



Equality and Accessibility Policy

CHARTERHOUSE



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OVERVIEW STATEMENT

Charterhouse has a legal duty under the Equality Act 2010 to be non-discriminatory towards its pupils and to provide equal access to the curriculum, pastoral care and extra-curricular opportunities. The equality and accessibility duty thereby provides a framework for identifying pupil needs and weighing them against other educational priorities when making relevant decisions including those decisions on participation in School activities. The School also has an extended duty to all employees or visitors to the site whether parents, carers, visitors or alumni.

The School welcomes the duty to eliminate discrimination against anyone with “protected characteristics” and foster good relations, irrespective of gender, race (including colour, nationality, and ethnic or national origins), disability, religion and belief, sexual identity or orientation, gender reassignment / transgender, marital or civil partnership status, pregnancy or state of maternity, (in the case of employees of the School, this also includes age) whether actual, perceptual or by association.

Promoting equal opportunities is fundamental to the aims and ethos of Charterhouse. We welcome applications from those with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish.

Charterhouse believes that inclusivity should permeate all aspects of School life and counters and challenges all types of discriminatory behaviour (including direct discrimination, indirect discrimination, harassment and victimisation), as well as expecting tolerance and respect from all staff, pupils, parents and governors.

The School's aims in this regard are to:

- Respect the rights of staff, all pupils and potential pupils and to provide equal access to the curriculum, pastoral care and extra-curricular opportunities.
- Value and encourage all members of the School community.
- Foster positive attitudes towards all persons within the School community, by promoting tolerance and respect.

Notwithstanding the above, and the School's desire to enrich the lives of all of its pupils and the whole community by pursuing an inclusive policy towards them, the School places equal importance on working to ensure that no pupil's education and progress is impaired by the behaviour of another. To achieve these aims, the School has produced this Equality and Accessibility Policy.



ADMISSIONS

- Admission to the School depends upon the prospective pupil meeting the School's academic entrance criteria with the aim of maintaining and improving the educational and general standards for all its pupils.
- The School must feel reasonably sure that, throughout the pupil's time at Charterhouse, it will be able to educate and develop the pupil to the best of their potential and in line with the general standards achieved by the pupil's peers.
- In order to cope with the high academic and social demands of Charterhouse, pupils must be fluent English speakers. Normally pupils would have been educated in the English medium for a number of years before coming to the school.
- The School policy is to apply the admissions criteria to all pupils and prospective pupils, regardless of any disability or characteristic of which it is made aware by parents.
- The School has a legal obligation to make reasonable adjustments not to put any pupil with a protected characteristic or prospective pupil with a protected characteristic at a disadvantage compared with others who are not disadvantaged because of a protected characteristic.
- Charterhouse requires parents to inform the School in the relevant section of the application form of any disability or need: the School cannot guarantee to make provision if that need has not been disclosed.
- In assessing any prospective pupil, the School may take such advice and require such assessments (e.g.: an Educational Psychologist's report) and recommendations it deems appropriate.
- With prior notification of disability or need, supported by the recommendation of an Educational Psychologist's report, the School may allow some extra time or other concession in the entrance examinations for prospective pupils with a disability or need.
- Not all pupils with Special Educational Needs will be classified as having a Disability and vice-versa



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PHYSICAL ACCESS

- Charterhouse recognises its duty to consider alterations to the physical features of the School where that is reasonable in order to avoid disadvantage caused by any impairment.
- The School campus covers a wide area with many old buildings of more than one storey and without lifts. As is common in similar schools, the School is organised into department and subject areas with designated classrooms and thus requires pupils to move around the campus, necessitating the use of steps or stairs in buildings.
- The School's Accessibility Plan seeks to improve physical access within the constraints of local planning permission and budget, recognising that some possible improvements are unlikely to be considered as reasonable adjustments if their costs to the School are prohibitive.

EDUCATION

- Teaching and pastoral staff will continue to be made aware of pupils with disability or Special Educational Needs by, amongst others, the Head of Learning Support, Hunt Health Centre, Assistant Headmaster (Welfare) or Housemasters.
- Strategies to make "reasonable adjustments" within the classroom will be communicated to relevant parties so as not to place those with disability or Special Educational Needs at a substantial disadvantage in accessing the curriculum. Such strategies will be stored on iSAMS, recorded by, amongst others, the Head of Learning Support, Hunt Health Centre, Assistant Headmaster (Welfare) or Housemasters.
- Teaching will be adapted where reasonable to the learning patterns of all pupils, according to their abilities and needs. Approaches to differentiation are recorded in Department Handbooks.
- Curriculum planning shall reflect a commitment to equality, promoting tolerance and respect for others.
- The implementation of reasonable adjustments to classroom management, teaching and expectations should not prejudice the progress of other pupils, nor their health and safety.
- Charterhouse, as an independent school, will determine on a case by case basis, any reasonable requirement to provide auxiliary support such as hearing loops, or adaptive keyboards in IT suites.



ICT ACCESS

- A variety of systems are available to enable access, including specialised software. Our policy is to provide these items on an on-demand basis as need arises. Speech to text software (such as Dragon) can be provided on a needs basis.

SPORTING AND RECREATIONAL ACTIVITIES

- The School will continue to provide equal access to all School activities for disabled pupils, within the constraints of the physical nature of the site, budget, Health and Safety implications and practicalities of supervision.
- Individual risk assessment and management strategies will be provided for disabled pupils engaged in out-of-school visits.

