



Introduction

Every member of our community matters. As a School, we provide education to students, we are an employer and we provide services to the wider community. (eg hire of facilities) This Single Equality Scheme brings together the school's approach for promoting equality in fulfilling these three roles so that no group or individual feels excluded or does not achieve their potential. The scheme therefore includes students, staff, governors, parents/carers and the community users of our facilities. It is important to recognise that treating people equally does not mean treating them the same.

Scope of this Policy

Our Single Equality Scheme replaces previous equality policies. This Single Equality Scheme enables us to achieve an overarching action plan to eliminate discrimination and harassment which covers all six equality strands:

- Race
- Disability
- Gender
- Religion or Belief
- Sexual Orientation
- Age

It also aims to improve equality for those who face less favourable socio-economic circumstances (Students in receipt of Free School Meals) and to incorporate the requirements for an Accessibility Plan as a single document. Through this scheme we aim to eliminate unlawful discrimination, advance equality of opportunity and to foster our relationships between people who share a protected characteristic and those who do not.

We have produced our Single Equality Scheme (SES) and Action Plan to cover a three-year period from **2013 to 2016**. We will report on the progress and impact of our scheme annually and prepare a new three year plan from 2016.

Through consultation, we will develop our scheme to impact at every level in light of what is reasonable and practicable according to:

- the size and age and layout of our school buildings
- the make-up of our population
- the school budget
- our other duties

Vision and Values

Kineton High School has an inclusive vision. We will be a leader in learning, achieving excellence in all we do. Continuous improvement and high expectations will be sustained by a culture of honesty, openness and trust which:

- is challenging, supportive and inclusive
- delivers top quality learning experiences
- develops, character, responsibility and commitment
- celebrates and rewards effort, progress and achievement at all levels
- reaches out to the wider community
- recognises individuality within a vibrant community
- inspires all to improve and maximise their progress

Legislative Background

The following legislation has been taken into account when developing this scheme.

Equal Pay Act 1970	The Employment Equality Act (religion or belief) 2003
Sex Discrimination Act 1970	The Employment Equality (sexual orientation) 2004
Race Relations Act 1976 as amended in 2000	Equality Act 2006
Disability Discrimination Act 1995 as amended in 2005	Education and Inspection Act (Duty to Promote Community Cohesion) 2007
Human Rights Act 1998	Curriculum 2000
Sex Discrimination Act (gender reassignment regulations) 1999	SEN and Disability Act 2001

Other groups who will benefit from this policy as they may suffer from discrimination are:

Children from single parent families	Refugees and Asylum seekers
Children from estranged families	Poor attenders
Children in care (see Looked After Children Policy)	Disaffected learners
Children and families in crisis	Students who misuse illegal substances
Children who are Gifted and Talented (see ASN Policy)	Students with pronounced medical needs
Pregnant school girls	Students with mental health difficulties and those who self-harm
Transient and mobile students	Students who are home tutored
Students with EAL	
Young Carers	

Consultation and dissemination

This policy has been produced with reference to non-statutory advice provided by the DFE, Healthy Schools Standard, Warwickshire Local Authority, Pupils, Parents and Staff. All stakeholders have been given the opportunity to comment on a draft and revisions made accordingly. We have also incorporated:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting
- Input from staff surveys or through staff meetings / INSET
- Feedback from the school council, PSHE lessons and our student survey
- Issues raised in annual reviews or reviews of progress on Individual Education Plans and Annual Reviews
- Feedback at Governing body meetings.

The Scheme is available from the school website, or on request from the main school office. A report on its progress will be uploaded to the website annually and a summary disseminated in the Kineton High Times.

The National Community

The UK population is ageing and is becoming more ethnically diverse. More than 50% of the population are women, around 14% have disabilities, and around 7% are from black and ethnic minority groups.

