



EQUALITY AND DIVERSITY POLICY

1. Introduction

1.1 Mission Statement

Esher College aims to be the specialist provider of non-selective, open-access sixth form college education for SW London and North Surrey.

The College is committed to:

- developing in each student an enjoyment of learning, thereby promoting a culture of lifelong learning.
- promoting inclusivity, tolerance and respect for others at all times within a caring, supportive environment which values diversity.
- being a strong, successful educational community for the 16-19 age group, offering broad, balanced and coherent programmes of study to fully prepare students for continuing education, work and leisure.
- providing a suitable range of additional courses to meet the identified needs of the local adult and wider community in specified niche market areas.

1.2 A Vision For Equality and Diversity At Esher College

- i. Esher College therefore aims to provide non-selective open-access sixth-form College education for SW London and North Surrey and to give opportunities to all its students to enable them to fulfil their potential. These aims can be achieved, in part, by a complete, vigorous and open commitment to Equality and Diversity regardless of a person's ability or disability, gender, sexual orientation, religion, belief, race, ethnicity, nationality, social class or age. The College also aims to appreciate and value the differences between individuals, in order to meet their academic, social and cultural needs.

Some of the ways in which the College will seek to promote Equality and embrace Diversity are as follows:

- i. We will promote awareness of Equality and Diversity issues (e.g. those arising from disability, culture etc.), whenever possible through what is being taught, and through teaching and learning strategies.
- ii. We will monitor all aspects of our provision with the aim of continuously improving equality of opportunity. One of the main methods for achieving this will be the use of impact assessments. We recognise that carrying out equality impact assessments on our policies will assist us in ensuring that college activities do not have an adverse impact on specific groups or limit our opportunity to promote equality of opportunity.
- iii. We will actively challenge expressions of prejudice and take action to stop discriminatory practices or behaviour.
- iv. We will provide appropriate learning support for all those students identified as being in need of it.
- v. We will aim to actively recruit from minority groups to achieve as high a proportion as could be expected from the College's catchment area.
- vi. We will actively seek to appoint staff and governors reflecting the diverse multicultural community we live in.

- vii. We will actively promote Access and EMA funding in our marketing in an attempt to increase student representation from low-income households.
- viii. We will review the structure of the Equality and Diversity Policy annually to ensure it is assisting the College in achieving our diversity and equality aims
- ix. We will write a single action plan on an annual basis that will cover all strands of our Equality and Diversity Policy.

1.3 Legislative context

Three pieces of legislation are central to our Equality and Diversity Policy. These are:

- Race Relations (Amendment) Act 2000 (RRAA);
- Disability Discrimination Act (DDA) 2005;
- Equality Act 2006.

These laws impose positive duties on all public bodies to promote race, disability and gender equality in everything that we do. The general duties for each are outlined below, and the specific duties are explained in the individual equality schemes.

1.3.1 Race Relations (Amendment) Act 2000

Under the general duty of the RRAA 2000, public authorities are required to have due regard to the need to:

- i. Eliminate unlawful racial discrimination;
- ii. Promote equality of opportunity;
- iii. Promote good relations between people of different races.

1.3.2 Disability Discrimination Act (DDA) 2005

Under the DDA 2005, public authorities are required to have due regard to the need to:

- i. Promote equality of opportunity between disabled people and other people;
- ii. Eliminate discrimination that is unlawful under the Act;
- iii. Eliminate harassment of disabled people that is related to their disabilities;
- iv. Promote positive attitudes towards disabled people;
- v. Encourage participation by disabled people in public life;
- vi. Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.

1.3.3 Equality Act 2006

Under the Equality Act 2006, public authorities are required to have due regard to the need to:

- i. Eliminate discrimination and harassment that is unlawful under the Sex Discrimination Act, and discrimination that is unlawful under the Equal Pay Act;
- ii. Promote equality of opportunity between men and women.

1.3.4 Commission for Equality and Human Rights

In October 2007 the new Commission for Equality and Human Rights replaced the DCR, CRE and EOC with the aim of promoting a more holistic approach to equality and diversity legislation and encompassing policies and practice into one inclusive scheme/policy. The College will use the advice and materials produced by the Commission to keep this policy up to date.

