



ACCESSIBILITY PLAN 2024-27

The RGS and RGS Prep (*the School*) aim to offer the highest quality of teaching and learning and to support all students in the pursuit of academic and personal excellence. The School has high expectations of all its students and strives to ensure that each and every student can take part in the whole school curriculum.

The School values the diversity of the school community and appreciates the contribution that students with special educational needs and/ or disability (SEND) can bring to school life. Each school has an admissions policy (available to view on the School's website) which seeks to remove barriers to entry for students with SEND.

The Schools aim to improve the physical environment of the School premises, which will increase the extent to which disabled students are able to take advantage of the education and associated services offered. For example, the RGS has recently fully refurbished both the Physics and Biology labs, creating larger, more accessible learning spaces, and RGS Prep has recently completed a development of a music space with step free access to a decked outside space. It is recognised that due to the age and heritage of certain buildings on the RGS School site there is a limit to the adjustments that can be made in some areas. Where mobility and access is an issue, the school will endeavour to ensure that students and staff do not require access to these parts of the site in their regular timetable.

There has been a significant investment (in both time and resources) in addressing both physical and educational improvements throughout the Schools over the last three years. As part of a wider school site development plan, the provision and style of outside spaces is under review. The objective is to ensure that outside spaces remain appropriate for the student body. The aim is to provide access to suitable areas designated as quiet space as well as provide appropriate access to play areas.

The School and its staff review student access to the curriculum in the light of individual identified student needs. Personal Student Profiles (ISPs in EYFS and KS1) are drawn up and made available in each case. The School supports teaching and support staff with training as appropriate.

The School takes an inclusive approach to staff recruitment and aims to appoint the best person based on their skill set and qualifications and regardless of any disability they might have. The School actively implements the school's equal opportunities policy for staff in the day-to-day management of the RGS.

Reviewed by: Head (RGS Prep)/ Bursar/ Health and Safety Manager
Date of review: 02 August 2024
Date of next review: Trinity 2025

ANNEX 1: RGS ACCESSIBILITY PLAN

Target 1	Action Required	Lead	Resources Required	Success Criteria	Target Completion Date	Note
Improve the physical environment of the School for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the School.	To continuously review the building development plan ('BDP') developments in the main building to ensure that the planned new facilities and refurbishments always take into account the need to ensure good disabled access.	Bursar	To be integrated within the overall financing of the BDP.	Straightforward access to all parts of the buildings.	On-going.	
	To check that disabled access remains appropriate.	H&S Mgr./ Bursar	As above.	As above.	This will continue to be assessed and reviewed on an ongoing basis.	
	To ensure accessibility concerns are considered and included in the planning for any redevelopment of outside areas, especially for the appropriate design and location of quiet space areas.	Head of Estates	As above.	As above.	2025-26.	
	Review access to South Side buildings.	Bursar	£0	Develop plan to enhance access as appropriate and feasible.	Ongoing.	

Target 2	Action Required	Lead	Resources Required	Success Criteria	Target Completion Date	Note
Increase the extent to which disabled students can participate in the School's curriculum.	Review the use and functionality of the portable hearing loops that are available in every building.	Bursar	£0	A better understanding of the success of the hearing loops, leading to further action as appropriate.	Ongoing Review. In the academic year 2023-24 no students required this equipment.	
	Continuous improvement for identified students through regular review of Pupil Profiles and students with Education Health and Care Plans (EHCP's). Additional SEN PT teacher and FT administrative support provided.	SENCO	£0	Improved experience for individual students.	Ongoing.	
	Screening of all new students for learning difficulties and continuous monitoring of all students by tutors and others.	SENCO	Depends on level of support needed.	Improved experience for individual students.	As required.	
	Annual review in HoDs meeting of whole school curriculum access. Presentations made in HoDs and HoYs meetings.	DoS	£0	Improved access.	Annual.	
	Continue to review the use of improved ICT technology as it becomes available.	Director of IT/ Bursar/ SENCO	Unknown until technology identified.	Improved experience for individual students.	As required.	
	Classroom support offered as required.	SENCO	Depends on level of support needed.	Improved experience for individual students.	As required.	
	Additional training and resources available for staff. Whole school staff INSET. Pupil Profiles. Subject specific strategies.	SENCO		Improved experience for individual students.		