The Warwickshire Community

A population of approximately 526,700 with economic and social diversity and extensive rural areas served by market towns, as well as a number of larger urban centres. Whilst the county is generally prosperous with wage levels above the national average and unemployment levels below the average, the most recent headline economic indicators continue to suggest that Warwickshire's overall economic performance is no better than average with a slowdown in economic growth and a large percentage increase in the unemployment claimant count. Although in overall terms, levels of socio-economic deprivation in Warwickshire are still low in a national context, the latest information suggests there are an increasing number of neighbourhoods falling into the most deprived category. It is possible to identify a number of population factors and trends that can impact on equality and diversity, for example:

- There has been a 10% increase in the county's population over the last 25 years.
- The proportion of the population age 75+ and 85+ has increased significantly, with the proportion aged 85+ having increased by over half. By 2031 this age group is projected to double once more to just over 29,000.
- Across the County, women significantly outnumber men in the 75+ age groups.
- Warwickshire has a smaller proportion of the population under 30 than at the national level, 35% compared to 38%.
- Minority ethnic groups account for 10.4% of the total Warwickshire population
- Although the largest proportion of the local population describe themselves as Christian (76.6%) - Sikh (1.3%), Muslim and Hindu faiths (both 0.7%) are also present.

The Kineton High School Community

Kineton High School is a large rural secondary school. Learners are drawn from a rural setting of high employment, however, a number of students live in isolated areas and there are pockets of serious socio-economic deprivation which can be hidden. The number of students who receive Free School Meals are below the National Average. We have few students from ethnic minority backgrounds. Most of the students in Year 6 at local Primary schools sit the 11+ and students with high verbal reasoning scores take up places in the grammar schools in Stratford upon Avon. This skews the ability profile of our intake. Attainment on entry is assessed using Key Stage 2 test results and CATs which are administered early in Year 7. The mean SAS shows a range of ability from below 70 to above 120 with 30% to 40% of students falling between 100 and 110; 10% - 15% between 110 and 120 and rarely any above 120. The number of students from backgrounds other than English, faiths other than Christian or whose first language/language spoken at home is not English is well below the National Average. The isolated nature of some of our communities can also mean that some families and communities are not exposed to a mixture of cultures, religion and beliefs. Whilst we have 22 students who are from Service Families due to our close proximity to a military base, these families tend to be permanent postings.

In summary, the pertinent factors that can impact on equality and diversity at Kineton High School are:

- Progress of students who receive Free School Meals
- The rural nature of the school (mono faith, mono culture)
- Hidden deprivation

Meeting our duties

Under the old statutory duties all schools have responsibilities to promote race, disability and gender equality. The table below demonstrates the similarities in the old duties. The new Equality Duty for public bodies is not significantly different:

- to eliminate unlawful discrimination
- to advance equality of opportunity and
- to foster good relations between people who share a protected characteristic and those who do not.

Note that the 2006 Disability Equality Duty goes further than the other duties ensuring that public bodies take account of people’s disabilities, even where that involves treating people more favourably.

Race equality	Disability equality	Gender equality	Age, sexual orientation, religion and belief
1. Eliminate unlawful discrimination 2. Promote equality of opportunity 3. Promote good relations between people of different racial groups.	1. Eliminate unlawful discrimination 2. Promote equality of opportunity 3. Promote positive attitudes towards disabled people 4. Eliminate disability- related harassment 5. Encourage participation by disabled people in public life 6. Take steps to take account of disabled peoples’ disabilities, even where that involves treating disabled people more favourably than other people.	1. Eliminate unlawful discrimination 2. Promote equality of opportunity between men and women, girls and boys. Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.	1. Eliminate unlawful discrimination 2. Promote equality of opportunity

Accessibility (See Appendix A)

There is additional specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways.

What we monitor and review to inform our Single Equality Scheme

As a provider of education to young people	As an employer	As a provider of services to the wider community
The achievement and attainment of different student groups against National expectations and the variation of these groups within school. (Using Raise, External Results, Progress Tracker)	Applications for employment (Collected at Local Authority Level)	The number of facilities that are hired throughout the year
Provision and progress of Children with Additional Educational Need. (Using IEPs, Annual Reviews)	Staff recruitment, retention and professional development	Who facilities are provided to and if they are part of any vulnerable/minority group
The behaviour and rewards received by different student groups and the variations between these groups within school. (Using Behaviour Logs, House Points Logs, Exclusion Records)	Staff profile (See Community Cohesion Plan)	A survey of community users to ensure we are not indirectly discriminating against their needs
Provision and progress of Children who are Looked After. (Using all of the above)	Governing body profile (See Community Cohesion Plan)	
Attendance for all groups of learners. (Using fortnightly monitoring data)	Attendance at staff training events (Attendance Registers)	
Students contribution to the community	Disciplinary and grievance cases (Headteacher's confidential records)	
Student involvement in after school activities	Staff appraisals/performance management (Using Master Performance Management File)	
Changes in student attitudes (Using surveys following specific targeted events)	Signposting of this document as part of our induction process for new employees.	
Bullying Incidents (Using Register of Bullying Incidents)		
Racial Incidents (Using Racial Incident Log)		
Feedback from Safeguarding Training		