1.3.5 Other relevant legislation

We also acknowledge that diversity and equality mean more than the promotion of race, disability and gender equality. We therefore regard the following legislation as relevant:

- Employment Equality (Age) Regulations 2006;

- Employment Equality (Sexual Orientation) Regulations 2003;
- Employment Equality (Religion or Belief) Regulations 2003.

These laws do not have positive duties to promote equality associated with them, but they do apply to employment and the provision of further and higher education. We will therefore aim to ensure that through our functions, policies and employment practices that the College does not discriminate on any of these grounds.

1.4 Summary of work already undertaken

Esher College has worked on race, disability and gender equality for a number of years and this was recognised in 2008 as “outstanding” by OFSTED.

The college was also judged to have “outstanding” student support and good attention is paid to meeting the different and varying needs of all learners. The College also welcomes opportunities to give better access to students with complex difficulties and disabilities.

We are also clear that our range of programmes is important in order to ensure that a wide diversity of students is served.

2. Leadership and management of the Equality and Diversity Policy

2.1 Responsibilities

2.1.1 The governing body

The governors are responsible for:

- Making sure the institution complies with its legal duties.

2.1.2 The Principal

The Principal is responsible for:

- Giving a consistent and high profile lead on all Equality and Diversity issues;
- Promoting the Equality and Diversity Policy both inside and outside the institution; and
- Making sure the Equality and Diversity Policy and its procedures are followed.

2.1.3 The Assistant Principal

The Assistant Principal is responsible for:

- line management of the Equality and Diversity Co-ordinator
- oversight of the Policy and annual action plan.

2.1.4 Equality and Diversity Co-ordinator

The Equality and Diversity Co-ordinator is responsible for:

- Overseeing and managing the implementation of the agreed Equality and Diversity Policy;
- Developing strategies to successfully meet agreed Equality and Diversity commitments;
- Devising a comprehensive system for monitoring Equality and Diversity practices across all college activities;
- Ensuring that the College does not, as an Employer, apply a practice which has the effect of disadvantaging people because of their perceived ability or disability, gender, sexual orientation, religion, belief, race, ethnicity, nationality, social class or age.

- v. Making recommendations to facilitate the continual appraisal and development of the Equality and Diversity Policy and its practical implementation;
- vi. Preparing reports for senior management and governors to keep them fully informed of Equality and Diversity developments and to advise them of appropriate courses of action;
- vii. Working with staff and students to challenge expressions of prejudice across all areas of college activity;
- viii. Holding regular meetings of the college's Equality and Diversity Group, in conjunction with relevant senior management;
- ix. Preparing any Equality and Diversity associated policies and statements, in conjunction with relevant senior management;
- x. Acting as the named contact for Equality and Diversity complaints and grievances.
- xi. Making arrangements, where practicable, for staff and students to carry out essential religious observance.

2.1.5 Managers, including Heads of Department and Programme Leaders

Managers and heads of department are responsible for:

- ii. Putting the Equality and Diversity Policy and its strategies and procedures into practice;
- iii. Making sure that all staff know their responsibilities, and receive support and training in carrying these out;
- iv. Following the relevant procedures and taking action against staff or students who may be discriminating unlawfully for reasons of perceived ability or disability, gender, sexual orientation, religion, belief, race, ethnicity, nationality, social class or age.
- v. Ensuring that staff do not treat disabled students less favourably for a reason related to their disability and also that they provide reasonable adjustments for learners who have a disability.

2.1.6 All staff

All staff are responsible for:

- i. Dealing with incidents relating to bias, discrimination or stereotyping on the basis of perceived ability or disability, gender, sexual orientation, religion, belief, race, ethnicity, nationality, social class or age.
- ii. Challenging any verbal or other discriminatory behaviour used in the classroom or in a learning context.
- iii. Making reasonable adjustments when providing a service to those with a disability and not treating these learners less favourably.
- iv. Promoting Equality and Diversity for all members of the College.
- v. Showing sensitivity towards and respect for, cultural diversity based on the differences between religious traditions of students (or their non-belief).
- vi. Developing empathy of the circumstances faced by students whose backgrounds are different from their own.
- vii. Keeping up-to-date with the law on discrimination, and taking up training and learning opportunities.
- viii. Familiarising themselves with guidance available on fair and appropriate language use.

