



Equalities Policy

(including Accessibility and Equalities Information and Objectives)

Date of Policy Issue	Feb 2016
Review Date	Feb 2018
Name of Responsible Manager/Headteacher	Mrs Julie Mullane
Signature of Responsible Manager/Headteacher	
Signature of Chair of Governors	

Issue number	2
Changes:	School context (p2) has been updated Policy now refers to paternity as well as maternity. Appendix A - data has been updated Appendix A – Equality is now a termly item on SPG agenda rather than S & I Appendix C has been added (the Accessibility plan)
Issue number	3 (Feb 2016)
Changes:	Pupil related data p 6-9 (Appendix A) has been updated (Raise Online 2015) Appendix B shows the new Equality Objectives

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender (including issues of transgender, maternity, paternity and pregnancy), religion and belief, sexual orientation and marital status.

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

This larger-than-average school is situated in Kings Worthy near to Winchester. The proportion of pupils eligible for free school meals is below average but increasing. Most pupils are of White British heritage and very few are at the early stage of learning English. The proportion of pupils at School Action plus or with a statement of special educational need is average and the proportion of children at School Action is above average. The range of needs include pupils with speech and language difficulties, physical difficulties and autism. There is Early Years Foundation Stage provision in the Reception classes.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their age

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises. Our named Governor for Equality is Claire Welland.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy, maternity and paternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- School policies including Equal Opportunities, Race, Gender, Community Cohesion
- Accessibility plan (Appendix C)
- Minutes of governor meetings. Equality is now a termly item on the SPG agenda and progress/ areas development are communicated termly to the FGB
- Governor Link Reports
- Parent questionnaire
- Pupil voice eg behaviour in school, bullying
- Early years foundation stage parent/ carer feedback questionnaire
- Strategic plan
- Pupil Data forms
- Head Teacher Reports
- Aspects of the PSHE curriculum which promote tolerance, friendship and an understanding of different cultures and disabilities
- Displays eg Chinese New Year, Diwali etc
- Collective Worship which deals with relevant equality related issues
- Supa Club
- Access to specialist provision for Children with SEN/Disabilities
- Views of the school council
- Day to day communication with parents/carers in the playground and by email



Context

Table 1.1.1: Basic Characteristics of your school (PriSec2.1)

This shows some key indicators for your school, together with national averages for maintained mainstream Primary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.

	2013	2014	2015	20th percentile	40th percentile	60th percentile	80th percentile
Number on roll							
School	355	357	362				
National	257	263	269	4	137	210	270
% girls							
School	49.6	49.9	49.4				
National	49.0	49.0	49.0	0.0	46.1	48.2	49.9
% of pupils known to be eligible for free school meals (FSM)*							
School	18.9	20.2	16.9				
National	26.7	26.6	26.0	0.0	9.3	15.5	24.8
% of pupils from minority ethnic groups							
School	7.1	8.5	9.4				
National	28.7	29.7	30.7	0.0	5.0	9.1	17.0
% of pupils first language not / believed not to be English							
School	1.4	1.7	2.0				
National	18.1	18.8	19.5	0.0	1.1	3.3	8.0
% of pupils with SEN support							
School	-	-	13.0				
National	-	-	13.0	0.0	7.5	10.4	13.6
% of pupils with an SEN statement or EHC plan							
School	-	-	0.6				
National	-	-	1.4	0.0	0.3	0.8	1.3
% stability							
School	89.8	93.6	91.7				
National	85.8	85.9	85.9	27.9	79.2	84.5	88.4
School deprivation indicator							
School	0.08	0.08	0.08				
National	0.24	0.24	0.24	0.01	0.10	0.14	0.21



Absence and exclusions

School Level Absence and Exclusions - 3 Year Trend (Trend_1)

Table 2.1.1

Latest absence and exclusions data are published here in December for mainstream schools and in Spring for special schools.

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools. Exclusions indicators are based on 3 terms of data, so become available later than mainstream absence data. The exclusions data shown are for one year earlier than the absence data.

