

DISABLED PERSONS (THE TREATMENT OF) POLICY

The School recognises that the Equalities Act 2010 (“the Act”) imposes a duty on it to make reasonable adjustments to ‘policies, criteria and practices’ to address potential issues of discrimination. In addition, the School recognises that the Act introduces a new aspect to the reasonable adjustments duty: “where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, [a duty] to take such steps as it is reasonable to have to take to provide the auxiliary aid”.

A disability will not of itself justify the prevention of a boy joining the School or the recruitment of an applicant for a position in the School. Such reasonable adjustments to the admissions and application procedures shall be made as are required to ensure that applicants – be they boys seeking admission, or persons wishing employment – are not disadvantaged because of their disability. For example, where written tests are used, alternative arrangements will be made for those who are visually impaired.

Before a boy or job applicant is judged to have failed to meet the standards required because of a reason related to a disability or, in the case of prospective members of staff, to have been less suitable than other applicants, full consideration will be given to whether reasonable adjustments could be made which would counter the disadvantage.

The School will make such adjustments to teaching and work arrangements or School premises as are reasonable to enable a disabled boy or staff member to join the school. This will include, but is not limited to as may be appropriate, consideration of the provision of specialist equipment, flexibility in teaching or working arrangements, job redesign and flexible hours. Within this, the School is committed to, and recognises the importance of, taking pro-active measures to remove barriers to disabled boys or prospective staff so to enable them to play a full and constructive part in the life of the School.

If, during his time at the School, a disabled boy recognises a need for further adjustments to be made, he should raise the matter in the first instance with his Housemaster. Similarly, disabled staff members should raise any such concerns with the Personnel Manager, Second Master or Bursar as appropriate. In both instances, the expertise of the disabled person in managing their own disability will be recognised. Where the School does not have the relevant expertise to resolve an identified problem, specialists will be consulted. Once any adjustments have been made, their suitability will be reviewed periodically on an agreed basis to assess continuing effectiveness.

As described above, the School will make an individual assessment of what “reasonable adjustments” can be made on a case by case basis, and will keep a record of each assessment. Considerations are likely to include, but are not limited to: whether the adjustment will remove the substantial disadvantage; the cost of the proposed adjustment; the resources available internally or from external providers (such as the health and education services); the practicability of making the adjustment; the need to maintain academic, musical, sporting and other standards; Health and Safety requirements; the interests of other boys including those who may be admitted to the School; and the School’s charging structure generally.