situational Analysis

Our school is a one-form entry mainstream primary school in Sandwell. The number on roll is currently 226 including **27%** of pupil premium.

Sandwell is an inner urban authority with high levels of social deprivation. 20% of adult residents in Sandwell are not fully literate. Pupils come largely from public housing or ex public housing. The school is based in a large urban conurbation with Birmingham about 5 miles away. The local area is built up and offers few stimulating opportunities to young people. Most of our pupils come from the Bristnall and Smethwick Wards where the percentage of high class social housing is about half of the national average. By far our most significant group of pupils come from what the ACORN index calls struggling families. These are described as low-income families in semis, the unemployed or low income single parents.

Attainment on entry is generally below average and in some cases well below average (LA assessment and National Assessment).

The level of SEN is within the national average (19%) but for EHCPs we are higher (6.63%) (National- SEND- 14.2%, EHCP- 5.3%)

The ability of entry of pupils from minority ethnic backgrounds is similar to other pupils and so is their socioeconomic status.

A very high proportion enter school with low communication and language skills. Social skills are also poor. (Baseline data/Wellcomm language screening assessment).

The school building was constructed during the 1950's and consists of a large central hall with 10 classrooms. There is a dedicated library area, staffroom, staff toilets, admin office, Deputy Head Teacher, Family Support Worker office and Head Teacher office and caretaker room. The school is built on different levels. In 2014 an extension was built consisting of children toilets, 3 classrooms and an office. In 2017, the playground was improved with designated play areas and climbing frames for children, including a football cage, 2 climbing frames and a designated buddy area.

In September 2025, Ofsted observed:

- Pupils are at the heart of all that the school does.
- Pupils and their families benefit from the positive relationships that they form with staff.
- Parents and carers appreciate the caring and supportive environment at the school. This helps pupils to thrive socially and emotionally. As a result, pupils feel happy. The school has high expectations for all pupils.
- Pupils meet these aspirations and achieve well. Pupils are proud of their school and would highly recommend it. Pupils are friendly and polite. They are respectful and kind to one another and to the adults in school.
- Pupils understand the school routines and behave well in lessons and at playtimes. They enjoy the rewards and the 'gold cards' that they receive for following the school rules and working hard. The school provides pupils with experiences that broaden their understanding of and outlook on the world.
- Pupils take part in after-school clubs, such as multi-sports and art. They enjoy taking part in national singing events and residential visits.
- Pupils are proud of the way they contribute to the school. For example, the playground buddies support children in the playground

20 members of full time staff, the FSW, HT & DHT, the site manage, LSPs and all dinner staff are First Aid trained and the school has 2 SENDCOs: 1 in charge of EYFS and KS1 and another in charge of KS2.

The school has an accessibility plan and has completed the following work:

- Floor markings
- Ramp to hall entrance
- Additional access opened through Early Years playground
- Disabled toilet facility
- Height adjustable changing bed in one disabled toilet
- Motorised wheel chair stair walker

Effective collection and use of data in developing the Disability Equality Scheme and Access Plan

The data we collect and collate supports the school's self-review process, informs future planning through the identification of developing patterns and trends and will also be used to inform and help us to evaluate our Access Plan.

Creating a register of people with a disability

- Our register is a list of pupils who have a disability as defined in the DDA 1995.

- Existing staff have the opportunity to disclose any disability to the Head Teacher in confidence and all new staff have this opportunity on application and following appointment.
- The collection and development of data showing disabilities of governors, parents/carers and other users of school will be ongoing.
- An analysis of pupil performance in KS1 and KS2 SATs (using school held and Raise Online data) will be used to look for trends and areas for improvement.

The full list is available in Appendix E (names have been removed- GDPR)

Consultation

It is essential that all users of our school community are given meaningful opportunities to express their views and contribute their ideas. Individuals with disabilities are often best placed to identify where adjustments are needed, and their insights are therefore central to the ongoing development of this Scheme.

Representatives from different groups within the school are invited to share their experiences and suggestions. This consultation focuses on key areas such as:

- Accessibility of the school environment: Ensuring that all individuals can move around the site safely, easily and with confidence.
- Access to learning and school activities: Guaranteeing that all pupils have equal opportunities to participate in lessons, enrichment opportunities and the wider life of the school.
- Communication between school and home: Strengthening communication systems so that information is accessible to all pupils, parents/carers, staff and other users, and ensuring we anticipate and plan for a range of communication needs.
- Raising awareness and promoting inclusion: Improving understanding of this Scheme through ongoing staff training and awareness-raising activities, enabling staff and pupils to be proactive in supporting and including disabled people in every aspect of school life.