	2013			2014			2015		
	School	National average for primary schools	Median trendline for school's FSM* level	School	National average for primary schools	Median trendline for school's FSM* level	School	National average for primary schools	Median trendline for school's FSM* level
Absence									
% Persistent absentees- absent for 15% or more sessions	5.3	3.6	3.4	1.7	2.8	2.5	-	-	-
% of sessions missed due to Overall Absence	4.9	4.8	4.9	3.1	3.9	3.9	-	-	-
Exclusions									
Permanent exclusions as a percentage of the pupil group	0.00	0.02	-	-	-	-	-	-	-
% pupils with 1 or more fixed term exclusions	0.00	0.45	-	-	-	-	-	-	-
% pupils with more than 1 fixed term exclusion	0.00	0.18	-	-	-	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	0.00	0.87	-	-	-	-	-	-	-

2015 absence data will not be available until the end of the autumn term 2015 for mainstream schools.

Prior Attainment**Table 3.1.1: The Prior attainment of pupils at Key Stage 2 (PriorKS2)**

The tables below show the prior attainment in terms of Key Stage 1 average points score, of pupils studying in your school in 2014/2015. The national indicators are for maintained mainstream schools (based on matched pupil records from the 2015 National Pupil Database, which is not the same as the average score of all the pupils who took the tests). When interpreting the tables the level of coverage should be taken into account.

Average points score at KS1					
NC Year starting Sept 2014	School	National	Difference	Sig	% Coverage
Year 6	15.3	15.4	-0.1		100.0
Year 5	16.3	15.6	0.7		100.0
Year 4	16.7	15.8	0.9		96.3
Year 3	15.6	16.0	-0.4		100.0

	% by Prior Attainment Band					
	School			National		
	Low	Middle	High	Low	Middle	High
Year 6	20.0	53.3	26.7	16.5	58.6	24.9
Year 5	11.9	50.0	38.1	14.7	58.7	26.6
Year 4	7.7	48.1	44.2	12.9	58.5	28.5
Year 3	10.2	64.4	25.4	11.8	57.9	30.3

Progress Measures Value Added

Table 5.1.4: Key Stage 1 to Key Stage 2 value added Summary Report (KS12.VAExp)

Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, it is highlighted in green (sig+) or blue (sig-).

	Number of pupils in latest year	Value Added						Value Added by Subject 2015					
		2013		2014		2015		Mathematics		Reading		Writing (TA)	
		School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	30	98.8	100.0	100.4	↑ 100.0	99.9	100.0	99.4	100.0	100.2	100.0	100.6	100.0
Gender													
Boys	11	98.8	100.0	100.5	↑ 100.1	99.6	100.1	99.1	100.5	100.0	99.9	100.2	99.7
Girls	19	98.6	99.8	100.4	↑ 99.8	100.1	99.8	99.5	99.5	100.3	100.0	101.0	100.3
Free School Meals*													
FSM	5	97.0	99.8	99.9	↑ 99.7	99.6	99.8	98.5	99.8	100.0	99.7	101.4	99.8
Non FSM	25	99.0	100.0	100.6	↑ 100.1	100.0	100.1	99.5	↓ 100.1	100.3	100.0	100.6	100.0
Children Looked After													
CLA	1	-	99.8	-	99.8	96.6	99.7	93.3	99.6	99.0	100.0	100.8	99.7
Not CLA	29	98.7	99.9	100.4	↑ 100.0	100.0	100.0	99.5	100.0	100.3	99.9	100.7	100.0
Disadvantaged pupils													
Disadvantaged pupils	5	97.0	99.8	99.9	↑ 99.7	99.6	99.8	98.5	99.7	100.0	99.7	101.4	99.8
Other pupils	25	99.0	100.0	100.6	↑ 100.1	100.0	100.1	99.5	↓ 100.1	100.3	100.0	100.6	100.0
Prior Attainment													
Low	6	98.8	100.2	99.9	100.2	100.5	100.2	99.4	100.2	101.7	100.1	101.3	100.2
Middle	16	98.3	100.0	100.4	↑ 100.0	98.9	↓ 100.0	97.7	↓ 100.0	99.9	100.0	100.4	99.9
High	8	99.0	99.8	100.8	↑ 99.8	101.4	99.8	102.5	99.8	99.9	99.8	100.8	99.9
Non-mobile pupils													
Pupils on roll throughout years 5 and 6	28	98.8	100.0	100.4	↑ 100.0	100.2	100.0	99.8	100.0	100.2	100.0	100.9	↑ 100.0
English as a First Language													
First Language - English	30	98.7	99.8	100.4	↑ 99.8	99.9	99.8	99.3	↓ 99.8	100.2	99.9	100.7	99.8
First Language - Other	-	-	100.8	103.3	100.8	-	100.7	-	101.0	-	100.1	-	100.6
Unclassified	-	-	99.2	-	99.1	-	99.2	-	99.1	-	99.4	-	99.3
Special Educational Needs													
No SEN	24	98.7	100.1	100.7	↑ 100.1	100.1	100.1	99.8	100.1	99.9	100.1	101.0	100.1
SEN support	6	97.5	99.4	99.7	↑ 99.4	99.0	99.3	97.5	99.4	101.6	99.3	99.5	99.3
SEN with statement or EHC plan	-	103.6	97.9	-	97.9	-	97.9	-	98.0	-	97.8	-	97.6
Ethnicity Group													
White													
British	29	98.6	99.7	100.4	↑ 99.8	99.9	99.8	99.4	↓ 99.7	100.4	99.9	100.7	99.8
Irish	-	100.6	100.5	-	100.4	-	100.4	-	100.4	-	100.6	-	100.3

