



The Grey Coat Hospital

Disability Equality Statement

POLICY NAME: Disability Equality Statement

GOV COMMITTEE: Personnel Committee

LAST POLICY REVIEW DATE: May 2026

POLICY REVIEW SCHEDULE: Annual

The Grey Coat Hospital is committed to the inclusive principles of the Disability Equality Duty and the proactive supporting of disabled people within the school community in order that they can achieve their full potential.

The school welcomes the statutory duties of the Equality Act (2010) detailed below:

- Promote equality of opportunity for disabled people: students, staff, parents, carers and other people who use the school;
- Eliminate discrimination that is unlawful under the DDA
- 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;

Take reasonable steps to alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

The school readily accepts its responsibility to implement these duties for any disabled individual by making reasonable adjustments in its provision.

Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.

Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils

This scheme incorporates the school's Disability Access Plan.

Definition of Disability

The school subscribes to the broader definition of disability contained in the Equality Act (2010) This includes all students with statements 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.' Equality Act 2010 (Paragraph 4.4)

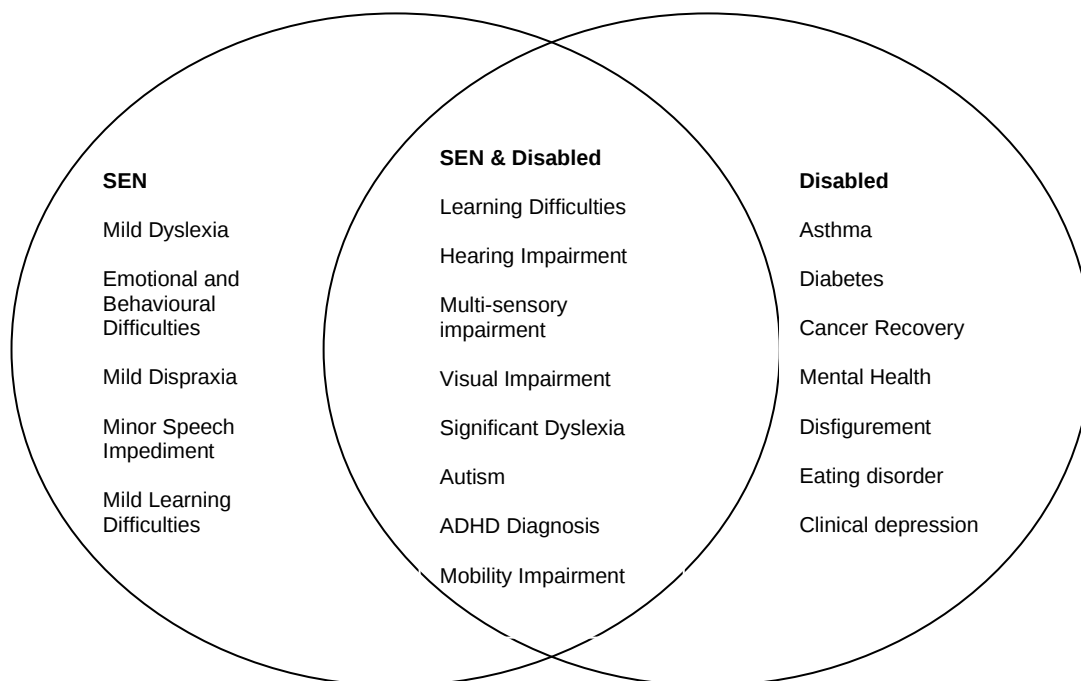
A disabled person will be substantially affected by their disability for at least 12 months in one or more of the following ways:

- Memory or ability to learn, concentrate or understand
- Speech, hearing or eyesight
- Mobility

- Physical Co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Perception of risk or physical danger

The school's SEN register and medical data from parents will be used to identify students who meet the broadened criteria of disability whilst personnel records will provide the same information about staff.

Suggested Overlap of SEN and DDA disability definition for young people.



Key Features of the Disability Equality Scheme

1. The involvement of disabled students, staff and parents

In the production of this scheme, the school has consulted with disabled students, parents and staff through informal interviews and audits of the school in order to ascertain the strengths of its current provision and identify priorities for development.

It is the school's intention, wherever possible, to continue engaging disabled people in the reviewing, planning and development of provision for disabled people via regular health and safety reviews which are considered at Governors' Finance and Buildings Committee meetings.

2. Information gathering

The school will continue to include the monitoring of disabled students' academic progress as part of its academic progress monitoring and will respond with appropriate intervention strategies if they are needed.

The social development of disabled students will continue to be monitored discretely by Heads of Year, the Inclusion department and staff within the Learning Support Department. 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 students and parents so that any 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.

3. Impact Assessment

The school will annually review the impact of its DES upon disabled students including the tracking of academic and social development above with appropriate consultation with disabled members of the school community. This process will include the School Leadership Team and findings will be incorporated into the reviewed action plan and whole school development plan. This information will be summarised in an Annual Report for governors.