This collaborative approach ensures that the views and experiences of disabled people directly inform decision-making and contribute to continuous improvement.

Starting Points – Where we are we now?

School environment (buildings)

Our school currently offers access to disabled users.

Our school is:

- Built on more than one level, there is a ramp which offers access to the reception area and access to the lower school site can be made through the Early Years playground.
- Possible obstacles are painted yellow to aid visually impaired users of the school.
- Any further projects to develop the school buildings will take account of the needs of disabled pupils/staff and users of our school.
- Mobility and access issues relating to the building need to be discussed at appropriate Governors' committee meetings.
- The playground has appropriate fencing put in place.

- New enlarged car park has a clearly marked disabled space. (2014)
- Access in school (stairs) we have a motorised chair that will climb and descend stairs, so access can be gained inside the building. (2012/13)
- 2 disabled toilets have been created; one has a motorised changing bed. (2012)
- Has a sensory room providing a safe space for pupils.
- Has a sensory garden providing opportunities for outdoor space.

Curriculum Access

- We are a fully inclusive school.
- Children are taught using a variety of learning and teaching methods as outlined in the National Curriculum Inclusion statement (see appendix B), with reference to the use of appropriate teaching strategies to enable us to meet the needs of visual, auditory and kinaesthetic learners.
- Children are given individual learning targets which are closely monitored and reviewed by staff to ensure that progress is being made.
- All staff incorporate a wide range of strategies for 'Assessment for Learning' into lessons as well as using adaptive teaching and appropriate scaffolding, so that pupils can all meet their full potential.
- Learning Passports are written and reviewed on a termly basis, the Special Educational Needs register is kept up to date and our provision map includes details of intervention programmes and individualised programmes for pupils.
- Advice is sought from Inclusion Support, Behaviour Support, Educational Psychologist, school nurse, Speech and Language Therapist, CAMHS and many other outside agencies to inform staff of the best ways to provide 'reasonable adjustments,' and identify the best ways to meet the needs of every child.
- Analysis of Value Added figures help the school to evaluate the effectiveness of additional support sessions for pupils with specific learning needs.
- Appropriate fonts are chosen for use in worksheets as well as coloured overlays where appropriate, to enable all children to access the written text (such as Sassoon Primary Type.)

Home-School Communication

- A phone call or face to face meeting is held with parents of children on the Special Educational Needs register before any written communication is sent out. There is always an offer made to explain reports sent home from outside agencies, with parents given the opportunity to meet with these agencies themselves with the Special Educational Needs Coordinator prior to, or following, work done with their children.
- Reviews of Learning Passports are held each term with parents of children with Special Educational Needs.
- Consultation evenings are held three times a year to enable parents to speak to teachers to discuss their child's progress. Written reports are made annually to parents, which include the Numeracy and Literacy levels at which their child is working.

Achievements of Disabled pupils

Disabled pupils are actively supported to participate fully in all aspects of school life.

- In line with the SEND Code of Practice, we ensure that pupils with disabilities are provided with the necessary adjustments, support and encouragement to engage meaningfully in the curriculum, enrichment opportunities, and wider school activities.

We seek to involve disabled parents, carers, staff and other users of the school in the life of the school community.

- We actively promote inclusive practice by removing barriers to participation, fostering positive relationships, and ensuring that disabled members of our community are able to contribute to school decision-making, events and day-to-day activities.

How do we intend to improve our practice?

Our school is committed to identifying and removing barriers that may disadvantage pupils, staff, parents/carers or visitors with disabilities. In line with the SEND Code of Practice (2015), we work proactively to ensure that reasonable adjustments are made so that individuals with disabilities can access all aspects of school life on an equal footing.

Where barriers are identified, we consider and implement appropriate reasonable adjustments across the following areas:

- **The School Environment**
Ensuring that the physical environment is accessible, safe and conducive to independent movement, with adaptations made where necessary to support individuals' physical, sensory or social-communication needs.
- **Access to the Curriculum**
Adapting teaching approaches, learning materials and classroom organisation so that all pupils can engage meaningfully in learning. This includes effective differentiation, the use of assistive technologies, and the provision of additional support in line with the graduated approach.
- **Communication**
Providing information in accessible formats and using communication methods that meet the diverse needs of pupils, families and staff. This includes anticipating communication requirements, reducing barriers linked to language, literacy or sensory need, and ensuring mechanisms are in place for ongoing feedback.