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RAISEonline Summary Report based on unvalidated 2015 data

	Number of pupils in latest year	Value Added						Value Added by Subject 2015					
		2013		2014		2015		Mathematics		Reading		Writing (TA)	
		School	National	School	National	School	National	School	National	School	National	School	National
Traveller of Irish Heritage	-	-	99.8	-	100.0	-	99.7	-	99.7	-	99.6	-	99.7
Gypsy/Roma	-	-	99.2	-	99.7	-	99.6	-	99.6	-	99.3	-	99.7
Any Other White Background	-	-	101.1	101.0	101.0	-	101.0	-	101.2	-	100.7	-	100.9
Mixed													
White and Black Caribbean	-	-	99.7	101.1	99.7	-	99.7	-	99.5	-	99.9	-	99.9
White and Black African	-	97.0	100.1	-	100.1	-	100.1	-	99.9	-	100.2	-	100.2
White and Asian	-	-	100.3	-	100.3	-	100.3	-	100.4	-	100.2	-	100.1
Any other Mixed Background	-	-	100.3	-	100.3	-	100.3	-	100.3	-	100.3	-	100.3
Asian or Asian British													
Indian	-	-	100.7	-	100.8	-	100.7	-	101.2	-	100.0	-	100.3
Pakistani	-	-	100.3	-	100.2	-	100.1	-	100.3	-	99.6	-	100.1
Bangladeshi	1	-	100.8	-	100.7	98.3	100.6	97.6	100.9	96.3	100.1	101.8	100.6
Any other Asian Background	-	-	101.1	-	101.1	-	101.0	-	101.6	-	100.1	-	100.5
Black or Black British													
Black Caribbean	-	-	99.9	-	99.8	-	99.7	-	99.5	-	99.9	-	99.9
Black African	-	102.0	100.8	-	100.7	-	100.5	-	100.6	-	100.3	-	100.6
Any Other Black Background	-	-	100.2	-	100.2	-	100.2	-	100.1	-	100.1	-	100.4
Chinese	-	-	101.7	-	101.7	-	101.6	-	102.4	-	100.5	-	101.0
Any Other Ethnic Group													
Unclassified - Refused	-	-	101.1	-	101.0	-	100.9	-	101.2	-	100.3	-	100.7
Unclassified - Information Not Obtained	-	-	100.1	-	100.1	-	100.1	-	100.1	-	100.2	-	100.1
Unclassified - Information Not Obtained	-	-	99.4	-	99.3	-	99.5	-	99.5	-	99.6	-	99.4

Key

School performance is significantly higher than the national VA figure for this group

School performance is significantly below the national VA figure for this group

From 2012, the methodology for calculating the pupil group confidence interval changed to take into account the range of scores for all pupils nationally rather than the range of scores in your school. Full details of the methodology used for the Value Added measure can be found in the Library.

The calculation of overall 2013 KS2 value added uses reading, writing (TA) and mathematics only. Details can be found in the RAISEonline library.