Summary of the main achievements so far

	Race	Disability	Gender	Religion and Belief	Sexual Orientation
As a provider of education	<p>A low and falling number of racist incidents being recorded in school throughout the last five years.</p> <p>Refresher training of all staff in how to recognise and deal with racist incidents during the last twelve months.</p> <p>Implementation of a Community Cohesion Action Plan</p> <p>Achievement of the International School Award.</p> <p>Celebration of Black History Month (2009 - 2013)</p>	<p>Promotion of rights for those students with a disability and anti-bullying taught through PSHE programmes.</p> <p>Staff training on how to act promptly and to spot when a young person with a disability is being bullied and to know what to do.</p> <p>Provision of alternative safe places for vulnerable learners in social time.</p> <p>Disability awareness week highlighted in assemblies/Thought for Day</p> <p>Promotion/Celebration of Paralympics through House Competition</p> <p>Paralympian Awards Speaker (2011)</p> <p>Annual review of Access Plan</p> <p>Improved facilities for disabled access.</p> <p>Promotion of Young Carers and additional pastoral support given to students who are identified as such</p> <p>Clear procedure for ensuring quality of education for those students with temporary disability e.g. students who need to use crutches due to a broken leg.</p> <p>Developed and promoted a wider range of after-school opportunities other than sport</p> <p>Explicit policy for Additional Support Needs linked to Equal Opportunities</p>	<p>We have effectively supported students of families who have undergone gender reassignment.</p>	<p>Promotion of religious understanding through the compulsory RE curriculum Year 7-13 as part of the LA SACRE committee.</p> <p>Year 7 whole school visits to local religious temples.</p> <p>Thought for the day programme, drawing from a wide range of faiths.</p> <p>Consideration of requests made to vary school uniform for individuals based on religious observance.</p> <p>We have accommodated Muslim practice by the provision of a room available for prayer.</p>	<p>Updated SRE policy and Anti-Bullying Policy 2008.</p> <p>Same sex relationships taught as part of PSHE from 2010.</p> <p>Homophobic bullying taught as part of PSHE from 2009.</p> <p>Promotion of Warwickshire LGBT support group on year notice boards.</p>
As an employer	<p>No complaints or appeals about unfair discrimination based on race.</p> <p>Positive recruitment to the Governing body.</p>	<p>Interview Guarantee: For disabled people who are able to show in their applications for jobs advertised by the Council that they meet the essential requirements, we are prepared to guarantee an interview. In this way, recruiters will be able to see and discuss the effects of the disability without making undue assumptions about it.</p> <p>Additional coaching for employees with disabilities as and when required</p> <p>Provision of specific facilities as and when required</p> <p>Adapting workloads to individual circumstances.</p> <p>For staff appointed with specific disabilities, plan additional induction arrangements which account for feedback relating specifically to the disability.</p> <p>(all actions ongoing)</p> <p>We do not ask how many days absence an employee has had in our reference request or ask employees health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work.</p>	<p>All posts have been evaluated through the Local Authority Equal Pay Review (2009-11)</p> <p>Transgendered people are explicitly covered by the gender equality duty.</p> <p>The term transgendered refers to a range of people who do not feel comfortable with their birth gender.</p> <p>The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.</p>	<p>No complaints or appeals about unfair discrimination based on religion/or belief.</p>	<p>No complaints or appeals about unfair discrimination based on sexual orientation.</p>
As a provider of facilities		<p>Provision of a parking space for the use of people with disability</p> <p>Purchase of gym equipment for users with disability</p> <p>Adapted toilet and changing area for users of the gym with disability</p> <p>Recognition through the Inclusive Fitness Initiative award</p> <p>A range of dietary needs including gluten intolerant is provided for in the dining hall.</p> <p>Provision and promotion of Sports facilities to users with a disability through the ifi initiative.</p> <p>Provision of tactile signs in PE and Sports area</p> <p>Identified disabled persons car parking space (Spring 07)</p>	<p>Promotion and provision of sporting events to the community which focus on women's health.</p>	<p>A range of dietary needs including vegetarian is catered for in the dining hall.</p>	