2.1.7 Students

- i. All students at the College must sign the Student Code of Conduct. This requires students to show respect towards all members of the College Community regardless of perceived ability or disability, gender, sexual orientation, religion, belief, race, ethnicity, nationality, social class or age.
- ii. The penalties for failing to do so are laid out in the contract and include sanctions up to and including being asked to leave the College by the Principal.

2.1.8 Contractors and service providers

All contractors and service providers are responsible for:

- i. Following the College's Equality and Diversity Policy, and any related conditions in contracts or agreements.

2.1.9 Equality and Diversity Group

The Equality and Diversity Co-ordinator holds regular meetings of the College Equality and Diversity Group, along with relevant senior management and members of staff and of students. The Equality and Diversity Policy and action plan are reviewed on an annual basis, in consultation with students, staff, external clients and others, as appropriate. Membership of the group is by open invitation, and aims to reflect the full diversity of the staff and students. At least one of the student members is directly elected by the whole student body.

3 Staff Recruitment and Conditions of Service

- i. Recruitment and appointment of staff will be carried out in accordance with legal requirements and equality and diversity practice, i.e. no candidate will be discriminated against on the grounds of disability, gender, sexual orientation, religion, belief, race, ethnicity, nationality, social class or age.
- ii. This commitment will be stated in all external job details, and is part of the equality and diversity commitment referred to in the Staff Handbook.
- iii. Monitoring of all activities that relate to staff recruitment and selection and to career development and opportunities for promotion will take place. Monitoring will be done by ethnic group, gender, disability and other relevant categories.
- iv. Promotion will be in accordance with the commitment to Equality and Diversity.
- v. Selection for posts will be based on criteria which are written down and agreed by the appointing panel prior to advertising the post. Interview questions will be strictly job-related.
- vi. Job sharing and proportional contracts will be considered where consistent with the operational needs of the College.
- vii. Applicants with disabilities or from ethnic minority groups will be encouraged to apply for internal and external posts. Active measures will be taken in an attempt to increase the proportion of staff from ethnic minorities and with disabilities applying for new posts (whilst always appointing the strongest candidate for the post).
- viii. All staff are expected to take responsibility for implementing the College's Equality and Diversity policy.
- ix. Promoting Equality and an appreciation of Diversity issues will form part of the induction programme for all staff. Extra provision will be made for new and existing staff for the updating of skills and raising awareness where necessary.
- x. Staff training and development programmes will be offered in terms of objective assessment of need and appropriateness, and without discrimination.
- xi. Should a staff member with a disability identify that their working environment or resources need to be adapted to accommodate their disability, then the requirement will be investigated and a reasonable adjustment actioned.

4 Admissions and Induction

4.1 The Admissions process

4.1.1 The College has an agreement with the two most local state secondary schools, who belong to the ELM Partnership and Elmbridge 14-19 Partnership, Esher High and Hinchley Wood, which guarantees reserved places for applications from their pupils up to a set date in the applications calendar. In addition, preferential applicant status will be accorded to residents in the following postcodes, KT7 (Thames Ditton), KT8 (Molesey) and KT10 (Esher and Claygate) on the same basis. As the College is heavily over-subscribed, the remaining applicant places are allocated on a first-come-first-served system. Each application is given a sequential number acknowledging either its preferential status or when we receive it. All application and enrolment procedures are linked to this application number. Once the total capacity of firm applicants has been reached a waiting list is established. All prospective students on the firm applicants list are guaranteed a place at the College if they wish to take advantage of it, but no specific programme of study is guaranteed until enrolment occurs at the start of the academic year of entry. Once firm applicants have been given an opportunity to enrol, the waiting list applicants are reviewed, once again in sequential order, to see if their choice of subjects fits with any vacancies that we have and, if so, they are invited in to complete the enrolment process at that stage. The College reserves the right to transfer applications from the waiting list to the firm applicant list at any time during the application process.

The College reserves the right to vary the above arrangements as deemed appropriate and necessary by College management and the Corporation. In addition, certain applications received after the firm application list is "full" can be accorded extenuating circumstances, which acknowledge serious, sudden or unforeseen cases of hardship and/or other relevant conditions, and incorporated into the firm applicants list at the discretion of the Principal and the Senior Management Team.

