



**Single Equality Policy**  
**Fairfax Multi-Academy Trust**  
**January 2017**



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## 1. Context

### 1.1 Mission statement, values and beliefs

Fairfax Multi-Academy Trust aims to develop articulate, resilient and ambitious students, regardless of background, with the knowledge, skills and attitudes to excel in modern Britain. Our mission statement is 'Dedicated to development; transparent in our approach'.

Our core values and beliefs:

- Excellence – We strive for the highest quality to ensure excellent outcomes
- Dedication – We believe there is dignity in hard work and effort
- Ambition – We want the very best for our students
- Integrity – We believe in openness and transparency
- Tradition – We believe in old fashioned manners, courtesy and respect.

1.2 The Equality Act 2010 requires Academics to have a Single Equality Scheme and means that Academics cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Act also ensures that protection is extended to pupils who are pregnant or undergoing gender reassignment.

1.3 The following policy guidance and exemplar equalities action plan are intended to support Academics to produce their own Single Equality Schemes to meet the requirements of the Equality Act 2010.

## 2. Equality and the law

2.1 The Equality Act (2010) has replaced all previous existing equality regulations, including those relating to race, disability and gender. The Equality Act (2010) is a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. Protected characteristics covered by the Equality Act (2010) include:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity.

2.2 It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

2.3 The Equality Act (2010) also makes it unlawful for the responsible body of a Academy to discriminate against, harass or victimise a pupil or potential pupil in relation to:

- Admissions
- The way it provides education for pupils
- The way it provides pupils access to any benefit, facility or service
- Excluding a pupil or subjecting them to any detriment.

2.4 The equalities plan which must be published on each Academy website outlines the actions we will take to meet the duties in the Equality Act in respect of the above protected characteristics.

### **3. Equality policy statement**

3.1 We are committed to ensure equality of educational opportunity and support for all pupils, parents, carers and staff irrespective of sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, age and socio-economic background.

3.2 We aim to provide a fully inclusive Academy in which every person feels proud of their identity and able to participate fully within the Academy community. We believe that a diverse Academy community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

### **4. Implementing the equality mission statement**

#### **4.1 Providing high quality teaching and learning**

We aim to ensure that every pupil makes good progress and achieves well by:

- Using fully inclusive teaching and learning approaches to engage all our pupils.
- Monitoring achievement data by ethnicity, gender and disability and intervening decisively when required.
- The rigorous analysis of pupils' progress to determine and inform the strategies we will use to support groups of pupils and individuals.
- Setting challenging targets for all pupils.
- Using teaching resources which avoid stereotyping and reflect the diversity of the Academy and local community in terms of race, gender and disability.
- Promoting attitudes and values that challenge all discriminatory behaviour and prejudices.

- Providing pupils with opportunities to celebrate their own and others cultures.
- Seeking the positive involvement of all parents / carers in their child's education.
- Encouraging discussion of equality issues which reflect social stereotypes, expectations and their impact upon learning.

#### 4.2 **Central role of all academy staff**

Academy staff will implement the Academy's single equality plan by ensuring that all pupils are treated fairly, equally and with respect. Pupils will also be expected to treat adults and each other with the same fairness, equality and respect.

Acts of harassment and victimisation are unacceptable and will not be tolerated within the Academy community. Staff will actively identify and challenge all forms of prejudice, stereotyping, victimisation and harassment.

All Academy staff will deal appropriately with any incidents of prejudice, harassment or victimisation. Serious incidents of prejudiced behaviour, harassment or victimisation will be recorded and reported to the Head of Academy

#### 4.3 **The role of the Head of Academy**

The Head of Academy has overall responsibility for the implementation of the Academy's equality plan and will ensure that all members of staff are aware of the equality plan and that these guidelines are applied fairly in all situations.

The Head of Academy is responsible for promoting equality of opportunity within the curriculum and wider Academy community and will treat all incidents of prejudice, stereotyping, victimisation and harassment with due seriousness.

#### 4.4 **The role of Academy Associates**

The academy association will set out its commitment to equal opportunities by:

- Ensuring that the Academy's single equalities plan is consulted upon, published and regularly reviewed.
- Welcoming all applications to join the Academy from potential pupils or members of staff, regardless of their sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.
- Ensuring that no pupil or member of staff is discriminated against, whilst in Academy on account of their race, sex, disability, religion or

belief, sexual orientation, gender reassignment, pregnancy or maternity.