Roles and Responsibilities

The Governing Body

To ensure that the school complies with statutory requirements of equalities legislation and that this Scheme and Action Plan meet those duties. Specifically:

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The Headteacher

To implement this Scheme, ensuring staff are aware of their responsibilities, that they are given necessary training and support and to report progress to the governing body. Specifically:

- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- To review this scheme and the action plan annually, updating at least every third year, sooner if indicated in outcome of review.

SLT

To coordinate day-to-day responsibility for the implementation of this scheme ensuring equality within each remit.

To coordinate day-to-day responsibility for the implementation of this scheme and revision of the action plan, ensuring equality of academic outcomes for different student groups.

Teaching Staff

To promote an inclusive and collaborative ethos in the school in accordance with our ethos and values enabling students to access learning and maximise their progress. Challenge inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equalities issues.

Students

To treat each other with respect, to explore diversity with a healthy and positive approach, to value diversity, to speak out if they witness or are subject to any inappropriate language or behavior or feel that they have been treated unfairly.

Monitoring and Review

We will review the scheme annually through the Student Committee of the Governing Body during the autumn term. The findings will be published through the Kineton High School Times and our website. Adjustments to our scheme will be made accordingly. We will monitor and review by:

- ensuring our employment practice is legal and fair to all
- analysing the examination performance for all groups of learners
- analysing attendance and exclusion data for all groups of learners
- analysing the achievement and participation in extra-curricular activities and attendance at school for all groups of learners
- analysing the views of parents and other community groups who use the school facilities
- analysing the improvements made to our physical environment and the extent to which this increases access for all groups in our wider community
- celebrating what we have achieved in relation to promoting our Community Cohesion Action Plan

The Scheme is available on the school website and a copy can also be requested from the School Office or alternatively we can email it to you. The Scheme can also be made available in different formats if requested (e.g. in Braille, simplified language, on audio-tape or video-tape)

Single Equality Scheme Action Plan

R	D	G	SO	A	RB	SE	Results	Actions	Deployment	Assessment/Evidence Source
✓	✓	✓	✓	✓	✓	✓	All staff are aware of the Single Equality Scheme and have awareness of their responsibilities.	Raise awareness of Single Equality Scheme annually Induction Staff Team meetings Curriculum and Pastoral Leadership	SLT – CPD EC – New Staff Induction Materials Curriculum Leaders KS/CSA	REAP Lesson observations Staff questionnaire Complaints logs Staff question and answer during induction Destination data
✓	✓	✓	✓	✓	✓	✓	All students achieve in accordance with their targets with no significant gaps in attainment between groups	Termly monitoring of progress and intervention programme.	Curriculum Leaders	Coaching meetings REAP Lesson observations Progress Tracker
✓	✓	✓	✓	✓	✓	✓	All students maintain high levels of attendance with no significant variation in attendance between student groups	Monitoring and interventions	Deputy Head and Inclusion Panel twice termly	Annual Attendance Report Attendance Certificates
	✓						Learners with ASN make progress in line with expectation	Termly monitoring of progress and adjustment of interventions. Annual monitoring through REAP.	SENCo and Inclusion Panel twice termly	Progress Tracker REAP
						✓	Learners in receipt of FSM make progress in line with expectation	Provide breakfast and homework club for targeted students. Monitor progress tracker. Providing financial assistance for extra time activities and residentials. Uniform support.	Asst Head – Deep Support Deputy Head & Inclusion Panel. Agreed through Deputy Headteacher.	REAP Progress Tracker Trip assistance, Uniform Assistant Funds.
	✓						Students with disabilities are supported to ensure they can access a full range of extra- curricular activities available in school.	Identify barriers. Action plan prepared. Review.	ASN Steering Group Annual Student Questionnaire Pastoral/ ASN Team	Annual Reviews Results Coaching ASN team Inclusion Panel
		✓					More boys are involved with Arts based activities out of hours.	After school arts projects & holiday	Community Support/OOHL Officer	Student Questionnaire Results Register OOHL Evaluation of OOHL provision

