



**CHARTERHOUSE**

## **ACCESSIBILITY POLICY AND PLAN**

## **Introduction**

1. Charterhouse is strongly committed to providing the highest quality of teaching and learning and support to all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive, wherever possible, to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs and/or disabilities can bring to the School.

## **Definition of Disability and Scope of Plan**

2. A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

3. The School's Accessibility Plan contains relevant actions to:

- a. increase the extent to which disabled pupils can participate in the School's curriculum,
- b. improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled, and

c. improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School.

## **Entry Requirements**

4. All pupils are required to meet the academic entry requirements. The School must feel confident that a prospective pupil will benefit from the education offered in line with the general standards achieved by the pupil's peers so that there is a good chance that he or she will have a complete, happy and successful school career. These criteria must continue to be met throughout the pupil's time at the School. The School's policy is to apply these criteria to all pupils, and potential pupils, regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments so as not to put any disabled pupil at a substantial disadvantage compared with their non-disabled peers. The objective is to ensure that, subject to meeting the entry requirements and practicalities, the School is open to all regardless of physical or mental disability.

## **Admissions**

5. The School asks all parents to complete their registration form in respect of a prospective pupil. In addition, all parents complete the School's medical form, providing details of the nature and effect of any (potential) disability, medical condition or special educational needs and requests that subsequent disclosures will be made, if required. Subject to this, the School will be sensitive to any requests for confidentiality. The purpose of obtaining this information is to allow the School to consider any adjustments it might need to make.

6. Parents of a disabled or potentially disabled child are required to provide full disclosure of any medical, educational psychologist or other reports regarding their child's disability, medical condition or special educational needs. In assessing any pupil or prospective pupil the School may take such advice and require such assessments as it regards as appropriate. Failure by parents to make the necessary disclosure of information may prevent the School from making adequate provision of support.

7. The School recognises the potential enhancement to school life and education provided by inclusive policies, however equal importance will be attached to ensuring that no pupil's education is impaired by this

approach. The School's pastoral care system provides strong support for all pupils whether disabled or otherwise. Where pupils need particular treatment or medication the Hunt Health Centre provides necessary assistance. The School also has a strong Educational Support Department to provide support to pupils with learning difficulties. Lastly, the School also has a Wellbeing Centre with access to counsellors and education psychologists should their professional help be deemed appropriate.

### **Access to the Curriculum**

8. The teaching staff regularly reviews its teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are, where reasonably practical, removed. We support our teaching and support staff with a programme of training to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend and ensure that, where possible, positive examples of disability are portrayed in teaching materials.

9. In order that pupils with defined disabilities have an improved access to the curriculum, either a Personalised Learning Plan, Welfare Plan or Health Care plan will be drawn up in consultation with pupil, parent and tutor and relevant lead at school (SENDCO, Senior Nurse, Head of House). This plan is made securely available to those teachers working with the pupil and it is updated at least annually (A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.) Special Educational Needs and Disability (SEND) Code of Practice (2014).

10. The SENDCO (Head of the Educational Support department) briefs the teachers, updates the school SEND database and meets with individual pupils to discuss their needs. Most pupils needs will be met by a short, highly personalised intervention. Generally, pupils requiring ongoing additional support will be assisted outside formal hash time although support may also be given in-hash. In exceptional circumstances the Deputy Head (Academic) may give permission for a pupil to be withdrawn from lessons for educational support.

11. The School will make reasonable adjustments for the sitting of public examinations following consultation with the SENDCO. All requests for assessment must first go through the SENDCO as privately commissioned reports are not admissible under JCQ regulations. It is also possible that pupils who encounter physical or emotional disability in the period up to the exams may be, with consultation, awarded special arrangements.

### **Access to Information**

12. We provide written/electronic information to pupils in ways that are user-friendly and fully support the pupils in their learning experience. In addition the School has installed hearing loops in Hall, the RVW, the BTT, and Chapel. Technical support, where appropriate, is offered to the pupil in conjunction with the usual learning enrichment programme.