As the whole admissions process is based firstly on local schools who the College must in duty serve, and secondly on application number not linked to name, address etc this prevents any discriminatory practice in terms of admissions. The Principal's discretion is usually given only for a handful of individual cases each year concerning illness, hardship, or, for example, to admit an individual Looked After Child, so in practice it should be counter-discriminatory.

4.2 Induction and choice of courses

4.2.1 All full-time students follow either full Level 3 or a combination of Level 2 and 3 programmes of study and, to accord with the above, entry requirements onto these courses are kept to a minimum. To access a full Level 3 programme of study, comprising a combination of GCE A and AS levels, students are required to have 5 x C grades or above minimum at GCSE (or equivalent). However, students who only possess 3 or 4 x C+ grades can follow a combined Level 2/3 programme, comprising GCE A/AS levels and GCSE courses, although they are generally required to possess a GCSE C+ grade in English. Certain subjects may require successful specific study of stipulated subjects at GCSE level, but no grade higher than a C is needed to begin a course, e.g. a grade C GCSE in French entitles the student to undertake a full A level in the subject. If a student has primarily followed a Level 2 GNVQ or similar course at school a Merit grade minimum will be required for it to be a suitable entry qualification.

4.2.2 Students are tested on entry into the College and any need for Learning Support is identified. A teacher or tutor may also flag up a need for additional Learning Support at a later date. A student may receive a weekly timetabled lesson with the Learning Support department. It may simply be enough to identify the need with the subject teacher, who simply adapts their teaching to address the requirement. Any student may use the "drop-in" Learning Support service provided at lunchtimes three days a week.

4.2.3 Students are informed about the Equality and Diversity Policy on induction. This makes them aware that they can report any form of discrimination, to their teacher/tutor and/or the Equality and Diversity Co-ordinator.

4.2.4 The impact of the Admissions Policy on equality and diversity issues will be reviewed on a regular basis: whenever it is altered, or on a minimum of a three yearly basis.

5 The Curriculum

5.1 Teaching materials should reflect the variety of lifestyles and cultures in Britain (when it is appropriate to the subject being taught), and aim to broaden students' knowledge and experience of world cultures.

5.2 Teachers are expected to challenge negative stereotypes based on perceived ability or disability, gender, sexual orientation, religion, belief, race, ethnicity, nationality, social class or age through their teaching.

5.3 Where teachers have to use teaching and assessment materials which are discriminatory, the teacher should identify and challenge the prejudiced assumptions of these materials.

5.4 Teaching approaches used should value the differences between cultures and the diverse backgrounds of the students.

5.5 The Equality and Diversity practice of all Curriculum departments will be reviewed by the Equality and Diversity Group on a regular basis. The Equality and Diversity Group will specify which Departments will report each year on a rolling basis.

5.6 Each student has equal access to advice and support for applications to higher education or employment through the Progression Guidance department, Surrey Connexions and the tutorial programme. All students have the possibility of going on a work experience placement in their first academic year. Alternatively they can take part in a range of wider activities organised by the College (e.g. business workshops hosted by large companies, residential field trips, international exchange visits or cultural visits to art galleries.)

6 Complaints against the College or members of its community

6.1 Any conduct related to any Equality or Diversity issue which is unreasonable or offensive to the recipient or affects her/his personal dignity should be reported to the line manager, or any other trusted member of staff. They will then bring the matter to the attention of the Equality and Diversity Co-ordinator. Conduct judged to be unreasonable or offensive may include verbal or physical abuse, unfair treatment, harassment, victimisation, isolation, jokes, graffiti, insensitive comments, or unwanted sexual advances.

This also applies to any unreasonable or offensive behaviour or other harassment that occurs off-site involving staff and/or students and/or individuals not employed by the College. Such off-site situations refer to circumstances where the College remains responsible for the safety, behaviour and actions of staff and students. These may include:

- Trips and visits in the UK/Overseas.
- Work experience.
- Sporting activities.
- Staff/students representing the College at external events.
- Community service.

6.2 If any incident should arise in these situations, then it should be brought to the attention of the Equality and Diversity Co-ordinator. Should an incident involve another organisation or individual, then contact will be made with a senior official within the organisation involved, or with the police when necessary.