R	D	G	SO	A	RB	SE	Results	Actions	Deployment	Assessment/Evidence Source
✓	✓	✓	✓	✓	✓	✓	Students understand that the school has a positive attitude to difference and diversity	Promote positive images of a diverse range of people. Annual Sri-Lanka Exchange International trips International Sports fixtures	Assembly/Thought For Day programme – all Communal area display Community Support/OOHL Officer EVC	Stakeholder Questionnaires
						✓	Parents of young people in disadvantaged groups access our services equally.	Engaging hard to reach parents Review the format of parent consultations. Review positive rewards and postcard home schemes. Extend family learning experiences.	*Family Support Worker Pastoral Development Plan 11-16 Heads of House Inclusion Panel	Coaching notes Inclusion Panel minutes Parent questionnaire Extended Services Attendance registers
✓	✓	✓	✓	✓	✓	✓	All policies do not impact adversely on any disadvantaged group.	Undertake Equality Impact Assessments during policy reviews and creation of new policies	SLT	Governing Body Reviews of policies
	✓	✓		✓			Access is maximized for all users and does not discriminate unfairly.	Review access plan.	SBM	Annual audit
	✓						To raise standard of literacy & numeracy	See KHSDP 2012 - 15 2013 - 16	See KHSDP 2012 - 15 2013 - 16	See KHSDP 2012 - 15 2013 - 16
	✓	✓				✓	To close achievement gap between groups of students in particular FSM and boys	See KHSDP 2013 - 16	See KHSDP 2013 - 16	See KHSDP 2013 - 16

R= Religion
D= Disability
G= Gender
SO= Sexual Orientation
A= Age
RB= Religion/Belief
SE=Socio-Economic

If you have any comments about our Scheme please contact us. If you would like this information in an alternative format that would better suit your needs e.g. easy to read, large print, Braille, audio tape or if you would like the scheme to be explained to you in your language please contact:

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Appendix A

Kineton High School

Accessibility Plan 2013

General Case

- School built for fewer students hence overcrowding on corridors and stairs
- Narrow corridors and stairs
- Various levels throughout school
- 2 blocks with two floors
- 1 block with three floors
- 7 temporary classrooms
- Outdoor swimming pool with limited access
- Gym changing facilities on two floors
- Sports Hall changing facilities – one changing-room for the disabled available
- Some open shower areas
- Majority of ground floor classrooms for specialist subjects – Art /DT / Science
- One toilet for the disabled in the Sports Hall area
- No lifts to upper floors
- Curriculum delivered on all floors

New Building / Refurbishment

We are still awaiting a complete rebuild; any refurbishments carried out are DDA compliant where possible e.g. automatic light-switches in toilets and gym changing-rooms.

Kineton High School – Accessibility Action Plan

Area	Requirements	Estimated cost	Possible completion date
Toilets for the disabled	Build new toilets in quad adjacent to main entrance for use by student/s and visitors – in conjunction with new reception facilities.	£50,000.00	Plans currently on hold due to capital funding
Lifts to all floors	Main block Art/DT block Mod. Lang. block Or offer curriculum on ground floor only.	£200,000.00 £150,000.00 £150,000.00	TBA
Sports Hall refurbishment	Depending on successful Sports college bid to include new changing / showering / toilet facilities and access for disabled.	£200,000.00	completed
Access around school	<ul style="list-style-type: none"> - ramps in place of steps if possible within the constraints of the building - improved access to all teaching blocks as and when funds allow. - Access to temporary classrooms will require specialist ramps and wider doors. - Narrow corridors make it almost impossible for wheelchair access at time of student movement, lesson change etc., alternative access points required to alleviate congestion. 	TBA	Handrails now available on internal steps TBA
Ground floor general teaching room with wheelchair access etc.	Conversion / provision of one classroom on the ground floor close by toilets for disabled etc., to be time tabled for classes with disabled students.	Conversion £10,000.00 Provision £100,000.00	TBA
Access for disabled to main entrance	Replace existing steep ramps / rails	£5,000.00	completed
Reception Area	Access for wheelchairs – reception office moved to quad area opposite main entrance doors – in conjunction with new toilet/s for disabled.	£100,000.00	Plans currently on hold due to capital funding
Parking for disabled	Provision of parking bay by main entrance.	£1,000.00	September 2014
Staff Training	Training on <ul style="list-style-type: none"> - services available for converting written information into alternative formats. - Differentiating the curriculum allowing greater access for disabled students. 	Inset day minimal cost	completed
Redecoration of areas	Use of appropriate colour schemes when redecorating classrooms and public areas.	Part of rolling programme costing £10,000 - £15,000 pa	Annual and ongoing