### **Physical Environment**

13. One of the obvious problems which the School has (in common with many other schools) is the site which covers a wide area and consists of many separate and some historic, and even listed, buildings of several storeys and without lifts, which have grown up since the School was founded. Another is the system, again common to many schools, of having some fixed classrooms for each subject, based on the valid ground of having all the facilities for one subject in one place. This requires pupils to go from classroom to classroom, often up steps or stairs in buildings without lifts.

14. We regularly review and take steps to improve 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 serviced, offered by the School. Recently the School has improved access installing a lift in the new Science and Maths

Block. Where possible and necessary due to building design, lessons will be timetabled in accessible classrooms.

## **Parents**

15. Parents are encouraged to work in close partnership with the staff. Parents are made aware at the beginning of the academic year when members of staff can be contacted and how to contact them. There are regular parent meetings with subject teachers and tutors and progress reports. If a parent has a concern about the academic progress of his/her child, the School encourages the parent either to telephone the school to speak with or write to the responsible member of staff, depending on the nature of the concern. This can be the tutor, the head of house, the head of department, the Deputy Head (pastoral), the Deputy Head (Academic) or the Head. It is school policy to work closely with the parents and pupil.

## **Pupils**

16. All pupils whether they are on the Educational Support register or not, are encouraged to approach the Educational Support Department for help or advice. All pupils are formally introduced to Educational Support department during their induction programme and PSHE (Personal, Social, Health & Economic education) programme. All events take place in the autumn term.

## **The Wellbeing Committee**

17. The Governing Body is responsible for ensuring that Charterhouse complies with the current legislation and that this policy is implemented.

18. The Wellbeing Committee is responsible for the day-to-day management of the wellbeing of pupils including those with disability. The Committee meets regularly to formal review pupils with concerns. Where necessary they would make recommendations for improvements to accessibility of the School's education either generally or specifically for one pupils. These recommendations will be reviewed by the Charterhouse Executive Committee or, if necessary, Governors.

19. The School regularly monitors the success of the plan and it will also be reviewed annually.

## **Action Plan**

20. The following has been carefully considered by the School:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Co-curricular activities
- Physical environment
- Selection and recruitment of staff
- Staff training
- Welfare
- Sporting activities

21. The School is committed to providing education to all those who match the academic entry standards required within budgetary constraints. The results of the audit and monitoring of the above have informed the Action Plan attached at Annex A.

## CHARTERHOUSE ACCESSIBILITY PLAN

April 2021 – April 2024

Area	Current Accessibility	Proposed Improvement	Lead	Target Timeframe	Remarks
<b>Increasing the Extent to which Disabled Pupils can participate in the School Curriculum</b>					
Open Days/ Individual visits/ Admissions events/ Assessment days	<ul style="list-style-type: none"> <li>• Easy accessible Reception with toilets</li> <li>• Hearing Loop in Hall and BTT</li> <li>• Use of own hearing aids</li> <li>• One-to-one tours and/or support if required based on the disability</li> <li>• Support from our learning support department to current schools to ensure that all candidates receive appropriate adjustments for tests such as extra time, use of a laptop</li> <li>• Online admissions packages and webinars</li> </ul>	<ul style="list-style-type: none"> <li>• Better access to Hall</li> <li>• Online Admission Visit booking</li> <li>• More accessible toilets in cafe</li> </ul>	Estates  Admissions  Estates	2023  2021  2021	
Examinations	<ul style="list-style-type: none"> <li>• Support from Educational Support</li> <li>• Support from Hunt Health Centre</li> <li>• Separate room if necessary</li> <li>• Monitoring of performance</li> <li>• Examination laptops available</li> <li>• BCR computer suite on ground floor</li> <li>• Large clocks in exam rooms</li> <li>• Use of QSC</li> </ul>	<ul style="list-style-type: none"> <li>• Software for voice recognition</li> </ul>	IT	2022	
Educational Support	<ul style="list-style-type: none"> <li>• Educational Support department of 2 teachers in better central location</li> <li>• Learning mentor and EAL specialist available</li> <li>• One-to-one and groups sessions</li> <li>• Screening for various learning concerns</li> <li>• Referrals to specialist, if required.</li> <li>• Requests to parents to disclose disabilities</li> <li>• Research into the requirement of EAL provision</li> <li>• Revised disclosure in Admissions Pack</li> <li>• Regular specialist visits to the school</li> <li>• Online joining pack</li> </ul>	<ul style="list-style-type: none"> <li>• Review provision in light of changing pupil numbers</li> </ul>	Learning Support	2022	