6.3 The College will make every effort to maintain confidentiality, and the complainant will be informed if there is any need to breach this confidentiality.

6.4 The Equality and Diversity Co-ordinator will keep a record of any incidents involving unfair discrimination that occur. All such incidents will be reported to the senior management group of the College: the Steering Committee.

6.5 Students and staff of the College and/or their parents, contractors and outside agents operating on college grounds who wish to make a formal written complaint about unfair discrimination or harassment by other members of the College community will be given a full and fair hearing. The complaints procedure is set out in the College Charter.

7 Data Monitoring

7.1 Data relating to Equality and Diversity is collected and analysed on an annual basis. It includes data on staffing and students in relation to ethnicity, disability and gender.

7.2 Recruitment, retention and achievement data is analysed on an annual basis for those students with a medical condition or learning difficulty or for ethnic groupings. Each department analyses their results in their subject SARs and if appropriate will incorporate improvements into their development plans. The Learning Support department, in addition, annually monitors and measures the level of improvement of those disabled students receiving a learning support lesson.

7.3 The trends identified from monitoring and assessment of Equality and Diversity data will be published on an annual basis on the college intranet site. It will also be published in a separate hard copy document available on request to staff/students/parents and the general public. This information will also be made available in cassette form as necessary. Results of assessment/monitoring may be disseminated in staff training sessions as appropriate.

8 Publication

The Equality and Diversity Policy can be accessed externally via the College website and is also available on the college intranet. A hard copy can be made available on request by writing to the Equality and Diversity Co-ordinator. The Action Plan (for the Equality and Diversity Policy in general, with subsections for each individual scheme, will be published on an annual basis and will be available on the College Intranet.

9 Consultation

The College will consult with people who will be affected by our Equality and Diversity Policy and the three schemes contained within it, in particular:

- Staff and students from ethnic minorities and with disabilities
- Staff and students of both genders, particularly including staff who take maternity leave and any staff involved in trans-gender reassignment
- Trade Unions (through the Conditions of Service Committee)

Race Equality Scheme

1 Introduction

The purpose of this scheme is to outline the implications of compliance with the Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000.

2 Duties

2.1 General Duties

The general duties introduced by the RRAA are threefold – to:

- Eliminate unlawful racial discrimination;
- Promote equality of opportunity;
- Encourage good relations between people of different racial groups.

2.2 Specific Duties

In addition the Governing Body of the College must:

- i. Maintain a copy of the Race Equality Scheme
- ii. Ensure that the impact of College policies (including its Race Equality Scheme) on students and staff of different racial groups is assessed
- iii. Ensure that the admission and progress of students and the recruitment and career progress of staff is monitored, by reference to those racial groups
- iv. Ensure that an indication of arrangements for publishing that statement and the results of its assessment and monitoring of impacts, admission and progress is included in the Race Equality Scheme
- v. The Corporation will ensure that the results of the monitoring are published annually

3 The Objectives of the Race Equality Scheme

Meeting the duties will help the College to:

- i. take specific action to tackle any differences between racial groups in terms of their achievement levels and progress, in the use of disciplinary measures against them (such as suspension), in admissions, or in assessment;
- ii. create a positive atmosphere, where there is a shared commitment to value diversity and respect difference;
- iii. challenge and prevent racism and discrimination, and promote good relations between people from different racial groups;
- iv. prepare students to be full citizens in today's multi-ethnic society;
- v. make full use of the skills and ideas among people from different racial groups (for example, as members of the Corporation).

4 Policy into Practice

The general practices are similar for all 3 schemes and are therefore described in points 3 to 9 in the Equality and Diversity Policy above.

4.1 What the College will do for both students and staff that is specific to the Race Equality Scheme

The College will:

- i. Actively challenge expressions of prejudice and take action to stop discriminatory practices or behaviour.

- ii. Promote diversity actively through the curriculum
- iii. Assess the impact of our policies, including our Race Equality Scheme, on students and staff of different racial groups;
- iv. Monitor by reference to those racial groups, the admission and progress of students and the recruitment and career progress of staff (including training for staff);
- v. Include in our written Race Equality Scheme an indication of our arrangements for publishing the policy statement and the results of our assessment and monitoring.
- vi. Monitor student data: Admissions, all stages from enquiry, outcomes and progression withdrawals and transfers, complaints and appeals.
- vii. Monitor staff data: Staff Recruitment, applications and appointments, types of contract, e.g. permanent or fixed term, full or part-time, career progression, staff, by their grade and type of post, length of service, staff training and development, including applications and selection, results of staff appraisals, staff promotion and reasons for leaving.