Accessibility – Initial Survey

Room Number	Type	Wheelchair Access	Ambulant Access	Dexterity Access	Visual access	Auditory Access	Comprehension Access	Light switches etc.
1	Workshop	Yes	Yes	No	No	No	No	No
2	Classroom	No	No	No	No	No	Yes	No
3	Workshop	Yes	Yes	No	No	No	No	No
4	Classroom	No	No	No	No	No	Yes	No
5	Classroom	No	No	No	No	No	Yes	No
6	Pastoral office	No	No	No	No	No	No	No
7	Classroom	No	No	No	No	No	Yes	No
8	SEN	No	No	No	No	No	Yes	No
9	Classroom	No	No	No	No	No	Yes	No
10	Classroom	No	No	No	No	No	Yes	No
11	Classroom	No	No	No	No	No	Yes	No
12	Classroom	No	No	No	No	No	Yes	No
13	Laboratory	No	No	No	No	No	Yes	No
14	Classroom	No	No	No	No	No	Yes	No
15	Laboratory	No	No	No	No	No	Yes	No
17	Classroom	No	No	No	No	No	Yes	No
18	Laboratory	No	No	No	No	No	Yes	No
19	Laboratory	No	No	No	No	No	Yes	No
20	IT	No	No	No	No	No	Yes	No
22	Laboratory	No	No	No	No	No	Yes	No
24	Classroom	No	No	No	No	No	Yes	No
26	Classroom	No	No	No	No	No	Yes	No
27	Art	No	No	No	No	No	Yes	No
28	Classroom	No	No	No	No	No	Yes	No
29	Partnership office	No	No	No	No	No	No	No
30	Classroom	No	No	No	No	No	Yes	No
31	Art	No	No	No	No	No	Yes	No

33	Art	No	No	No	No	No	Yes	No
35	Workshop	No	No	No	No	No	Yes	No
37	SEN	No	No	No	No	No	Yes	No
38	Classroom	No	No	No	No	No	Yes	No
39	IT	No	No	No	No	No	Yes	No
40	Classroom	No	No	No	No	No	Yes	No
41	Workshop	No	No	No	No	No	Yes	No
43	SEN	No	No	No	No	No	Yes	No
45	IT	No	No	No	No	No	Yes	No
46	Classroom	No	No	No	No	No	Yes	No
47	Laboratory	No	No	No	No	No	Yes	No
48	IT	No	No	No	No	No	Yes	No
49	Laboratory	No	No	No	No	No	Yes	No
50	Classroom	No	No	No	No	No	Yes	No
51	Laboratory	No	No	No	No	No	Yes	No
53	IT	No	No	No	No	No	Yes	No
54	Music practice	No	No	No	No	No	Yes	No
55	Art	No	No	No	No	No	Yes	No
57	Workshop	No	No	No	No	No	Yes	No
58	Classroom	No	No	No	No	No	Yes	No
60	Classroom	No	No	No	No	No	Yes	No
62	Classroom	No	No	No	No	No	Yes	No
48A	IT office	No	No	No	No	No	Yes	No
6 th Form Common Room		No	No	No	No	No	Yes	No
Art Corridor		No	No	No	No	No	Yes	No
Biology Corridor		No	No	No	No	No	Yes	No
Dining-room		No	No	No	No	No	Yes	No
Changing rooms – Gym		No	No	No	No	No	Yes	No
Changing rooms –		No	No	No	No	No	Yes	No