Area	Current Accessibility	Proposed Improvement	Lead	Target Timeframe	Remarks
Inset	<ul style="list-style-type: none"> <li>• SEN awareness training to teaching staff</li> <li>• Training sessions during INSET</li> </ul>	<ul style="list-style-type: none"> <li>• Training on specific disability areas</li> </ul>	Learning Support	2022-2024	Ongoing
Sports	<ul style="list-style-type: none"> <li>• Individual risk assessments</li> <li>• Wide choice of activities, allowing all pupils to participate in an activity of their choice.</li> <li>• Lifts and access to QSC facilities.</li> <li>• All staff are aware of particular needs due to the PLP.</li> <li>• Staff are made aware of equipment that may assist in a specific child's participation in suitable sports.</li> <li>• Increased tennis courts and better changing rooms</li> </ul>	<ul style="list-style-type: none"> <li>• Review of sport provision</li> <li>• Review sports facilities and identify areas for improvement</li> </ul>	Sport Department Sports Department	2022 2023	
Curriculum	<ul style="list-style-type: none"> <li>• Room timetabling child-specific, if required.</li> <li>• Activities modified for physically disabled as necessary</li> <li>• Training is provided for pupil specific requirements on admission to the school.</li> <li>• New staff induction include arrangements.</li> <li>• DH(A) disseminates all practise changes to HoDs.</li> <li>• DH(A) ensures Greyhound is up to date with relevant information and teachers emailed with updates.</li> <li>• Teaching staff to liaise with tutor and regarding concerns.</li> <li>• More focussed timetable and tutor system</li> <li>• Use of Office 365 to enable flexible and remote learning</li> </ul>	<ul style="list-style-type: none"> <li>• Learning lunches for teaching staff</li> <li>• Timetable review to consider disabilities</li> <li>• Curriculum review to consider disabilities</li> </ul>	Dep Hd Academic  Dep Hd Academic  Dep Hd Academic	2021-2024  2022  2022	

Area	Current Accessibility	Proposed Improvement	Lead	Target Timeframe	Remarks
Trips and Visits	<ul style="list-style-type: none"> <li>Review of suitability of venue</li> <li>Individual risk assessments in liaison with medical centre</li> <li>Provision of “buddy” pupil as necessary</li> <li>Fund staff to train for the extended ‘first-aid at work’ courses-</li> <li>Online trip system that highlights needs</li> <li>Flexibility of trip/visit programme depending on needs of pupil</li> </ul>	<ul style="list-style-type: none"> <li>Review of trips and visit policy</li> </ul>	Senior Deputy Head	2022	
Residential Trips	<ul style="list-style-type: none"> <li>Review of suitability of venue</li> <li>Modifications made in response to particular needs</li> <li>Individual risk assessments in liaison with medical centre</li> <li>One member of staff appointed to oversee student with particular need</li> <li>Online trips system highlights needs.</li> </ul>	<ul style="list-style-type: none"> <li>Review of trips and visit policy</li> </ul>	Senior Deputy Head	2022	
Parents Evenings	<ul style="list-style-type: none"> <li>The initial parents’ evening letter requests that any families with special access requirements should reply to give details.</li> <li>Adequate adjustments are made in response to the above</li> <li>Staff ensure they read pupil files so they are aware of access needs.</li> <li>Use of online webinars were appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Creation of easier access to major venues – Hall, BTT, LT</li> </ul>	Dep Hd Academic	2023	
Classroom Layout	<ul style="list-style-type: none"> <li>Pupils’ PLP affects the use of facilities/ equipment and layout. Layout changed as necessary</li> <li>Teacher training provided on how best to use relevant equipment/ set up the rooms for requirements of all pupils.</li> <li>Physical changes made for pupils with latex allergy</li> <li>Use of Office 365/Apple to allow easy access in any location</li> </ul>	<ul style="list-style-type: none"> <li>Use of technology to ensure all pupils have same access to teaching and learning</li> </ul>	Dep Hd Academic	2022	