There were no exclusions in the academic years 2010-11, 2011–12 or 2012–13. There were 2 exclusions in 2013-14. There were no reported racial incidents.

At Kings Worthy Primary School staff, parents and children do their best to work together to create a climate where bullying does not occur. In the exceptional circumstances of very bad behaviour or bullying, the school anti-bullying policy is followed.

There is a School Council; each class nominates one pupil to attend the Council and feedback to the class. The Head Boy and Head Girl also attend.

The school has published various policies on the school's website (www.kingsworthy.hants.sch.uk). These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Date of Publication: February 2016.

Date of Review: February 2017.

We recognise that the Public Sector Equality Duty has three aims under the general duty for schools:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

1. To improve outcomes for pupils identified as SEND and/or Pupil Premium, we will improve attendance rates of these children to a minimum of 90%.
2. To ensure that we continue to close the gaps for vulnerable groups. A range of achievement data for Kings Worthy children benefitting from Pupil Premium funding will compare favourably with national data across year groups. We recognise that some Pupil Premium children are also identified as SEND.
3. To monitor the outcomes for children at Kings Worthy who are eligible for Pupil Premium funding but not identified as SEND. Achievement of these children will be in line with the remainder of the cohort of non-PP, non-SEND children.

We will access a range of data available, internal, local and national, in order to monitor progress annually towards successfully achieving the objectives.



Accessibility plan

Appendix C

Schools Self audit form

To be completed in conjunction with your accessibility plan.

School name: Kings Worthy Primary School

Date: 28 / 11 / 2014

Completed by: Chris Carr

DfES number: 2120

The information that you collect in the self audit form can be used as part of your accessibility plan. Whenever physical alterations, decoration or refurbishment is carried out at the school, these should be recorded in your accessibility plan.

Your accessibility plan should be updated at least every three years or whenever improvements are made.

We recommend you save a copy for your records.



Part A: External Access Routes to Buildings - this section relates to how pedestrian users access and move around the school site

Question	Location	Comments/notes/actions	Priority (H,M,L)
<p>A1. What information do you provide for finding the school site and about facilities available for disabled people? Does your school brochure or web site include a map? Information for disabled visitors such as accessible parking? Accessible entrance? Accessible toilet? Induction loop?</p>	Reception	<p><i>There is currently very limited information regarding site accessibility, some can be found on the school's website and some in the school's health and safety leaflets for visitors that are located in the main reception area.</i></p> <p><i>There is no map or accessible parking information obviously available. The school has no induction loop or signage to accessible facilities.</i></p>	High
<p>A2. Within the school site, are routes to the main entrance clearly signed? Signs should be consistent, clear and located where all can read them.</p>	Front of school	<p><i>Routes are signed but are unclear and could be improved. The main school entrance needs to be made more obvious.</i></p>	High
<p>A3. Are pedestrian routes to the main entrance safe and level, free from steep slopes, steps and barriers? Consider where paths need to cross roads. Are crossing points and dropped kerbs easily identifiable and clearly marked?</p>	Front of school	<p><i>Pedestrian routes to the main entrance are level with no slopes although the surface is not very smooth. There is the potential for a crossover of pedestrians and vehicular traffic at the front of the school. Kerbings are not easily identifiable or clearly marked.</i></p>	High
<p>A4. Are paths on route to the main entrance clear of obstructions and at least 1500mm wide?</p>	Front of school	Yes	Low
<p>A5. Are paths in good condition and free from loose materials, puddles and potholes?</p>	Front of school	<p><i>Paths are in a reasonable condition but not free from puddles.</i></p>	Low



Part A: External Access Routes to Buildings - this section relates to how pedestrian users access and move around the school site