- Taking all reasonable steps to ensure that the Academy environment gives access to all people with disabilities, and by striving to make all Academy communications and activities as inclusive as possible for parents, carers and pupils.
- Taking all reasonable steps to ensure that there is no unlawful behaviour in respect of equality including discrimination, harassment and victimisation.
- Ensuring that all reasonable adjustments are made as necessary for pupils, staff and parents who have a disability in accordance with the Equality Act 2010.

#### 4.5 **Related policies and Statutory Documents**

##### **Academy policies:**

- Attendance Policy
- Admission Arrangements
- Accessibility Plan
- Anti-Bullying Policy
- Child Protection Policy
- E Safety Policy
- Educational Visits and Transport Policy
- Exclusion Policy
- Supporting Students with Medical Condition Policy
- Academy Behaviour and Discipline Policy
- Special Educational Needs and Disabilities Policy
- Whistle blowing Guidance

##### **Statutory Documents:**

- Equalities Act 2010
- UN Convention on the Rights of the Child
- UN Convention on the Rights of People with Disabilities
- Human Rights Act 1998.

#### 4.6 **Development of the equalities plan**

It is a requirement that the development of the Academy equalities plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using:

- Feedback from the annual parent questionnaire, parents' evening, parent–Academy forum meetings and/or governors' parent–consultation meetings.
- Input from staff surveys or through staff meetings and training.

- Feedback from the Academy council, PSHE lessons, whole Academy surveys on children's attitudes to self and Academy.
- Issues raised during annual reviews or reviews of progress on individual education plans and mentoring and support sessions;
- Feedback from the Academy Association.

**4.7 Review of progress and impact**

Our Academy single equality plan has been agreed by our Academy Association. In line with legislative requirements, we will review progress against our equality plan annually and review the entire plan and accompanying action plan on a three year cycle.

**4.8 Publishing the plan**

- In order to meet the statutory requirements to publish a Academy single equality plan, we will publish our plan on each individual academy website.
- Raise awareness of the plan through the academy newsletter, assemblies, staff meetings and other communications.
- Make paper copies available for all interested parties.

**5. Review of this policy**

- 5.1 This policy is reviewed at least every three years by the Academy Association. The Trust will monitor the application and outcomes of this policy to ensure it is working effectively.

## 1. **APPENDIX 1**

### **Physical ACCESS to the Academy**

#### **ACCESS FOR WHEELCHAIR USERS** and those with **LIMITED MOBILITY**

Currently the Academy has only partial access for wheelchair users, through ramped ingress to the 'Main block' and the toilet facilities within. However, it is not possible to access all rooms within this block, or even some rooms by the same route as other students, since the ground floor is multi-level. Some rooms in Triton block can be entered without too much difficulty via exterior doors, enabling access to further ground floor rooms within the block. The needs of the student using a wheelchair/with limited mobility will be considered when considering timetabling arrangements to ensure as full as possible access to the curriculum is planned. However, some practical aspects of DT would be excluded since the age of the buildings and funding made available precludes much of the adaptation thought to be necessary to fully accommodate the needs of wheelchair users and those of limited mobility to the full DT curriculum. Further major and probably costly projects, eg the installation of a lift or stairlift to access second floor practical spaces would have to be funded externally. Applications made to secure such funding have not been successful.

#### **ACCESS for Students and visitors with Visual/and or Hearing Impairment**

Curricular adaptations are usually quite easy to facilitate and are done so daily. Some additions/adaptions have been made to the interior of the buildings, e.g. Providing blinds/curtains, repainting, carpeting in all classrooms and the installation of a pager fire alarm system. Signs are clear and directional.

#### **ACCESS for Students with Medical conditions**

A number of students are required to take medication during Academy hours. This is either self-administered as required, e.g. Ventolin inhaler, or is given during trauma, e.g. use of an EpiPen. Medication like Ritalin is not administered by any staff member but a named person will hold secure a week's dosage during Academy hours for the student, who signs for this as they collect it at the appointed time. The personnel involved do not observe that the dosage is collected nor taken – it is left entirely to the student's responsibility. Administration

documentation is in print outlining the procedure to be followed.