Area	Current Accessibility	Proposed Improvement	Lead	Target Timeframe	Remarks
<b>Improving the Provision of Information to Disabled Pupils</b>					
Hearing	<ul style="list-style-type: none"> <li>Hearing induction loops are now installed in certain multi-use locations and have recently been replaced in the Hall, BTT and Chapel</li> <li>Baffles used to improve acoustics</li> <li>Special fire detector heads with flashing lights installed in boarding accommodation</li> <li>Guidance is provided in the use of hearing aids. now using hearing equipment in exams</li> <li>Educational Support dept provides child-specific advice in the PLP</li> <li>The pupil's ISAMS page is updated on the basis of formal requested disclosure, medical screening, teacher concerns.</li> <li>ISAMS allows sharing of relevant information between staff, thus allowing better provision for the pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Install hearing loop in Lecture Theatre</li> <li>Review options for QSC</li> </ul>	IT  Dep Bursar	2022  2023	
Sight	<ul style="list-style-type: none"> <li>Laptops are provided if necessary</li> <li>We alert parents if we identify reduced vision and ask them to have the pupil retested by his/her local GP, and follow up the results with the parents.</li> <li>All new pupils have medicals which includes a vision test.</li> <li>ISAMs allows sharing of relevant information between staff, thus allowing better provision for the pupils.</li> <li>Greyhound allows greater flexibility in sharing and handling of information in more suitable formats. We currently have no accessibility complaints – font size changeable etc.</li> </ul>	<ul style="list-style-type: none"> <li>Improve lighting around Weekites/Lockites</li> <li>Improve access with Phase 2 Pedestrianisation</li> <li>Improve IT systems in Lecture Theatre</li> </ul>	Estates  Estates  IT	2022  2023/2024  2022	



Area	Current Accessibility	Proposed Improvement	Lead	Target Timeframe	Remarks
Sight (continued)	<ul style="list-style-type: none"> <li>Guidance given to staff re: use of projected text.</li> <li>As part of PLP, Learning Support offers advice on visual solutions for pupils with significant visual problems (eg avoiding poor quality photocopying)</li> <li>An 'Accessibility' section has been written to be uploaded to website and Greyhound.</li> <li>Improved lighting around campus</li> <li>New more accessible website</li> <li>Better signage around school</li> </ul>				
Motor skills	<ul style="list-style-type: none"> <li>Laptops are provided for those requiring them.</li> <li>Child specific support is provided, in so much that is reasonable.</li> <li>Greyhound allows sharing of relevant information between staff, thus allowing better provision for the pupils.</li> <li>Use of laptops – loan programme from resources.</li> <li>Laptops in exams: the policy is regularly updated to reflect recent developments in exam regulations and JCQ ruling. This remains consistent with the Pupil Acceptable Use Policy.</li> </ul>	<ul style="list-style-type: none"> <li>Seek support from Surrey Physical and Sensory Services if required</li> </ul>	Learning Support	Ongoing	
<b>Improving the Physical Environment of the School</b>					
Reception/OOH	<ul style="list-style-type: none"> <li>Ground floor – fully accessible</li> <li>First floor - inaccessible</li> </ul>		Estates		Refurb in 2019 – automatic doors, disabled car parking, disabled toilets, meeting room
Engineers Cottage	<ul style="list-style-type: none"> <li>Ground floor – accessible but tight</li> <li>First floor - inaccessible</li> </ul>		Estates		