WELFARE AWARENESS

- Staff and pupils will be made aware of protected characteristics and helped to understand their effects in order that those pupils are accepted and supported as part of School life.
- Appropriate training for relevant staff will be provided to enhance an understanding of those with protected characteristics, to highlight the need for making reasonable adjustments and to improve the School's educational provision.
- The School's Equal Opportunities Policy and other policies and guidelines will have regard for inclusiveness and the difficulties faced by those with protected characteristics, thereby improving understanding and integration.
- The School will agree with parents appropriate and regular means of communication with regard to a pupil's progress, behavioural issues and the effects of any medication.
- A Welfare Plan will be constructed where appropriate and will seek to be effective, manageable and well-communicated
- The School operates a buddy system when appropriate in order to assist pupils.



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RELIGIOUS OBSERVANCE

- Charterhouse has an Anglican foundation and its ethos is rooted in the Christian faith. Consequently, all pupils are encouraged personally to consider aspects of spirituality and to develop their own considered and informed belief through attendance at Chapel and other religious services.
- The religious beliefs of pupils, staff, parents and carers will be respected.
- The School welcomes pupils of all faiths and offers the opportunity for them to practise their own faiths.
- Parents should be aware that all pupils at Charterhouse are required to wear a uniform: The Headmaster will consider written requests from parents for variations in the uniform on religious grounds that are consistent with the School's ethos and its policy on health and safety. The Headmaster may take expert advice and may arrange to meet with the parents to discuss the implications of such a request.

ROLES AND RESPONSIBILITIES

- The Governing Body is responsible for ensuring that Charterhouse complies with the current legislation and that this policy is implemented.
- The Second Master, Director of Financial Strategy, Deputy Headmaster (Academic) and Deputy Headmaster (Boarding and Compliance) are responsible for implementing the policy and ensuring that all staff are aware of their responsibilities and are given appropriate training and support to ensure that the School community as a whole maintains an ethos of inclusivity.
- All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with protected characteristics
- Parents and carers are asked to keep the School informed about relevant issues
- Accessibility Plans are maintained and reviewed on regular basis to ensure that all pupils can participate in the School's curriculum

PUBLIC ACCESS

- The School provides access to numerous events and other activities open to the public. Assessments have been made of all School buildings to which the public are given access and accessibility requirements are taken into consideration in planning all public events at the School.



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PRIVATE VENUE HIRE

- The School, as a service provider, has a legal anticipatory duty under the Equality Act 2010 to be non-discriminatory towards all visitors using its services (such as conference organisers or visitors to the School); however, under current legislation, the duty to be non-discriminatory to delegates is upon the event organisers hiring the services of Charterhouse.

EMPLOYMENT

- Charterhouse has a legal duty under Part 5 of the Equality Act 2010 to be non-discriminatory towards all staff and to provide equal access to potential or current employment opportunities irrespective of any protected characteristic of any applicant or employee.
- Applications for employment are solely considered on ability to undertake the duties required of the office. Charterhouse will provide reasonable aids and adaptations for members of staff where appropriate and necessary to satisfactorily fulfil their duties.

ACCESSIBILITY PLAN

- The School's Accessibility Plan is coordinated by the Deputy Headmaster (Academic) in conjunction with numerous stakeholders and is subject to review every three years by the Governing Body through the Projects and Planning Committee. See Appendix A.



APPENDIX A

Accessibility Action Plan

The results of the School's audit and continuous monitoring has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard	Description
A	Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum;
B	Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled
C	Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

Standard To Be Met	Area of Focus	Led by	Detail	Evidence of success	Time scale
A	SEN and EAL examination provision	SEN JHK	Laptops, extra time and specific SEN environment	Under Hall refurbished and set up	July 2016
A	Admissions	SEN Marketing	Review all admissions literature and website to make clear our provision for pupils or visitors with SEN or needing DA	Reviewed January 2013 then review, annually.	January 2017
B	Use of electronic facilities for resources	IT JHK	Increase use of Greyhound (VLE and Intranet) across departments such that resources are accessible at school, at home and in the boarding houses	Disabled pupils able to access resources in electronic format	Ongoing



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C	Campus	Maintenance	Removal of latex	Campus	Ongoing
C	Campus	Lettings	Directional signage for disabled facilities	Additional temporary signage	July 2016
C	Campus	Maintenance	Review lighting arrangements across campus	Increased and improved lighting provision	September 18
C	Admissions and Lettings	Marketing	Publications to identify access issues	Inclusion of levels of accessibility on key documents and website	January 2017
C	Public buildings	Health and Safety	Provision of emergency evacuation chairs	QSC, ML, Chapel and Hall	April 2017
C	BTT	Maintenance	Identification of Blue Badge areas at BTT	Labelled areas	September 2017
C	Hall	Maintenance	Review handrail provision to Hall	New handrail in place	September 2017
C	Chetwynd	Maintenance	Review disabled rooms	Upgraded accessibility	September 2017
C	Public buildings	IT	Upgrade of hearing induction loops	Chapel, BTT, Hall	September 2017
C	Disabled public facilities	Maintenance	Tonal fixtures in disabled public facilities	Beveridge Centre	September 2017
C	HHC	Maintenance	Revised configuration of porch area	Revised configuration	September 2017
C	Chetwynd and Fletcherites	Health and Safety	Installation of Easychair Lift	Installation of Easychair Lift	December 2017



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C	Public buildings	Marketing	Braille signs in public areas for notices	QSC and other public areas of campus	January 2018
C	Public buildings	Marketing	Braille and large print information notices for key documents (visitors arrangements and safeguarding)	Reception	January 2018
C	Public buildings	Lettings	Ramps with lips and handrails	Hall, Chapel, SA Cloisters	January 2018
C	Lessington to New Block	Maintenance	Step-nosing	Installation	September 2018
C	Public buildings	Maintenance	Automatic doors	ML, BTT, Chetwynd, QSC, HHC, Reception, Admissions	September 2019