A medical list is published and some of these students would also be subject to the formulation of a health care plan, as agreed between the student, school nurse and parents/carers. If the school nurse fails to contact parents/carers or they do not agree to the plan AND they, nor the student inform us of any change to their condition or treatment (by other means), the student could then become at risk within the Academy environment and the most appropriate First Aid may not be administered soon enough.

2. **APPENDIX 2**

**ACCESS AUDIT CHECKLIST:** Sheet ...1.. of ...10....

Block.....Main Building..... Date of survey...20/11/2016

<b>A - APPROACH and CAR PARKING</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
1. Is the building within convenient distance of a public highway?	✓		
2. Is the building within convenient distance of public transport?		✓	
3. Is the building within convenient distance of car parking?	✓		
4. Is the route clearly marked/found?			
5. Is the route free of kerbs?	✓		
6. Is the surface smooth and slip resistant?	✓		
7. Is the route wide enough?	✓		
8. Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✓		
9. Is it adequately lit?	✓		
0. Is it identified by visual, audible and tactile information?		✓	
1. Is there car parking for people with reduced mobility?	✓		
2. Is the car parking clearly marked out, signed, easily found and kept free from misuse?	✓		
3. Is the car parking as near the entrance as possible?	✓		
4. Is the car parking area suitably surfaced?	✓		
5. Is the route to the building kept free of snow, ice and fallen leaves?	✓		
6. Is the route level? (ie. no gradient steeper than 1:20 and no steps)	✓		

**ACCESS AUDIT CHECKLIST:** Sheet ...2.. of ...10....

Block.....Main Building ..... Date of survey.....20/11/2016.....

<b>B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
1. Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)	✓		
2. Is it wide enough and suitably graded?	✓		
3. Is the surface slip resistant?	✓		
4. Are there kerbs and are there edges protected to prevent accidents?		X	
5. Are there handrails to one or both sides? (delete)		X	
6. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?		X	
7. Are there (alternative) steps? (delete)	✓		
8. Identified by visual/tactile information?		X	
9. Are there handrails to one or both sides? (delete)		X	
0. Are ramps and steps adequately lit?	✓		
1. Are treads and risers consistent in depth and height?	✓		
2. Are all nosings marked and/or readily identifiable? (delete)		X	
3. Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)	✓		
4. If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9	✓		

**ACCESS AUDIT CHECKLIST:** Sheet ...3.. of ...10....

Block.....Main Building ..... Date of survey...20/11/2016.....

### C – ENTRANCES, INCLUDING RECEPTION

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
1. Is the door clearly distinguishable from the facade?	✓		
2. If glass is it visible when closed?	✓		
3. Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	✓		
4. Does it have a level or flush threshold, and a recessed matwell? (delete)		x	
5. Is there visibility through the door/way from both sides at standing and seated levels? (delete)	✓		
6. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?	✓		
7. Can the door furniture be used at both standing and seated height? (delete)		x	
8. Can it be easily grasped and operated?	✓		
9. If the door has a closer mechanism does it have:	✓		
(a) delayed closure action?		X	
(b) slow-action closer?	✓		On single door
(c) minimal closure pressure?		X	
0. If the door is power-operated does it have visual and tactile information?		x	
1. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	✓		
2. If there is a lobby, do the inner and outer doors meet the same criteria?	✓		
3. Do lobby layouts enable all users to clear one door before going through the next?	✓		

4. Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?		x	
5. Does the lighting installation take account of the needs of visually disabled people?	✓		
6. Are floor surfaces:	✓		
(a) slip-resistant, even when wet?	✓		
(b) of a quality that is sympathetic to acoustics – i.e. not so “hard” as to cause acoustic confusion?			
(c) firm for wheelchair manoeuvre?	✓		
7. Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	✓		
8. Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	✓		
9. Is it fitted with an induction loop?	✓		
10. If public telephone is available (say at reception, is it, and its instructions):		X	
(a) at a height suitable for all users?		X	
(b) equipped with inductive coupling?		X	
11. For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		x	

**ACCESS AUDIT CHECKLIST:** Sheet ...4.. of ...10....

Block.....Main Building.....Date of survey...20/11/2016....