Area	Current Accessibility	Proposed Improvement	Lead	Target Timeframe	Remarks
Head's Study	<ul style="list-style-type: none"> <li>Stepped access at main entrance door – new glass door easier to open</li> </ul>	<ul style="list-style-type: none"> <li>New ramp</li> </ul>	Estates	2023	
Old Bursary	<ul style="list-style-type: none"> <li>Principle entrance and approach – stepped access with no handrail</li> <li>Internal access – on one level but tight</li> </ul>	<ul style="list-style-type: none"> <li>Refurbishment work to improve access</li> </ul>	Estates	2022	
Memorial Chapel	<ul style="list-style-type: none"> <li>Level access to significant parts of the chapel</li> <li>Ramp for disabled access exists</li> <li>No information on website about accessibility of chapel (attended by parents and local community)</li> </ul>	<ul style="list-style-type: none"> <li>Add information to website (including parking options, accessible entrances, provisions of induction loops etc)</li> </ul>	Foundation	2022	
RVW Music School	<ul style="list-style-type: none"> <li>Level approach and level access – doors open inwards and are heavy</li> <li>Accessible w.c.</li> </ul>	<ul style="list-style-type: none"> <li>Improve access with planned extension work</li> </ul>	Estates	2024-2025	
Hall	<ul style="list-style-type: none"> <li>Stepped access – portable ramp to entrance at gradient of 1 in 5 – with no handrail</li> <li>Doors into hall are heavy but are held open for an event</li> <li>Hearing/induction loop</li> </ul>	<ul style="list-style-type: none"> <li>Install new ramp and handrail with Phase 2 Pedestrianisation</li> </ul>	Estates	2023	
Library	<ul style="list-style-type: none"> <li>Stepped access</li> <li>Inner doors heavy to open</li> <li>Accessible at ground level</li> </ul>	<ul style="list-style-type: none"> <li>Install new ramp with Phase 2 Pedestrianisation</li> </ul>	Estates	2023	
Lecture Theatre	<ul style="list-style-type: none"> <li>Stepped access throughout - Not Accessible</li> <li>No Induction loop</li> </ul>	<ul style="list-style-type: none"> <li>Install hearing/induction loop and improve accessibility with refurbishment</li> </ul>	Estates/IT	2022	Old building
Modern Languages Centre	<ul style="list-style-type: none"> <li>Level access to entrance and ground floor</li> <li>First floor not accessible</li> </ul>				
Art Centre	<ul style="list-style-type: none"> <li>Level access to entrance and ground floor</li> <li>First floor not accessible</li> </ul>	<ul style="list-style-type: none"> <li>Install lift and provide easier access in Art Extension project</li> </ul>	Estates	2022-2023	
John Derry Technical Centre	<ul style="list-style-type: none"> <li>Level access to entrance and ground floor</li> <li>First floor – not accessible</li> </ul>				As above
New Block	<ul style="list-style-type: none"> <li>Ground floor –accessible</li> <li>First floor – not accessible</li> </ul>				

