



## REASONABLE ADJUSTMENTS POLICY FOR DISABLED STUDENTS

### Introduction

The Royal Grammar School and RGS Preparatory School (*the School*) are committed to treating all Students fairly. In light of the School's obligations under the Equality Act 2010, the School will take reasonable steps to ensure that disabled Students and applicants are not put at a substantial disadvantage by comparison with Students and applicants who are not disabled.

The School recognises that every child is unique. This policy is intended as a general statement of the School's policy and approach to making adjustments for disabled Students to ensure they have the same opportunities as others to participate fully in the education and other benefits, facilities and services the School provides, but recognises that the needs of some Students may require an innovative approach. This policy also sets out examples of the factors the School will take into account when considering adjustments for disabled Students.

This policy applies to both current Students, and prospective Students seeking admission to the School.

The School has a duty to make reasonable adjustments for Students and applicants who are 'disabled' within the meaning of the Equality Act 2010. A child is disabled if they suffer from a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. Long term means that the disability will have lasted or be likely to last for 12 months or more.

The School's duty to make reasonable adjustments arises where a disabled Student is or may be put at a substantial disadvantage compared with a Student who does not have disability. The School will seek to ensure that disabled Students and applicants are not put at a substantial disadvantage by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the School does things); and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled Students or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment
- extra staff assistance
- note-taking
- induction loops
- audio-visual fire alarms

- readers
- assistance with guiding.

### **What is not covered?**

The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled Students or applicants. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

### **Admissions**

All applicants for a place (irrespective of any disability) are subject to the School's admissions criteria, as set out in the School's Admissions Policy. This includes undertaking the School's entry test and assessments. The School will, however, consider what reasonable adjustments can be made for disabled applicants during the admissions process to ensure they are not at a substantial disadvantage to non-disabled applicants. For example, undertaking the entrance test in a separate room, having larger print text or such other special arrangements that would allow them to access the School's admissions process. An offer of a place will only be made to those applicants who successfully pass the entrance assessments and where the School has determined that we can adequately cater for and meet the child's needs. Parents of children with disabilities are advised to discuss their child's requirements with the School before the School considers an application for a place and before they proceed with the School's admissions process, so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request, for example, for large print material, extra time, use of laptops or other special arrangements. The Educational Psychologist's report must be dated within the last eighteen months and has to be submitted to the school by the last day of the preceding term prior to the examinations. No extra time is allowed in the examinations unless this is specified in the Educational Psychologist's report.

Further information about the School's admissions process can be found in the School's Admissions Policy or by contacting the Admissions Office.

### **Day to day adjustments**

Our staff seek to understand the needs of each and every Student and to ensure that all Students have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, interactive process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate. Parents can assist the School in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the School, if appropriate, to implement any measures or reinforce any strategies put in place.

Exam access arrangements are adjustments for examination candidates. They allow examination candidates with special educational needs and disabilities to access the assessment without changing the demands of the assessment. These are strictly regulated by the Joint Council for Qualifications on behalf of the examination boards, under the remit of Ofqual, and are administered and applied by the School in accordance with the published guidance and requirements. Details of how exam access arrangements and how to apply for them can be found by speaking to the Head of Learning Support.

**How do parents request adjustments?**

It should not usually be necessary for parents formally to request adjustments for their child as our staff endeavour to be familiar with and meet the learning needs of all Students. However, if a child is likely to be considered disabled and parents believe that they may be being put at a substantial disadvantage compared with Students without disabilities, and there are further particular adjustments that parents feel that the School could make which would overcome this, parents may write to or speak with their child's class teacher, in the first instance, or the Special Educational Needs Coordinator (or "SENCO").

In this situation, parents should set out in full the adjustment(s) they feel their child requires and (if necessary) how the School could put this into practice. Parents are encouraged to provide copies of any medical or specialists reports as evidence of the adjustments required.

### **The School's response**

Once any required adjustments have been identified, whether by the School, parents or a specialist (such as an Educational Psychologist), the School will consider whether they are reasonable adjustments for the School to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering
- the practicability of the adjustment
- the effect of the disability on the Student
- the cost of the proposed adjustment
- whether it will be provided from the Local Authority or other statutory agency, whether under a Statement of special educational needs or Education, Health and Care plan or by other means
- the School's resources
- health and safety requirements
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other Students (and potential Students).

The School will discuss the proposed adjustments with parents and, where appropriate, the Student, Head of Learning Support, and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The School will take into account the wishes of the parents and, if appropriate, the Student, as well as third party advice on what adjustments may be effective.

In some cases, the School will be able to agree to and implement the requested adjustment(s) without delay. In particular, it is envisaged that where an adjustment is free or can be easily implemented. In other cases, the School may need to carefully consider in more detail what measures are reasonable for the School to take (in light of the criteria above).

Where an adjustment is considered reasonable by the School to make, the School will make that adjustment. The costs of reasonable adjustments will be met by the School.

Where the proposed adjustments are more extensive (i.e. they are beyond "reasonable adjustments"), the School may be able to offer them to parents as an additional service at an extra cost.

### **Confidentiality**

Parents (or their child if the School believes they have sufficient understanding of the nature of the request) may request that the existence or nature of the child's disability be treated as confidential by the School. The School will take any such request into account when considering whether an adjustment is reasonable, where this is a relevant factor.

The School will respect any parental request for confidentiality except where disclosure is required by law or to meet some other legal obligations, for example, to safeguard a Student's health, safety and well-being.

### **Outcome**

The School will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate). Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the School

provides, a disabled Student is evidently still at a substantial disadvantage, the School may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

Rarely, it might also entail advising parents that the School is not able to meet their child's needs despite the efforts which have been made and that the parents should seek a more suitable educational placement for their child. Such a decision would only be reached in consultation with the child's parents as a last resort and only after full consideration of all the available information and advice.

**What can parents do if they are not happy with the School's approach?**

If parents are not happy that the School is meeting its duty to make reasonable adjustments, they are encouraged to discuss the matter with the head of Learning Support/ their child's form teacher and ultimately they may lodge a complaint using the School's Complaints Procedure. This would be without prejudice to the parents' statutory rights.

**Monitoring and Review**

The School, in consultation with the parents and, if appropriate, the Student and relevant third parties, will monitor any adjustments to ensure they are working well and meeting a Student's needs.

A formal review of the needs of the Student will usually take place annually.

This policy will be reviewed annually to ensure its effectiveness and to reflect any changes in legislation.

**Reviewed by:** Bursar/ Health and Safety Manager  
**Date of last review:** 28 June 2021  
**Date of next review:** Trinity 2022