**D – HORIZONTAL MOVEMENT AND ASSEMBLY**

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
1. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	✓		
2. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	✓		
3. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	✓		
4. Is turning space available for w.ch. users?	✓		
5. Do natural and artificial lighting avoid glare and silhouetting?		x	
6. Are there visual clues for orientation?		x	
7. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?	✓		
(b) avoid light reflection and sound reverberation?	✓		
8. Do textured surfaces convey useful information for people with impaired vision?		x	
9. Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	✓		
0. Are there tactile signs and information for those with impaired vision?		x	
1. Is the maintenance of these items checked regularly?		X	
2. Is lighting designed to meet a wide range of needs?	✓		
3. Is sufficient circulation space allowed for wheelchair users?	✓		
4. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	✓		
5. Are seating arrangements/spaces suitable for use by people with visual disabilities?		X	

6. Are all areas for assembly/meeting equipped with an induction loop system?		x	
7. If the use of an induction loop system is precluded is an infra-red system in place?		X	
8. Is the functioning and operation of the induction loop or infra-red system checked regularly?		X	
9. Are telephones fitted with inductive loop couplers?		X	
10. Is a minicom available for use by people with hearing disabilities?		x	

**ACCESS AUDIT CHECKLIST: Sheet ...5.. of 10.....**

Block.....Main Building ..... Date of survey...20/11/2016....

**ACCESS AUDIT CHECKLIST: Sheet ...6.. of ...10....**

Block.....Main Building ..... Date of survey...20/11/2016.....

<b>F - DOORS</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
1. Do the doors serve a functional/safety purpose? (delete)	✓		Both
2. Can they be readily distinguished?	✓		
3. If glass, are they visible when shut?	✓		
4. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)	✓		
5. Does the clear opening width permit wheelchair access?	✓		
6. On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	✓		
7. Is any door furniture/handle at a height for standing/sitting use? (delete)	✓		
8. Are door/handles clearly distinguished?	✓		
9. Can the door furniture/handles be easily operated/grasped? (delete)	✓		
0. If door closers/mechanisms are fitted do they provide the following: (delete)			
(a) security linkage?		x	
(b) delay-action closure?		x	
(c) slow-action closure?	✓		
(d) minimum closure pressure?	✓		
1. Is door/mechanism function checked regularly?	✓		

General notes to block:

**ACCESS AUDIT CHECKLIST:** Sheet ...7.. of ...10....

Block.....Main Building ..... Date of survey...20/11/2016.....

<b>G - LAVATORIES</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
11. Is WC provision made for people with disabilities?	✓		
12. Do all lavatory areas have slip-resistant floors?	✓		
13. Are they easy to distinguish by colour contrast from walls?	✓		
14. Are all fittings readily distinguishable from their background?	✓		
15. Are all door fittings/locks easily gripped and operated?	✓		
16. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	✓		
17. Is provision made for wheelchair users? If so:	✓		
18. Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)	✓		
19. Is the location clearly signed?	✓		
0. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	✓		
1. Are the door fittings/locks and light switches easily reached and operated?	✓		
2. Is there an emergency call system and is someone designated to respond?	✓		
3. Can the emergency call system be operated from floor level?	✓		
4. Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)	✓		
5. Are the fittings arranged to facilitate these manoeuvres?	✓		
6. Are handwashing and drying facilities within reach of someone seated on the WC?	✓		
7. Is the tap appropriate for use by someone with limited dexterity, grip or strength?	✓		

8. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	✓		
9. Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors? (delete)	✓		
10. If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	✓		

**ACCESS AUDIT CHECKLIST: Sheet ...8.. of ...10....**

Block...Main Building ..... Date of survey...20/11/2016.

<b>H – FIXTURES AND FITTINGS</b>			
Consider each question from the perspective of each type of disability: <ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>			
Tick the Y or N column as appropriate and add notes if necessary  A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
1. Is any servery/counter accessible to all users, including those with hearing impairments?	✓		
2. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?			N/A
3. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?	✓		
4. Is it possible for people with disabilities to serve as volunteers?		X	
5. Are all fittings readily distinguishable from their background?	✓		
6. Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?		X	
7. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	✓		
8. In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		X	N/A
9. Are all relevant locations clearly signed?	✓		

**ACCESS AUDIT CHECKLIST: Sheet ...9.. of ...10....**

Block.....Main Building..... Date of survey...20/11/2016...