Through continuous review and consultation with the school community, we aim to ensure that all reasonable adjustments are timely, effective and contribute to creating a fully inclusive school environment.

School environment

Building and grounds

Improvements will be made to the building and grounds to comply with updated guidelines and any development will be done with consideration for disabled users.

Learning and Teaching

We are committed to the continuous improvement of provision for pupils with disabilities and special educational needs. Our practice is regularly reviewed to ensure that all pupils are able to make strong progress and that barriers to learning are identified and addressed promptly.

To support this, we will:

- **Monitor the progress of disabled pupils rigorously**, ensuring that their outcomes are in line with their individual abilities and starting points. Where discrepancies arise, we will investigate contributing factors and implement strategies to improve the effectiveness of our provision.
- **Continue to track academic progress and value-added measures** to evaluate the impact of support and identify trends in attainment and achievement for disabled pupils and those with SEND.
- **Closely track the attainment and development of pupils with disabilities**, ensuring that support is planned and implemented without delay in line with the *graduated approach*.

- **Monitor all pupils on the SEND register systematically**, ensuring they have access to a curriculum that is appropriately differentiated and responsive to their learning needs. This may include targeted 1:1 interventions, small-group support, or additional adaptations.
- **Ensure that pupils receiving additional support have clear, personalised targets**, which are regularly reviewed and shared with parents and carers, in line with the *assess-plan-do-review* cycle. Feedback will be provided verbally and, where appropriate, through written documentation.
- **Use outcomes data, including national tools such as RAISE Online (or its successor systems)** and internal monitoring such as lesson observations, work scrutiny and pupil voice, to analyse the achievement of pupils with disabilities and inform next steps.
- **Ensure that curriculum planning identifies and records reasonable adjustments**, including appropriate adaptation, scaffolding, and use of assistive technology, to meet the diverse range of learning needs within each classroom.
- School policy reviews will be ongoing.
- Anti-bullying policy and PSHE / Citizenship/ RSE curriculum (Jigsaw) may need to be updated in the light of the Disability Equality Scheme.

Through these processes, we aim to maintain high expectations for all learners and ensure that pupils with disabilities are supported effectively to achieve positive educational and personal outcomes.

Communication

We are committed to ensuring that all communication with pupils, parents/carers, staff and other users of the school is accessible, clear and responsive to individual needs. In line with the SEND Code of Practice, we recognise the importance of anticipating communication requirements and providing information in formats that support inclusion.

To support this, the school will:

- **Promote the use of accessible digital tools**, including text-to-speech software and screen-reading facilities, to enable users with visual, literacy or processing difficulties to access information more effectively.
- **Develop the use of electronic communication**, including offering families the option to receive newsletters and key information via email. Important updates and documents will also continue to be published on the school website in accessible formats.
- **Ensure that all written communication is designed with readability in mind**, using clear language, appropriate layout and accessible formatting so that information can be understood by the widest range of users.

The effectiveness of these adjustments will be **monitored regularly**, with continued consultation from disabled pupils, parents/carers, staff and visitors to evaluate what works well and identify areas for improvement. This ensures that communication practices develop in response to evolving needs.

Sources of Feedback

Feedback on our communication approaches will be gathered through a range of channels, including:

- Pupil committees and pupil voice activities
- Parent and carer questionnaires
- Whole-staff consultation and professional dialogue
- Governors' monitoring and strategic oversight
- Feedback from all other users of the school community

This information will be used to inform ongoing improvements and ensure that our communication systems remain inclusive, effective and reflective of the needs of our whole school community.

Reviewing and Monitoring how we are Creating a School which is Welcoming and Inclusive

We intend to review the Access Plan annually at the appropriate Governors' committee meeting. We will use the information and data we have to evaluate how our actions have had a positive impact on the opportunities and outcomes for disabled pupils.

- Ideas will be discussed at staff meetings and Leadership Team meetings.
- Ideas will continue to be discussed with staff/interested parties and pupil committee meetings termly.
- The parent questionnaire which is sent home during the Spring Term will also feature questions relating to the implementation and evaluation of the Disability Equality Scheme. New YN and YR parents will also be given the opportunity to complete a similar questionnaire shortly after their child enters school in the Autumn Term.
- Findings will be coordinated by a member of the working party.

