DISABILITY POLICY

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

Introduction

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.

The purpose of this policy is to:

- **Promote equal access and opportunity** for all students and employees with disabilities, ensuring they can participate fully in the life of the school.
- **Comply with relevant legislation**, including the *Equality Act 2010* and the *Special Educational Needs and Disability Act 2001 (SENDA)*, in all aspects of school provision.
- **Follow statutory guidance and best practice**, particularly the Equality and Human Rights Commission's publication: *"What equality law means for you as an education provider: schools."*
- **Foster an inclusive culture** that values diversity, removes barriers to learning and employment, and supports reasonable adjustments wherever needed.

This policy is available in large print, Braille, or other accessible formats upon request.

Statement of Commitment to Accessibility and Inclusion

The Royal Grammar School (RGS) Guildford and RGS Prep (hereafter referred to as *"the School"*) are committed to fostering an inclusive environment where disabled students, staff, and visitors are welcomed, supported, and empowered to thrive.

To uphold this commitment, the School will:

- **Promote a positive and proactive culture of inclusion**, ensuring that disability is never a barrier to participation in any aspect of school life.
- **Provide staff training** to raise awareness of different types of disabilities and equip staff with the knowledge and confidence to support disabled students and colleagues appropriately.

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Staff will not be expected to administer medication unless medically qualified or specifically trained to do so.

- **Ensure the admissions process is accessible**, adopting clear and supportive procedures for families of disabled children. The School will consult with parents to identify and implement reasonable adjustments that enable equitable access to admissions.
- **Implement, monitor, and regularly review the Accessibility Plan**, with a focus on:
    - Increasing access to the curriculum
    - Enhancing the physical environment of the School
    - Improving access to information for students, staff, prospective families, and visitors
- **Review key policies regularly**, including the Admissions Policy, Equal Opportunities Policy, Anti-Bullying Policy, and SEND Policy, to ensure they reflect current legislation and best practice in disability inclusion.

Definition of Disability

Under the Equality Act 2010, a person is considered to have a disability if they have a **physical or mental impairment** that has a **substantial and long-term adverse effect** on their ability to carry out normal day-to-day activities.

The School follows the definition of disability as set out in the Equality Act 2010. Certain conditions are not considered disabilities under the Act, and further guidance is available from the Equality and Human Rights Commission.

Commitment to Non-Discrimination

The School is committed to ensuring that disabled individuals are treated fairly, respectfully, and without prejudice. We will not knowingly discriminate against a disabled person in any of the following ways:

- In **admissions or recruitment procedures**
- In the **terms and conditions** offered for a place at the School or for employment
- By **refusing or failing to consider** an application for admission or employment
- In the **provision of education and related services**
- In the **access to benefits, services, or facilities** provided by the School
- By **excluding** a person on the basis of their disability
- Through **harassment** or **victimisation** of a disabled person
- By **failing to make reasonable adjustments** to ensure disabled individuals are not placed at a substantial disadvantage compared to non-disabled individuals.

Admission Procedure for Students

Admission to the School is based on a prospective student's ability to meet the academic and personal standards that uphold and enhance the School's ethos. The School must be confident in its ability to educate and support each student to reach their full potential, in line with the standards achieved by their peers. The aim is to ensure that every student enjoys a fulfilling, successful school experience and emerges as a confident, well-rounded individual prepared for a rewarding life beyond school. These criteria apply throughout a student's time at the School and must continue to be met to ensure ongoing suitability and success.

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The School applies its admissions criteria fairly and consistently to all applicants, including those with disabilities. In accordance with the Equality Act 2010, the School is committed to making reasonable adjustments to ensure that no disabled student or applicant is placed at a substantial disadvantage compared to their non-disabled peers. The School recognises that disabilities may be visible or hidden, and that an inclusive approach benefits the entire school community.

Parents are asked to complete an **Entrance Procedures Form** (see Appendix 1) for each prospective student. This form includes an opportunity to disclose any disability and its impact, enabling the School to consider appropriate reasonable adjustments. All information provided will be treated with sensitivity and confidentiality, in accordance with the wishes of the applicant and their family.

The **Disability Policy Review Committee** has reviewed the School's admissions literature, policies, examination arrangements, and access to scholarships and bursaries. As part of this review, the Entrance Procedures Form was introduced to ensure that the School is equipped to support all applicants effectively and fairly.

Entrance Examination Procedure

If the parent of a candidate has declared on the Entrance Procedures Form that they consider them to be disabled, the school reserves the right to seek independent verification of the student's disability from the family GP, Educational Psychologist, or any other appropriate professional depending on the individual circumstances of the case. The School will make all reasonable adjustments to enable the candidate to participate in the admissions process this may include granting the disabled candidate extra time during the examination or varying the pass mark. See our Admissions Policy for full procedures.

Scripts from candidates with known or suspected Specific Learning Difficulties (SpLD) are reviewed carefully. Reports from previous schools play a vital role in the assessment process, and any information regarding a candidate's disability is taken into account.

English exam scripts from candidates with known Special Educational Needs and Disabilities (SEND), including those with SpLD, are directed to the Learning Support Department for marking, provided the School has been notified in advance. If, during marking, a candidate's script suggests the presence of an SpLD or associated condition, it may be referred to the Learning Support Department for further assessment. For Mathematics and Verbal Reasoning, both papers are multiple-choice and require minimal written input.

A dedicated examination room is available for candidates with physical disabilities, medical conditions, or severe allergies (e.g. risk of anaphylaxis). This room accommodates a small number of candidates and is located near the Medical Room, where the School Nurse is available throughout the day. The room may also be used for candidates presenting with unexpected health needs on the day of the examination.