## I - INFORMATION

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
. Is the building equipped to provide hearing assistance?		X	
}. Does lighting installation of the building consider the needs of people with visual disabilities?	✓		
}. Is there a tactile plan or diagram of the building?		X	
l. Are there large-print versions of information about the building/activities available?		X	
ï. Is there 'braille' information available for people with visual disabilities?		X	
ï. Is there an 'audio' version of information about the building available?		X	
°. Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?		X	
}. Where a payphone is provided does it have a hearing aid coupler?		X	
}. Are all relevant locations clearly signed?		X	
General notes to block:			

**ACCESS AUDIT CHECKLIST:** Sheet 10..... of ...10....

Block...Main Building..... Date of survey...20/11/2016.....

**J – MEANS OF ESCAPE**

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
1. Is there a visible as well as audible fire alarm system? (delete)		X	
2. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?		X	
3. Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)		X	
4. If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?	✓		
5. If refuges are available are they equipped with 'carry chairs'?		X	
6. Is there a 'management evacuation strategy' for staff, students and visitors, and are staff trained in evacuation procedures?	✓		
7. Is the evacuation strategy checked regularly for its effectiveness?	✓		
8. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	✓		
9. Are all fire warning devices and detectors checked routinely and regularly?	✓		

General notes to block:

3. APPENDIX 3

**ACCESS AUDIT CHECKLIST: Sheet ...1.. of ...10....**

Block.....Annex Building ..... Date of survey...20/11/2016

**ACCESS AUDIT CHECKLIST: Sheet ...2.. of ...10....**

Block.....Annex Building..... Date of survey...2<sup>nd</sup> May 2012.....

<b>B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
10. Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)	✓		Most but not all external routes
11. Is it wide enough and suitably graded?	✓		
12. Is the surface slip resistant?	✓		
13. Are there kerbs and are there edges protected to prevent accidents?		X	
14. Are there handrails to one or both sides? (delete)		X	
15. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?		X	
16. Are there (alternative) steps? (delete)		X	
17. Identified by visual/tactile information?		X	
18. Are there handrails to one or both sides? (delete)		X	
5. Are ramps and steps adequately lit?	✓		
6. Are treads and risers consistent in depth and height?	✓		
7. Are all nosings marked and/or readily identifiable? (delete)		X	

8. Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)	✓		
9. If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9	✓		

General notes to block:

**ACCESS AUDIT CHECKLIST:** Sheet ...3.. of ...10....

Block.....Annex Building..... Date of survey...20/11/2016

**ACCESS AUDIT CHECKLIST:** Sheet ...4.. of ...10....

Block.....Annex Building..... Date of survey...2<sup>nd</sup> May 2012....

**D – HORIZONTAL MOVEMENT AND ASSEMBLY**

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
10. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	✓		
11. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?		x	
12. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?			Not applicable
13. Is turning space available for w.ch. users?	✓		
14. Do natural and artificial lighting avoid glare and silhouetting?		x	
15. Are there visual clues for orientation?		x	
16. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?	✓		
(b) avoid light reflection and sound reverberation?	✓		
17. Do textured surfaces convey useful information for people with impaired vision?		x	
18. Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	✓		
1. Are there tactile signs and information for those with impaired vision?		x	
2. Is the maintenance of these items checked regularly?	✓		
3. Is lighting designed to meet a wide range of needs?	✓		
4. Is sufficient circulation space allowed for wheelchair users?	✓		
5. Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	✓		
6. Are seating arrangements/spaces suitable for use by people with visual disabilities?	✓		

7. Are all areas for assembly/meeting equipped with an induction loop system?		x	
8. If the use of an induction loop system is precluded is an infra-red system in place?	✓		
9. Is the functioning and operation of the induction loop or infra-red system checked regularly?			Not applicable
10. Are telephones fitted with inductive loop couplers?		X	
11. Is a minicom available for use by people with hearing disabilities?		x	

**ACCESS AUDIT CHECKLIST: Sheet ...5.. of 10.....**

Block.....Annex Building ..... Date of survey...20/11/2016....

**ACCESS AUDIT CHECKLIST: Sheet ...6.. of ...10....**

Block.....Annex Building..... Date of survey...2<sup>nd</sup>  
May 2012.....