4.2 Student admission and employee application arrangements

Prospective students and staff are invited to disclose their ethnic background on a separate section of their relevant College application form. This information, whilst not compulsory, will be used to analyse applications to ensure that there is no significant difference between the percentage of applications and admissions/appointments. If significant difference is found this will be investigated by the Equality and Diversity Co-ordinator.

Disability Equality Scheme

1 Introduction

The aim of the Disability Equality Scheme is to ensure that the College does not commit any discriminatory acts of any nature against disabled students, staff or potential students and staff.

2 Duties

2.1 General Duties

The College is required by the general duty to:

- eliminate disability discrimination
- promote equality of opportunity for disabled people
- eliminate harassment of disabled people
- take account of disabled people's disabilities even if this means treating disabled people more favourably
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life.

2.2 Specific Duties

The College must update its Disability Equality Scheme on a three-yearly basis. Disabled students, employees and service users must be involved in the development of the Disability Equality Scheme. This must include:

- all staff
- current students
- alumni (former students)
- prospective students and applicants
- students who have dropped out
- social services departments
- local voluntary organisations
- customers of services.

The scheme must also demonstrate:

- the impact it will have on disabled people
- how it will be monitored
- how disabled people have been involved in its development.

3 The Objectives of the Disability Equality Scheme

Meeting the duty will help the College to:

- i. take specific action to ensure that no students suffer academically or socially because of any disability, in terms of their achievement levels and progress, in admissions, or in assessment;
- ii. create a positive atmosphere, where there is a shared commitment to value all students and staff, regardless of any disability;
- iii. challenge and prevent any discrimination against disabled students and staff;

4 Putting Policy into Practice

The general practices are similar for all three schemes and are therefore described for The Disability Equality Scheme in points 3 to 9 in the Equality and Diversity Policy above.

4.1 What the College will do for students that is specific to the Disability Equality Scheme

The ways in which the College currently seeks to address disability equality issues for students are as follows:

4.1.1 Student admission arrangements

Students are invited to disclose any physical disabilities, medical conditions or learning needs on the College application form. Those students indicating a need will be given an interview with an appropriate member of staff, where their particular requirements can be discussed. If appropriate, the interview will include an inspection of the building, during which classroom facilities and the logistics of movement are considered.

When necessary, contact is made with the relevant support services, GPs and Consultants, parents and previous schools, to ensure the appropriate type of support needed is identified.

If necessary, specialist support will be bought in from outside agencies. Students with impaired hearing or vision are supported by the Surrey Sensory Service. All students have an additional opportunity to disclose disabilities and learning needs at interview and enrolment.

4.1.2 Educational Facilities and Support

- i. Students known to have dyslexia or other Specific Learning Difficulties are given a timetabled period in the Study Centre each week. For the first three lessons they are introduced to the teaching and resources on offer. After that they have a full entitlement to Learning Support if they wish to access it, but if they do not feel they need a full lesson of support they are not required to stay for the whole period.
- ii. Students are given the opportunity to improve their learning skills by following individual programmes of tuition with SMART targets. Student progress is monitored on an on-going basis, and formally twice each year.
- iii. Besides having timetabled lessons, students may visit the Centre and ask for support at lunchtime and before and after College. They may also use the Centre in their free periods.
- iv. Students known to have physical disabilities or medical conditions receive, when appropriate, timetabled support lessons in the Study Centre. Many students also receive assistive technology where appropriate.
- v. Students are offered regular support from the relevant agencies and student satisfaction with the provision is monitored.
- vi. Students receive the examination provision they are entitled to in both external and internal college examinations. Students are asked to provide documentary evidence of the need for special provision from appropriate medical authorities.
- vii. Students known to have mental health problems receive regular support with a timetabled lesson at least once a week. They are offered appropriate support, including specialist training programmes devised by hospital consultants.