Question	Location	Comments/notes/actions	Priority (H,M,L)
A6. Is there adequate lighting within the car park and on pedestrian routes to the entrance?	<i>Front of school</i>	<i>Lighting is adequate within the new staff car park and although available in the older staff car park it could do with improving. Lighting around the school drive is sufficient.</i>	<i>Med</i>
A7. If the distance to the main entrance is greater than 50m are seating or rest points provided?	<i>Front of school</i>	<i>N/A</i>	
A8. External steps and ramps around the site. Do they have handrails to both sides? Are step nosings highlighted? Does the ramp surface contrast visually with the level landings? Is the ramp at least 1500mm wide?	<i>Front and side access route through the school</i>	<i>There are some slopes to the side of the school although not significantly steep nor highlighted. External steps up to the hall, to the side of class 6 and leading down to the bike racks have hand rails on one side only and although sufficiently illuminated the nosings need painting / highlighting. Slopes and steps within the school site can be avoided by taking an alternative route and all areas of the school site are accessible. All sloped areas of ground are at 1500mm wide with the exception of the ramp leading up to the beech tree area. None are visually contrasting.</i>	<i>Med</i>



Part B: Parking – this section relates to vehicle access to the school site, parking for disabled people visiting the school, the additional space required for parking bays, number of bays required and proximity to the entrance

Question	Location	Comments/notes/actions	Priority (H,M,L)
B1. What arrangements are in place for disabled drivers/visitors to park?	<i>Staff car parks</i>	<i>The school has 2 accessible parking spaces available, one in each staff car park. The allocated parking bay in the car park at the front of the school hall is awaiting marking.</i>	<i>High</i>
B2. If there are designated parking bays or drop off points for disabled drivers/visitors, how close are they to the main entrance?	<i>Staff car parks</i>	<i>Both are within 30 meters of the main entrance.</i>	<i>Low</i>
B3. Are designated accessible parking bays clearly marked with clear signage?	<i>Staff car parks</i>	<i>One is clearly marked, the other is awaiting marking there is no clear signage.</i>	<i>Med</i>
B4. Are your gates locked or closed during the day? Do you have a car park barrier? If yes can you provide signage with school telephone so that visitors can call for assistance. Is this information on your website?	<i>Staff car parks</i>	<i>The car parks are accessible on a daily basis and are not locked during the school's operational hours. Additional parking spaces and assistance can always be provided on prior arrangement with the school office and as stated on the school's website.</i>	<i>Med</i>



Part C: Entrance and Entrance Doors – this section relates to level changes leading to the main entrance, entrance doors and lobby areas

Question	Location	Comments/notes/actions	Priority (H,M,L)
C1. Is the main entrance level, i.e. step free or with a 1:20 gradient or shallower?	<i>Front of school</i>	Yes.	Low
C2. If there are any existing ramps or steps leading up to the entrance, can they be improved? e.g. handrails to both sides, step nosings, colour contrast, lighting.	<i>Front of school</i>	N/A	
C3. If steps are the only way to access the main entrance, is there an alternative step free entrance? This is the least ideal situation. Any alternative entrance should offer a dignified experience, and should be clearly signed and managed.	<i>Front of school</i>	N/A	
C4. Is the main entrance easily identifiable against remaining building(s) by day and night? Is the entrance obvious, well lit and clearly signed?	<i>Front of school</i>	No, Signage is unclear against other external doors along the same main access path and against neighbouring buildings.	High



Part C: Entrance and Entrance Doors – this section relates to level changes leading to the main entrance, entrance doors and lobby areas

Question	Location	Comments/notes/actions	Priority (H,M,L)
<p>C5. If there is a security control system or request assistance call button?</p> <p>Is it accessible from both a standing and seated position? Is it accessible to hard of hearing visitors and people who cannot speak?</p>	<p><i>Front of school</i></p>	<p><i>There is a security control system in place that is accessible at the main entrances to the both the primary school and the pre/school and childrens centre.</i></p>	<p><i>Low</i></p>
<p>C6. How easy are your entrance doors to use?</p> <p>For manual doors, consider the door weight and type of handle and height of the door handle. If door weight exceeds 20 newtons can it be powered?</p>	<p><i>Entrance doors</i></p>	<p><i>The primary school's main entrance door is easy to operate manually and assistance can be provided as necessary, it has no power assisted facility in place.</i></p> <p><i>Key Stage 2 entrance doors are big and heavy, they are not easily accessible and could be power assisted.</i></p> <p><i>The pre-school and children centre main entrance door is power assisted.</i></p>	<p><i>Low</i></p> <p><i>High</i></p> <p><i>Low</i></p>
<p>C7. If you have a lobby, is it accessible?</p> <p>Lobbies can present problems for people with reduced mobility or wheelchair users. Consider the accessibility of internal security arrangements and intercoms etc. If carpet or barrier matting is fitted, does it allow easy use by wheelchairs?</p>	<p><i>Reception entrance</i></p>	<p><i>All facilities entrance lobbies are relatively easily accessed.</i></p>	<p><i>Low</i></p>