Revising the Scheme

This scheme will be informed by continual review and the setting of new priorities on our Access Plan. We will always take account of disabled people's views and refer closely to the information and data that we collect within our school. The scheme and Access plan will be formally reviewed in Autumn 2027.

Parents, carers and users of our school can request a copy of our Disability Equality Scheme and Access Plan from the school office.

Disability Equality Scheme **Access Plan** **January 2026 – January 2029**

The Access Plan covers six key areas through which we aim to implement, monitor, evaluate and review our Disability Equality Scheme.

Obtaining views to inform the DES and Awareness-raising with stakeholders

Action	Person responsible	Timescale	Outcome
Direct contact with known disabled parents/carers and users of the school to obtain their views	HT	Ongoing	To obtain views and ensure that we are supporting adequately.
Obtain views of other disabled users of / visitors to the school	HT	Ongoing	To obtain views and ensure that we are supporting

			adequately.
Revise annual questionnaire to include access / disability issues	HT, SENDco	Yearly	To obtain views and ensure that we are supporting adequately.

Use of data in developing, monitoring and evaluating Disability Equality Scheme

Action	Person responsible	Timescale	Outcome
Compile register of disabled pupils, staff, parents/carers and other users of our school	SENDco	Ongoing (when needed)	To ensure that support is in place.
Analyse data from Raise Online to establish level of achievement of disabled pupils at KS1 and KS2	SENDco, HT	Ongoing (yearly)	To ensure that disabled pupils are meeting their potential.
Analyse attendance of disabled pupils	SENDco	Ongoing	To ensure that disabled pupils are meeting their potential.
Monitor exclusions of disabled pupils against exclusions of other groups of pupils	SENDco, HT	Ongoing	To ensure that disabled pupils are meeting their potential.

Projects and Policies

Action	Person responsible	Timescale	Outcome
Include aspects of disability equality in school assemblies	All staff	Throughout the year	To ensure that all pupils understand equality.
Review PSHE, RSE and Citizenship curriculum to ensure inclusion of awareness-raising of disability equality	Coordinator, reporting to HT	Ongoing- we are now doing Jigsaw PSHE curriculum.	Children having a broad and balanced PSHE curriculum.
Create opportunities for teaching assistants to develop further expertise in particular areas of disability	HT/ SENDco	Ongoing- training ongoing throughout the year.	Staff skilled in specific areas of disability.
Investigate programmes to help children with EAL – removing barriers to their achievement	SENDco/ SALT	Ongoing- as and when is needed.	Staff able to support children with EAL/ SALT now in school to support with this.

Learning, teaching and access to the curriculum

Action	Person responsible	Timescale	Outcome
Monitoring focus on inclusion and effective adaptation during	HT	Ongoing- learning walks (including	All staff applying quality first teaching

all lessons.		governors).	to their lessons.
Begin to make reasonable adjustments to subject planning	Subject coordinators, reporting to SENDco and HT, and all staff	Ongoing- all staff now allocated a subject.	All children having access to high quality lessons.
Investigate accessible technology software and hardware	Computing coordinator SENDco	Ongoing- Computing Coordinator looking at resources that can be used.	All children accessing high quality lessons.
Enable all children to access school visits and other extra-curricular activities	All trip leaders	Ongoing	All children attending school trips.
Explore the possibility of using magnified computer screens, coloured backgrounds and text with suitable font and colour	Computing coordinator SENDco	Ongoing- as and when needed.	All children accessing the curriculum and making progress.

School Environment

Action	Person responsible	Timescale	Outcome
Signage / access points to playground	HT/ Business Manager/ Site Manager	Ongoing-	Staff, pupils and parents able to access the school.

Communication

Action	Person responsible	Timescale	Outcome
School newsletters to be available in email format to enable readers to use the narrator tool. Also published on school website	HT/ DHT	Ongoing	Newsletters, curriculum maps and other news is published on school website.

Evaluation criteria

- Completion of essential Disability Equality Scheme development tasks
- Better awareness of all members of the school and wider community, leading to greater enjoyment and achievement
- Disabled people will play a greater part in the life of our school.

Monitoring and Review

This will be done on an annual basis.

