

ACCESSIBILITY PLAN 2024-27

Applicable to:	RGS Guildford RGS Prep, including EYFS
Author(s):	Health & Safety Manager
Executive owner:	Director of Finance & Operations Head (RGS Prep)
Date of last review:	July 2026
Date of next review:	Trinity 2027

1. Overview

The Royal Grammar School, Guildford and RGS Prep (together, “the School”) are committed to providing the highest standard of education and pastoral care. This policy reflects the School’s values, ensuring clarity and consistency for pupils, staff and parents.

Throughout this policy, the terms ‘child’, ‘pupil’ or student’ are used to refer to all those attending the School. At the time of publication, the school is a boys' school but is preparing to become co-educational. Nursery, Reception (Shell) and Year 3 at RGS Prep, and Year 12 (Lower Sixth) at RGS Senior will become co-educational from September 2027. Year 7 (1st Form) at RGS Senior will become co-educational from September 2028.

2. Aims

The School is committed to fostering an inclusive environment in which all pupils can participate fully in school life and achieve their potential. We recognise our responsibilities under the Equality Act 2010 and are committed to ensuring that disabled pupils, staff and visitors are not disadvantaged and are able to access the opportunities, facilities and services provided by the School.

The School values diversity and seeks to remove barriers to participation wherever reasonably practicable. Through careful planning, appropriate support and the implementation of reasonable adjustments, we aim to ensure that all members of the School community are able to engage with teaching and learning, co-curricular activities, pastoral provision and the wider life of the School.

This Accessibility Plan has been prepared in accordance with Schedule 10 of the Equality Act 2010 and complements the School's Special Educational Needs and Disabilities (SEND) Policy, Equal Opportunities Policy and related safeguarding and wellbeing procedures.

The School recognises that accessibility is an ongoing process. We therefore take a proactive approach to reviewing our physical environment, curriculum provision and methods of communication in order to identify and address barriers to access. Particular consideration is given to the individual needs of pupils and to the opportunities presented through building developments, technological advances and evolving best practice.

This Plan sets out how the School will continue to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided; and
- improve the availability and accessibility of information for pupils, staff, parents and visitors.

The Plan is reviewed annually by senior leaders and relevant operational staff to monitor progress against identified objectives and to ensure that it continues to meet the needs of the School community.

3. Current Accessibility Arrangements

The School continually reviews its physical environment to improve accessibility wherever reasonably practicable. Recent developments have included the refurbishment of science laboratories to create more accessible learning spaces and the creation of a music facility at RGS Prep with step-free access to an outdoor learning area. The School recognises that, owing to the age and heritage of some buildings, there are limits to the structural adaptations that can reasonably be made. Where access may be restricted, the School will seek to make reasonable adjustments to timetables, room allocations and working arrangements in order to minimise barriers to participation.

Consideration is also given to the accessibility of outdoor and recreational spaces. This includes providing suitable quiet areas and ensuring that accessibility is considered when planning future developments across the School site.

The School regularly reviews access to the curriculum in light of the needs of individual pupils. Personal Student Profiles (and Individual Support Plans in EYFS and Key Stage 1) are made available to relevant staff and inform classroom practice and pastoral support. Staff receive training and guidance, where appropriate, to ensure that pupils with disabilities and additional learning needs can access the curriculum effectively.

Digital accessibility forms an important part of the School's approach. All pupils have access to the School's digital learning provision, and the IT team works closely with staff to identify and implement appropriate assistive technologies and other support mechanisms where required.

The School is committed to ensuring that information is accessible to all members of the School community. Information may be provided in alternative formats where appropriate, and consideration is given to the accessibility of digital communications and online resources. The School's admissions processes and policies are reviewed regularly to ensure that they do not create unnecessary barriers for prospective pupils with disabilities or additional needs.

The School also seeks to promote equality of opportunity in employment. Recruitment, selection and employment practices are conducted in accordance with the School's Equal Opportunities Policy, and reasonable adjustments are considered where appropriate to support applicants, employees and visitors with disabilities.

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.	DFO	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./ DFO	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.	CSO/ DFO	£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.	DFO/ SENCO	£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/ DFO/ 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
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 layouts to ensure that any future refurbishments take into account the need to ensure appropriate levels of disabled access.	Head/ DFO/ H&S Mgr.		Straightforward access to all parts of the buildings.		
	To check that disabled access remains appropriate.	Head/ H&S Mgr.	Dependent upon on need.	As above.	This will continue to be assessed and reviewed on at least an annual basis.	

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/ DFO	£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.	