<b>F - DOORS</b>			
Consider each question from the perspective of each type of disability:			
<ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul>	
Tick the Y or N column as appropriate and add notes if necessary			
A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.			
	Y	N	Notes
10. Do the doors serve a functional/safety purpose? (delete)	✓		Both
11. Can they be readily distinguished?	✓		
12. If glass, are they visible when shut?	✓		
13. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)		x	
14. Does the clear opening width permit wheelchair access?	✓		
15. On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	✓		
16. Is any door furniture/handle at a height for standing/sitting use? (delete)	✓		
17. Are door/handles clearly distinguished?	✓		
18. Can the door furniture/handles be easily operated/grasped? (delete)	✓		
2. If door closers/mechanisms are fitted do they provide the following: (delete)			
(a) security linkage?		x	

(b) delay-action closure?		x	
(c) slow-action closure?	✓		
(d) minimum closure pressure?	✓		
3. Is door/mechanism function checked regularly?	✓		
General notes to block:			

**ACCESS AUDIT CHECKLIST:** Sheet ...7.. of ...10....

Block.....Annex Building..... Date of survey...20/11/2016.....

**G - LAVATORIES**

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
!10. Is WC provision made for people with disabilities?	✓		
!11. Do all lavatory areas have slip-resistant floors?	✓		
!12. Are they easy to distinguish by colour contrast from walls?	✓		
!13. Are all fittings readily distinguishable from their background?	✓		
!14. Are all door fittings/locks easily gripped and operated?		x	
!15. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	✓		
!16. Is provision made for wheelchair users? If so:	✓		
!17. Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)	✓		
!18. Is the location clearly signed?	✓		
!1. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	✓		
!2. Are the door fittings/locks and light switches easily reached and operated?	✓		
!3. Is there an emergency call system and is someone designated to respond?		x	
!4. Can the emergency call system be operated from floor level?	✓		
!5. Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)	✓		
!6. Are the fittings arranged to facilitate these manoeuvres?	✓		
!7. Are handwashing and drying facilities within reach of someone seated on the WC?	✓		
!8. Is the tap appropriate for use by someone with limited dexterity, grip or strength?	✓		
!9. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	✓		

10. Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors? (delete)	✓		
11. If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?		x	

**ACCESS AUDIT CHECKLIST:** Sheet ...8.. of ...10....

Block... Main Building..... Date of survey...20/11/2016.

<b>H – FIXTURES AND FITTINGS</b>			
<p>Consider each question from the perspective of each type of disability:</p> <ul style="list-style-type: none"> <li>• <b>Wheelchair</b></li> <li>• <b>Ambulant</b></li> <li>• <b>Dexterity</b></li> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Comprehension</b></li> </ul> <p>Tick the Y or N column as appropriate and add notes if necessary</p> <p>A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.</p>			
	Y	N	Notes
10. Is any servery/counter accessible to all users, including those with hearing impairments?		x	
11. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?			Not applicable
12. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?	✓		
13. Is it possible for people with disabilities to serve as volunteers?	✓		
14. Are all fittings readily distinguishable from their background?	✓		
15. Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	✓		
16. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	✓		
17. In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?			Not applicable
18. Are all relevant locations clearly signed?	✓		

**ACCESS AUDIT CHECKLIST:** Sheet ...9.. of ...10....

Block.....Annex Building..... Date of survey...20/11/2016...

**ACCESS AUDIT CHECKLIST:** Sheet 10..... of ...10....

Block...Annex Building..... Date of survey...2<sup>nd</sup> May 2012.....

**J – MEANS OF ESCAPE**

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	N o t e s
10. Is there a visible as well as audible fire alarm system? (delete)		X	
11. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?		X	
12. Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)		X	
13. If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?		x	
14. If refuges are available are they equipped with 'carry chairs'?		X	
15. Is there a 'management evacuation strategy' for staff, students and visitors, and are staff trained in evacuation procedures?	✓		
16. Is the evacuation strategy checked regularly for its effectiveness?	✓		
17. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	✓		
18. Are all fire warning devices and detectors checked routinely and regularly?	✓		

4. APPENDIX 4

## Disability Equality Questionnaire

For Service Users (including staff, students, visitors, parents/ carers)

Erdington Academy is committed to improving education and the Academy and making them more accessible for everyone. If you consider yourself to have a disability or care for someone with a disability, please share your experience of accessing and using our services.