Area	Current Accessibility	Proposed Improvement	Lead	Target Timeframe	Remarks
BCR	<ul style="list-style-type: none"> <li>Level access to entrance and ground floor</li> </ul>				
C Block	<ul style="list-style-type: none"> <li>Stepped access throughout</li> <li>Handrail to one side of stair only</li> <li></li> </ul>				
Old Science	<ul style="list-style-type: none"> <li>Step free access to ground floor</li> <li>Other floors not accessible</li> </ul>	<ul style="list-style-type: none"> <li>Install lift as part of Phase 3 Refurbishment</li> </ul>	Estates	2021	
Science and Maths Block	<ul style="list-style-type: none"> <li>All rooms accessible</li> <li>Lift to first floor</li> <li>Creation of latex-lite lab</li> </ul>	N/A			
Ben Travers Theatre	<ul style="list-style-type: none"> <li>Level access to entrance and ground floor</li> <li>Induction loop</li> </ul>	<ul style="list-style-type: none"> <li>Improve accessibility with refurbishment and new drama studio</li> </ul>	Estates	2023-2024	
Central Dining Rooms	<ul style="list-style-type: none"> <li>All pupils areas accessible following refurbishment in 2019</li> <li>Support staff dining room and staff changing rooms - not accessible</li> <li>Accessible wc</li> </ul>				
Queen's Sports Centre	<ul style="list-style-type: none"> <li>Accessible entrance, ground and almost fully accessible first floor</li> <li>Entrance doors and doors within building are heavy to open</li> <li>Lift</li> </ul>	<ul style="list-style-type: none"> <li>Automatic doors</li> </ul>	Estates	2023	
Oak/Café	<ul style="list-style-type: none"> <li>Level access to all</li> <li>Disabled toilet</li> </ul>	<ul style="list-style-type: none"> <li>Work being carried out in summer 2021</li> </ul>	Estates	2021	Creation on new central dining for old school
Duckites	<ul style="list-style-type: none"> <li>Stepped access to all entrances (service exit could be level)</li> <li>Internal ground floor – stepped access between wings</li> </ul>				Old building – difficult to improve
Gownboys, Verites and Sutton	<ul style="list-style-type: none"> <li>Stepped access at all entrances or within foyer/corridor</li> <li>Disabled visitors to house would benefit from a bell/intercom</li> </ul>				Old building – difficult to improve

Area	Current Accessibility	Proposed Improvement	Lead	Target Timeframe	Remarks
New Boarding Houses (Saunderites and Northbrook)	<ul style="list-style-type: none"> <li>Ease access</li> <li>Lift to all floors</li> <li>Disabled bedroom</li> </ul>		Estates	2021	Being constructed for Sep 2021
1970s New Houses	<ul style="list-style-type: none"> <li>Uneven approaches to houses due to paving</li> <li>Stepped entrances</li> <li>Portable ramps if required</li> <li>Other floors inaccessible</li> <li>Fire detector heads with lights in addition to sounder for hearing difficulties</li> </ul>				
Fletcherites	<ul style="list-style-type: none"> <li>Level access to both wings</li> <li>Stepped access between houses</li> <li>Main entrance (Old Fletcherites) too narrow for wheelchair use</li> <li>Accessible ground floor facilities in New Fletcherites</li> </ul>				
Chetwynd Hall	<ul style="list-style-type: none"> <li>Accessible entrances and ground floor</li> <li>En-suites in accessible rooms</li> </ul>				
Brooke Hall	<ul style="list-style-type: none"> <li>Ground Floor – difficult to access</li> <li>First Floor - inaccessible</li> </ul>	<ul style="list-style-type: none"> <li>Create easier access with refurbishment</li> </ul>	Estates	2022	
PMP	<ul style="list-style-type: none"> <li>Ground Floor – accessible changing rooms</li> <li>First Floor – in accessible</li> </ul>				Old Building
Old Concert Hall	<ul style="list-style-type: none"> <li>Ground Floor – accessible but difficult</li> <li>First Floor – inaccessible</li> </ul>				Old Building
Campus	<ul style="list-style-type: none"> <li>Paths around site are general large and on one level</li> <li>Improved lighting on main walkways</li> <li>Direction signs</li> <li>CCTV</li> <li>Pedestrianisation of old school centre</li> <li>Broom and Lees access is difficult</li> </ul>	<ul style="list-style-type: none"> <li>Create wider paths on Long Walk</li> </ul>	Estates	2021	
		<ul style="list-style-type: none"> <li>Improved lighting and access in Phase 2 pedestrianisation</li> </ul>	Estates	2023	