4.1.3 Examination arrangements

The College ensures that all students with dyslexia or other Specific Learning Difficulties have the necessary documentation to apply for special examination provision and the College contacts the examination boards on these students' behalf.

Students with medical needs who wish for special examination provision are asked to bring in supporting documentation from relevant authorities. The College will then contact the examination boards on these students' behalf.

All students entitled to special examination provision will receive it in external examinations. This may be 10%, 25%, or 50% extra time, use of a word processor, a reader, an amanuensis, break times throughout the exam, taped answers, enlarged question papers, separate rooms. In internal exams they will be allocated as much of this provision as is possible: the Head of Learning Support will ensure as fair an allocation as possible within the constraints of a more concentrated "mock" exam period.

4.1.4 Physical accommodation and access

There are two clearly marked car parking spaces in front of the Main Building for visitors with a physical disability. If a student has a serious physical disability and travels to College by car they are allocated an additional space, clearly marked, close to the College building.

The Learning Resources Centre, the student restaurant and the Study Centre are all on the ground floor.

There are lifts suitable for wheelchairs which between them enable access to all teaching rooms.

Toilet facilities for students with disabilities are located in Yellow, Orange, Purple and Red Zone.

Specialist furniture, equipment and facilities are provided when necessary, for example in the laboratories where benches with a raise/lower facility (suitable for use by disabled students in wheelchairs) have been installed.

Recruitment, retention and achievement data is analysed on an annual basis for those students with a medical condition or learning difficulty. Each department analyses their results in their subject SAR's and if appropriate will incorporate improvements into their development plans. The Learning Support department, in addition, annually monitors and measures the level of improvement of those disabled students receiving a learning support lesson.

Gender Equality Scheme for Esher College

1 Introduction

Esher College has complete commitment to gender equality, both within the work place and educationally for every student. For many years the College has reported on its progress towards equality through its annual Equality and Diversity SAR, and in addition required all departments to report on how they are working towards equality (including gender equality) and what specific measures they are taking to address any inequalities. The Gender Equality Scheme therefore represents a formal continuation of that policy.

2 Duties

2.1 General Duties

The College is required by law to publish a Gender Equality Scheme. In preparing the scheme the College must:

- i. Consult employees, service users and others (including trade unions).
- ii. Have objectives to address the causes of any gender pay gap.
- iii. Gather information on the effect of its policies and practices on men and women in employment and in the services it provides. It must use this information to review the implementation of the scheme objectives.
- iv. Assess the impact of current and future policies and practices on gender equality.
- v. Ensure implementation of the scheme outcomes. This must be within three years of the publication of the scheme.
- vi. Report on progress annually and review and revise the scheme at least every three years.

2.2 The Objectives of the Gender Equality Scheme

The objectives of the Esher College Gender Equality Scheme will be to:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women in all aspects of College life

2.3 The desired outcomes of the Gender Equality Scheme

The outcomes that Esher College aims to achieve are that:

- i. Female students and prospective students have as high aspirations for their future careers as male students.
- ii. Any gender imbalance in individual subjects is gradually reduced
- iii. Both male and female students and staff feel effectively engaged in decision and policy-making around issues that have a direct effect on them.
- iv. Women and men are represented at all levels of the workforce and in all areas of work.
- v. Harassment and sexual harassment of staff, service users and others is dealt with promptly and systematically, according to agreed procedures, and tolerance of harassment drops within the organisation as a whole.
- vi. Any reported level of discrimination experienced by pregnant staff and staff returning from maternity leave is eventually eliminated.
- vii. Any gap between women and men's pay narrows and is eventually eliminated.

- viii. Employees with caring responsibilities receive appropriate support including flexible and part-time working opportunities at all levels of work.
- ix. Employees who have commenced or completed gender reassignment will be supported and valued as staff and potential staff, and any barriers to their recruitment and retention are identified and removed.
- x. Gender equality issues, and their budgetary implications, are considered at the beginning of policy-making.
- xi. Employees are aware of the gender equality duty, understand how it will affect their work, and have the skills to implement the duty in their work.

3 Putting Policy into Practice

The general practices are similar for all three schemes and are therefore described for the Gender Equality Scheme in points 3 to 9 in the Equality and Diversity Policy above.

Approved by the Corporation July 2008