Part D: Reception area and counters – this section relates to reception areas, waiting areas and reception desks and counters			
Question	Location	Comments/notes/actions	Priority (H,M,L)
D1. Does the reception area provide good lighting that doesn't cast shadows or glare?	<i>Reception entrance areas</i>	<i>Yes, good lighting in all facilities.</i>	<i>Low</i>
D2. If there is seating provided is it accessible to everyone? Chairs should have arm rests for ease of use for mobility impaired visitors with a seat height of around 450mm, colour contrast between the edge of the seat and the floor is also important.	<i>Reception entrance areas</i>	<i>Colour contrasting seating is available in all facilities' reception areas. Arm rests are to be added to one side of the seating in the school's reception area.</i>	<i>Low</i>
D3. Are the routes through reception clear of hazards and obstacles that could be difficult for people with a visual or mobility impairment?	<i>Reception entrance areas</i>	<i>Yes</i>	<i>Low</i>
D4. If there is a reception counter is it accessible to standing and seated people?	<i>Reception entrance areas</i>	<i>Yes</i>	<i>Low</i>
D5. What reasonable adjustments do you make for parents and visitors who may have a range of communication needs? For example, do you provide information in large print, alternative languages, or do you have an induction loop?	<i>Reception entrance areas</i>	<i>There is an induction loop available in the children's centre but not in the primary school. Assistance can be sought when faced with communication barriers although no information is available.</i>	<i>Low</i>



Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.

Main School Building **Key Stage 2 Building** **Pre-School & Children’s Centre**

Question	Location	Comments/notes/actions	Priority (H,M,L)
<p>When moving from the reception area to other areas on the this floor, e.g. teaching spaces, school hall, toilets etc, consider the following questions whilst you work your way around the school in a logical sequence</p>			
<p>E1. How wide are corridors or circulation areas? Are there obstructions that could be removed or highlighted?</p>	<p>Main school building</p>	<p><i>In the main school building there are no fixed obstructions that cannot be removed and corridors are at least 1500mm wide across all distances</i></p>	<p>Low</p>
	<p>KS2 Building</p>	<p><i>The surface of the ramp that forms the KS2 buildings main corridor is visually contrasting. There are no fixed obstructions that cannot be removed and corridors are at least 1500mm wide across all distances.</i></p>	<p>Low</p>
	<p>PS and CC</p>	<p><i>The pre-school and children’s centre main entrance forms a circulation area. There are no fixed obstructions that cannot be removed and there are no corridors.</i></p>	<p>Low</p>
<p>E2. Are there level changes in corridors or circulation areas? Are floor finishes in good condition and slip resistant?</p>	<p>Main school building</p>	<p><i>In the main school building there are no level changes and all floor finishes are maintained in a good condition</i></p>	<p>Low</p>
	<p>KS2 Building</p>	<p><i>The surface of the ramp that forms the KS2 buildings main corridor is visually contrasting.</i></p>	<p>Low</p>
	<p>PS and CC</p>	<p><i>Floor finishes are slip resistant and in a good condition with no level changes.</i></p>	<p>Low</p>



<p>E3. Could signage be improved to make it easier for new pupils and visitors to find their way around the school?</p> <p><i>This question is more relevant to larger sites such as secondary schools.</i></p>	<p>Main school building KS2 Building PS and CC</p>	<p><i>Not really considered necessary due to the size and layout of the school site.</i></p>	
<p>E4. Can colour contrast be improved? e.g. Are doors and other critical features such as handrails, handles visible against the background?</p> <p><i>Refer to “How to……?” in Quick guide.</i></p>	<p>Main school building KS2 Building PS and CC</p>	<p><i>Consideration has been given to interior colour contrasts across all 3 facilities within the last 6 years.</i></p>	



Part E: Internal circulation – this section covers vertical and horizontal movement through the building, including lifts, internal stairs and steps, and level changes in corridors.