Recreational Activities

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All clubs, societies, and recreational activities offered by the School are open to disabled students. Participation may depend on the nature of the activity and the student's individual needs, but the School is committed to making reasonable adjustments to support inclusion.

Examples of inclusive practices include:

- Providing a runner in cricket for a student with mobility challenges
- Adapting game rules to accommodate specific needs
- Ensuring accessible meeting spaces for clubs and societies
- Access to the All Weather Training Area and designated fire evacuation assembly points is facilitated via sloping ramps. The School promotes the idea that accommodating the needs of disabled individuals is a valuable part of every student's education.

Sporting Education and Activities

The School will consider and implement reasonable adjustments to ensure that disabled students can participate meaningfully in sporting activities, in line with its inclusion procedures and ethos.

Welfare

The School is a caring community in which students and staff respect themselves and each other and take an interest in each other's welfare. Disabled students would be accorded the same respect and care as all other members of the school community. Details of the structure of the pastoral care system, Anti-Bullying Policy, Reasonable Adjustments for Disabled Students policy and the SEND policy can be found on the school's website. The Head of Learning Support, School Nurse and Counsellors are available for individuals to consult, although the primary pastoral care contact is with a student's tutor.

Reasonable Adjustments for the public

The School may provide services to the public, for example at:

- Open days
- Parents' evenings
- Concerts and plays
- Exhibitions
- Conferences (including residential conferences during holiday periods)
- Use of sports facilities.

Where a physical feature (for example steps, entrances, exits, toilet facilities) makes it impossible or unreasonably difficult for a disabled person to access the service, schools are required to take reasonable steps to:

- Remove the feature; or
- Alter it so it no longer has that effect; or
- Provide reasonable means of avoiding the feature; or
- Provide a reasonable alternative method of making the service available.

Where an **Auxiliary Aid or Service** would enable a disabled person to make use of a service, schools

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are required to take reasonable steps to provide it. An Auxiliary Aid or Service could be something as simple as extra assistance from a member of staff or a large print sign, or it might be a temporary ramp where steps are preventing wheelchair access.

Disclosure

Parents will be requested to provide the School with copies of their child's latest medical report, educational psychologist's report and any other information regarding their child's disability.

If, following the offer of the place, it is discovered that the School has not received full disclosure of information relating to the child's disability and the School is not able to make Reasonable Adjustments for those disabilities, then the School may withdraw the offer of a place, or ask the parents to withdraw a child who is already a student.

The School will have due regard to any request by a parent or student (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of a person's disability as confidential.

Review Procedure

Parents may request a review if the School decides it is unable to offer their child a place on the grounds of disability. The request must be made as soon as possible and in any event within seven days of the decision being notified to the parents. The Headmaster will advise as to the procedure under which such a review will be conducted. Parents can choose to invoke the School's parental complaints procedure.

Accessibility Plans

The School has prepared an Accessibility Plan which is available (via the school website) to all parents and staff. The Accessibility Plan includes consideration of how the School proposes to:

- Increase the extent to which disabled students can participate in the school's curriculum
- 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
- Improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

Awareness and Observance of the Policy

The School has a Disability Policy Review Committee which consists of the Senior Deputy Head, The Assistant Head (Teaching and Learning), the School Nurse, the Head of Learning Support, the Director of Sport, the School Counsellor, the Director of Finance and Operations and the Health and Safety Manager. The committee may co-opt additional members whose expertise in any field would be of assistance. The Committee's terms of reference are:

- To meet at least annually to review the School's policies, procedures and facilities as they are likely to affect students and prospective students who are disabled, and to review the

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progress of individual accessibility plans drawn up for disabled students when they enter the School;

- To make recommendations with a view to improving the accessibility of its education in its many aspects to students or prospective students with disabilities by means of reasonable adjustments and by planning for the future and to prepare this Disability Policy;
- To prepare the School's Disability Policy;
- To prepare the School's Accessibility Plan.

Written guidance and training will be provided for staff, and student-awareness of issues connected with disability will be raised via the School Values, School Rules, the PSHME programme, assembly announcements and on occasion visual display around the school.

Disability Needs Assessment Form

Disabled students who are admitted to the School will undergo a needs assessment which will be recorded on a Disability Needs Assessment Form (see Appendix 1). The needs assessment procedure will probably involve several members of the RGS staff and possibly representatives of outside agencies. It is the responsibility of the Head of Learning Support to co-ordinate needs assessments and to ensure that detailed records are kept and filed centrally.

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Appendix 1
Disability Needs Assessment Form

The purpose of this form is to formally record the process of needs assessment for a disabled student, and to give details of action to be taken by the School and/or by the student, their parents or outside agencies. Additional written material may need to be appended.

The initial assessment must be reviewed after the student's first half term in the school, and periodically thereafter by agreement with all parties concerned.

The form and any appended material must be retained by the Head of Learning Support, whose responsibility it is to co-ordinate the needs assessment process.

Student's name:			
Age on admission:		Date:	
Brief description of disability:			

Report by parent about Student:			
Date received:		Attached?	Yes/No

Report by Student's General Practitioner:			
Date received:		Attached?	Yes/No

Report by disability specialist/ medical consultant/physiotherapist/Educational Psychologist:			
Date received:		Attached?	Yes/No

School Action Plan:
Monitoring and Review (after the first half term in the school):
Further Monitoring and Review:
Further comments:

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