Appendix A

Definition of Disability as written in the Disability Discrimination Act 1995

PART I

DISABILITY

*Meaning of
'disability' and
'disabled
person*

1. – (1) Subject to the provisions of Schedule 1, a person has a disability for the purpose of this Act if he has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

(2) In this Act 'disabled person' means a person who has a disability.

Past disabilities 2. – (1) The provision of this Part and Part II and III apply in Relation to a person who has had a disability as they apply in relation to a person who has that disability.

(2) Those provisions are subject to the modification made by Schedule 2.

(3) Any regulations or order made under this Act may include provision with respect to person who have had a disability.

(4) In any proceedings under Part II or Part III of this Act, the question whether a person had a disability at a particular time ('the relevant time') shall be determined, for the purpose of this section, as if the provisions of, or made under, this Act in force when the act complained of was done had been in force at the relevant time.

(5) The relevant time may be a time before the passing of this Act.

Fuller Definition of Disability

The Disability Discrimination Act defines a disabled person as someone who has '*a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.*'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '*substantial*' means '*more than minor or trivial.*' '*long-term*' means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The effect on normal day-to-day activities is on **one or more of the following**:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing and eyesight
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Appendix B

Types of disability (used for audit)

Type of Disability	Including	Notes
Physical Impairment	Mobility difficulties, limb malformation, missing limb	
Sensory Impairment	Sight and Hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty including SpLD	Dyslexia, dyspraxia, ADHD, ASD, Obsessive compulsive Disorder	
Medical Condition	Diabetes, Arthritis, Cancer, Depression and many other conditions which require long term treatment	
Social, Emotional and Behavioural Difficulties	Behaviour and emotional differences which impact daily life	
Speech and Language	Development delay or physical difficulties leading to Sp & L extra needs.	

Appendix C : Illustration of disability

Is Tom Disabled?

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'?

- Mobility: getting to/from school, moving about the school and/or going on school visits
- Manual dexterity: holding pen pencil or book, using tools in design and technology , playing a musical instrument throwing and catching a ball.
- Physical co-ordination: washing or dressing, taking part in games and PE.
- Ability to lift, carry or otherwise move every day objects: carrying a full school bag or fairly heavy items
- Continence: going to the toilet or controlling the need to go to the toilet
- Speech: communication with others or understanding what others are saying. How they express themselves orally or in writing.
- Hearing: hearing what people say in person or on a video, DVD, radio or tape recording
- Eyesight: ability to see clearly (with spectacles/contact lenses where necessary), including and visual presentations in the classroom.
- Memory or ability to concentrate learn or understand: work in school including reading, writing, number work or understanding information.
- Perception of the risk of physical danger: inability to recognise danger e.g. jumping from a height, touching hot objects or crossing roads.

2. Is Tom's difficulty caused by an underlying impairment or condition?

3. Has Tom's impairment or condition lasted a year or more?

4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

If you have answered yes to question 1 to 4 then Tom is probably disabled under the Disability Discrimination Act. If Tom received medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.

Appendix D

The three circles, based on the NC inclusion statement

Learning objectives: Inclusion is not necessarily about every pupil working on the same learning objectives as every other pupil in the class. Where necessary teachers should use earlier or later objectives for pupils who are out of step with their peers. They can then plan how to address these objectives through differentiated questioning, the support of a bilingual assistant and demonstration during whole class teaching, and through the work they plan for individuals and groups.

Access: Teachers should also be very aware that newly arrived pupils can work on the same learning objectives as others in the class, as long as the teacher plans access strategies to overcome a barrier between the pupil and the learning, for example if a barrier is lack of fluency in English explanation can be given in the pupil's first language, bilingual writing frames can be used and starter activities might include practice, processes or prompts (see useful weblinks).

Teaching styles: This means varying teaching styles to take account of the way in which different pupils learn, for example use of visual, auditory and kinaesthetic modalities, varying length of tasks and whether tasks are open or closed.

The three circles are often in use in classrooms, but usually not all together. For example, the learning objectives may be right in programmes, which break mathematics learning down into very small steps, but if teaching styles are not also varied you will get 'death by worksheet'. To give another example, the access strategy may be to attach a teaching assistant to the child, but if the appropriate learning objectives and teaching styles are not also adjusted, the child may be 'helped' to access a totally inappropriate curriculum.

Appendix E : Register of disabled users of our school

Disability Register – Autumn 2026

[illegible]

Appendix F : Exclusions

Year Group	Name	Disability Register	Type Disability	No of sessions exclusion	% of excl
Total number of exclusions					