Question	Location	Comments/notes/actions	Priority (H,M,L)
E6. Are all general classrooms and teaching spaces accessible?	<i>Within all school buildings</i>	<i>Yes, all classrooms are on one level with only 3 internal steps leading up to the hall from the main reception area which can easily be avoided with an alternative level access route available. All classroom internal and external doors are considered wheelchair accessible.</i>	<i>Low</i>
E7. If you have specialist curriculum or staff areas, are they accessible to everyone? Consider if any specialist equipment e.g. a height adjustable cooker hob, could be incorporated for pupils with a disability when the space is next refurbished or decorated	<i>Within all school buildings</i>	<i>Yes, although wheelchair users may be unable to safely use the hob in the food tech room. All other staffing and specialist curriculum areas are considered to be accessible.</i>	<i>Low</i>
E8. What activities take place in your Assembly Hall that might impact disabled visitors/pupils?	<i>Within all school buildings</i>	<i>The use of some PE and gym equipment, accessing the stage and partaking in dance classes</i>	<i>Low</i>
E9. Are there stairs within the building? Are they used to access teaching spaces? Are there alternative ways to access these spaces?	<i>Within all school buildings</i>	<i>There is a flight of 3 steps that lead up to the school hall, an alternative route on flat level ground is available.</i>	<i>Low</i>
E10. If there is a passenger lift, does it meet the guidance given in factsheet E? The minimum car size is 1100mm x 1400mm.	<i>Within all school buildings</i>	<i>N/A</i>	



Part F: Toilets – this section covers standard and wheelchair accessible toilet, shower/changing facilities

Main School Building

Pre-School & Children’s Centre

Question	Location	Comments/notes/actions	Priority (H,M,L)
<p>F1. Is there a dedicated accessible unisex toilet suitable for a wheelchair user?</p> <p>Refer to quick guide for minimum dimensions. If there is no accessible toilet, identify a suitable location for future development.</p>	Main school building	<i>Yes, located off of the schools main corridor.</i>	Low
	PS and CC	<i>Yes, located within the Children’s Centre reception area. This is a general unisex toilet constructed to include accessible facilities.</i>	Low
<p>F2. Within the standard toilet accommodation, are there toilets suitable for people with ambulant /sensory disabilities?</p> <p>This section relates to all standard toilets, used by pupils staff and visitors. An Ambulant cubicle has an outward opening door with handrails if required.</p>	Main school building	<i>Yes, within the children’s toilet cubicles throughout the primary school. Also available in various staff and adult toilets.</i>	Low
	PS and CC	<i>Yes, one dedicated child’s cubicle within the pre-school</i>	Low
<p>F3. If you have shower and changing facilities, are they accessible to everyone?</p> <p>This applies mainly to larger schools or secondary schools.</p>		<i>N/A</i>	
<p>F4. Is there a dedicated/separate wheelchair accessible shower and changing area?</p> <p>This may be contained within a wheelchair accessible toilet area or hygiene room. This applies mainly to larger schools or secondary schools.</p>		<i>N/A</i>	



Access Team – *building on inclusion*



Part G: Fire Evacuation - Means of escape for disabled people

Question	Location	Comments/notes/actions	Priority (H,M,L)
G1. Do exit routes and final exits doors provide an unobstructed and level exit outside for wheelchair users?	<i>Within all school buildings</i>	Yes	Low
G2. If there are designated Refuge areas, do they allow circulation space, and means of communication with Fire Management Personnel? This question is only relevant to multi storey sites	<i>Within all school buildings</i>	N/A	
G3. Are evacuation chairs or stair-climbers available to use in case of emergency, and is ongoing training in place? This question is only relevant to multi storey sites	<i>Within all school buildings</i>	N/A	
G4. Does your Fire Management Procedure include a strategy for assisting disabled visitors/pupils to evacuate? Refer to quick guide for personal evacuation forms (PEEPS).	<i>Within all school buildings</i>	Yes	Low



G5. Does the school have any visual alarm beacons to alert people with a hearing impairment to the fire alarm?

This is especially important in areas where they could be alone and not see that an evacuation is taking place. (e.g. toilet areas)

Within all school buildings

Yes, within all toilet areas in the primary school buildings.

Low