Target 3	Action Required	Lead	Resources Required	Success Criteria	Target Completion Date	Note
Improved access to teaching materials	Consider how the School would meet this need, acknowledging that an individual plan would be required when the need arose.	SENCO	Depends on need.	Confidence that the School could meet this need if it arose.	As required by individual students.	To keep under constant review.
	Use of technology to increase fonts or other formatting in view of the individual need.	SENCO	Depends on need.	Improved access to written documents.	As required by individual students.	
	Use of technology to enable delivery of information in different ways – e.g. oral.	SENCO	Depends on need.	Improved access to information.	As required by individual students.	
	Continuous monitoring of provision by raising awareness through Pupil Profiles, Staff training and Monitoring Review Meetings with Heads of Year each term.	SENCO	Depends on need.	Students can more easily access teaching resources.	Ongoing.	
	Use of technology in form of an E reader pen to allow access to more complex sophisticated reading materials/ vocabulary, dependent on individual need.	SENCO	E-reader pens/ Exam E reader pen.	Students can access texts more easily.	As required by individual students.	

ANNEX 2: RGS Prep ACCESSIBILITY PLAN

Target 1	Action Required	Lead	Resources Required	Success Criteria	Target Completion Date	Note
<p>Improve the physical environment of the School for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the School.</p>	<p>To continuously review the building layouts to ensure that any future refurbishments take into account the need to ensure appropriate levels of disabled access.</p>	<p>Head/ Bursar/ H&S Mgr.</p>		<p>Straightforward access to all parts of the buildings.</p>		
	<p>To check that disabled access remains appropriate.</p>	<p>Head/ H&S Mgr.</p>	<p>Dependent upon on need.</p>	<p>As above.</p>	<p>This will continue to be assessed and reviewed on at least an annual basis.</p>	

Target 2	Action Required	Lead	Resources Required	Success Criteria	Target Completion Date	Note
Increase the extent to which disabled students can participate in the School's curriculum.	Continue to review the use and functionality of the portable hearing loops, with a view to expanding the system should a need be identified.	Head/ Bursar	£0	A better understanding of the success of the hearing loops, leading to further action as appropriate.	This will continue to be assessed and reviewed on at least an annual basis, and more frequently where additional student needs are identified.	
	Continuous improvement for identified students through regular review of IEPs/ ISPs and students, together with Education Health and Care Plans (EHCP's).	Head of Learning Support	£0	Improved experience for individual students.	Ongoing.	
	Screening of all new students when requested by Form Teachers. Monitoring of progress by Form Teacher, Head of Learning Support and subject teachers. Registers of support strategies updated termly. IEPs or ISPs written and reviewed at least annually. Extra time in internal and external exams.	Head of Learning Support	Depends on level of support required.	To enable access to all areas of the school and to the whole academic curriculum and to extra-curricular activities.		
	Classroom support offered as required: via being typists, allowing laptop provision, classroom teaching assistant, learning support assistant.	Head of Learning Support	Depends on level of support needed.	Improved experience for individual students.	As required.	

Target 3	Action Required	Lead	Resources Required	Success Criteria	Target Completion Date	Note
Improved access to teaching materials	Consider how the School would meet this need, acknowledging that an individual plan would be required when the need arose.	Head of Learning Support	Depends on need.	Confidence that the School could meet this need if it arose.	As required by individual students.	To keep under constant review.
	Use of technology to increase fonts or other formatting in view of the individual need	Head of Learning Support	Depends on need.	Improved access to written documents.	As required by individual students.	