SH								
Office corridor		No	No	No	No	No	Yes	No
Drama Corridor		No	No	No	No	No	Yes	No
DT/SSC Corridor		No	No	No	No	No	Yes	No
Entrance Hall		Yes	Yes	No	No	No	Yes	No
Gym		No	No	No	No	No	Yes	No
Hall		No	No	No	No	No	Yes	No
Landing even		No	No	No	No	No	Yes	No
Landing odd		No	No	No	No	No	Yes	No
Library		No	No	No	No	No	Yes	No
Library corridor		No	No	No	No	No	Yes	No
M1		No	No	No	No	No	Yes	No
Medical room		No	No	No	No	No	Yes	No
ML corridor		No	No	No	No	No	Yes	No
ML Stairwells		No	No	No	No	No	Yes	No
Music corridor		No	No	No	No	No	Yes	No
Office – curriculum		No	No	No	No	No	Yes	No
Office – head		No	No	No	No	No	Yes	No
Office – deputy head		No	No	No	No	No	Yes	No
Office - exams		No	No	No	No	No	Yes	No
Office - Assistant head		No	No	No	No	No	Yes	No
Office - Assistant head		No	No	No	No	No	Yes	No
Office - Assistant head		No	No	No	No	No	Yes	No
Office - Assistant head		No	No	No	No	No	Yes	No
Office - SBM		No	No	No	No	No	Yes	No
Office – careers		No	No	No	No	No	Yes	No
Office – School		No	No	No	No	No	Yes	No
Prep Room 3		No	No	No	No	No	Yes	No
Prep Room 1		No	No	No	No	No	Yes	No

Prep Room 2		No	No	No	No	No	Yes	No
R1		Yes	Yes	Yes	No	No	Yes	No
R2		Yes	Yes	Yes	No	No	Yes	Yes
RE Corridor		Yes	Yes	Yes	No	No	Yes	Yes
Sports Hall		No	No	No	No	No	Yes	Yes
Staffroom		No	No	No	No	No	Yes	No
Stairwell even		No	No	No	No	No	Yes	No
Stairwell odd		No	No	No	No	No	Yes	No
Toilets outside Room 41		No	No	No	No	No	Yes	No
Toilets in biology area		No	No	No	No	No	Yes	No
Toilets Staff		No	No	No	No	No	Yes	No
Toilets opposite exams office		No	No	No	No	No	Yes	No
Toilets outside room 1		No	No	No	No	No	Yes	No
Toilets on Maths/English corridor		No	No	No	No	No	Yes	No
Toilets in library corridor		No	No	No	No	No	Yes	No
Cloakrooms		No	No	No	No	No	Yes	No
% access		5%	5%	3%	0%	0%	98%	3%
Other Areas								
Entrance Drive		Yes	Yes	Yes	No	No	N/A	N/A
Exit Drive		Yes	Yes	Yes	No	No	N/A	N/A
Reception		Yes	Yes	No	No	No	Yes	N/A
Swimming Pool		No	No	No	No	No	N/A	N/A
Playing Fields		Yes	Yes	Yes	Yes	No	N/A	N/A
Tennis Courts		Yes	Yes	Yes	No	No	N/A	N/A

Identifying Barriers to Access: A Checklist.

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are your classrooms optimally organised for disabled pupils?		✓
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas- including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?		✓
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		✓
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓	

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	On request	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓	
Do you have difficulties such as ICT to produce written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	

Appendix B

The Disability Discrimination Act defines a person with a disability 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.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). 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.

Attainment on entry to Kineton High School shows a broad spread of ability. Following an audit of our ASN register during 2007-08, we have concluded that approximately 7% of our students would meet the DDA definition of disability. Through a confidential staff questionnaire, less than 2% of all staff consider themselves to meet the DDA definition of disability. Only 4 parents in our school population replied to a confidential questionnaire which we consider under-representative of the level of disability in our community.

Equality Impact Assessment of _____

Policy:

CARRIED OUT BY:		DATE:	
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Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Yes (please provide reasons if no adjustments are made)	No
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender reassignment (transsexual)		
Pregnancy and maternity		
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Sex (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		