The information you provide will be treated in confidence and will only be used in shaping and improving our Academy with disability in mind. Your responses will help us develop a Disability Equality Policy and Accessibility Plan, which are both legal requirements under the Disability Discrimination Act of 2005.

If you have any questions about the attached questionnaire, or if you would like a copy in large print or on audio tape, please contact: Andrew Green, Estates Manager, 024 76757300.

### Disability Questionnaire.

1. Do you consider yourself to have a disability or long term health condition (which has lasted at least 12 months or that is likely to last at least 12 months) and affects your day-to-day activities?

**YES / NO**

1a Please tick (✓) which conditions apply and give details as relevant Physical disability (affecting your mobility or other)

Sensory needs:

blind	
partially sighted	
deaf	
hard of hearing	
deaf and blind	
Mental Health	
Learning Disability	

Long standing illness or health condition, for example cancer, HIV, diabetes, chronic heart disease or epilepsy	
Other, for example a disfigurement (please specify)	

2. Are you a relative, friend or carer of someone with a long term health condition or disability which affects their day-to-day activities?

**YES / NO**

2a. If YES please circle: Relative Friend Carer

3. Are you responding on behalf of an organisation or group of disabled people or people with a long term health condition?

YES, I am a member of \_\_\_\_\_

YES, I represent \_\_\_\_\_

**NO**

4. What is the purpose of your visit to Erdington Academy?

Member of Staff	
Meeting with Member of Staff	
Student	
Academy Event. E.g. Parents Evening, Show, Open Evening	
Other. Please Specify	

5. In relation to the visit to the Academy detailed in question 4, please indicate if they were easy to find, clearly signposted and easy to access.

Location **YES / NO**

Car parking **YES / NO**

Transport **YES / NO**

Ramps and Rails **YES / NO**

Lifts **YES / NO**

Opening Hours **YES / NO**

Other (please specify) **YES / NO** \_\_\_\_\_

5a. If you have answered *NO* to any of the above, please provide some brief information.

Please tick the resources that were made available to improve access for you and to support your needs? Please consider the following (there may be more):

Hearing loops	
A signer	
Accessible toilets	
Information in accessible format eg. Braille, audio,	
large print	
Speech and visual aids fire alarms (visual and audible)	
Information on contacting services	
Other	

6a. If any of the above were not available, please give details of what would have helped you to have better access to our service.

Do you think our services are disability friendly?

**YES / NO**

7a. Please tell us about it.

(For example, the doctors are good at listening, reception staff are friendly, information provided is clear, premises are accessible and easy to find).

--

Could we improve communication and information needs for you to make access easier?

**YES / NO**

8a. If you have answered *YES*, please tell us about it.

--

9. Can you think of up to **3 things** that would make our services and premises better for disabled people?

1.
2.
3.

10. Do you think that your race, gender or age has created any additional barriers to accessing services?

YES / NO

10a. If YES, please circle

**Race**

**Gender**

**Age**

10b. Please give more detail:

11. Would you like to take part in other activities to tell us what you think about disability equality?

YES / NO

Yes, I would like to: (please ✓ all which apply)

- Take part in a discussion group to help decide what goes into the Disability Equality Policy
- Receive a copy of the draft Disability Equality/Accessibility Plan document and tell you what I think about it
- Take part in other events or questionnaires about disability equality in the future

11. If YES please give your contact details and state format required:

**More information about you**

You do not have to answer the questions in this section, but any information you give will help us to know whether we have received answers from a range of different people. This information will be treated confidentially.

Are you male or female?

MALE / FEMALE

How old are you?

- 0-16
- 17-30
- 31-49
- 50+

How would you describe your ethnic group?

<i>White</i>		<i>White &amp; Asian</i>	
<i>White British</i>		<i>Any other mixed background</i>	
<i>White Irish</i>		<i>Asian or Asian British</i>	
<i>Any other white</i>		<i>Indian</i>	
<i>Mixed</i>		<i>Pakistani</i>	
<i>White &amp; Black Caribbean</i>		<i>Bangladeshi</i>	
<i>White &amp; Black African</i>		<i>Any other Asian background</i>	
<i>Black or Black British</i>		<i>Caribbean</i>	
<i>African</i>		<i>Any other black background</i>	
<i>Other ethnic groups</i>		<i>Chinese</i>	
<i>Any other ethnic group</i>		<i>Not stated</i>	