

ACCESSIBILITY PLAN 2024-27

At the RGS and RGS Prep (*the School*) we are committed to providing the highest quality of teaching and learning to support all students, including those with special educational needs and/or disabilities (SEND). The School strives to ensure that every student has full access to the curriculum, to our physical environment, and to information.

This Accessibility Plan outlines the steps we are taking to continually improve access for pupils, staff, and visitors with disabilities, in accordance with the Equality Act 2010 and the Independent School Standards.

The plan addresses three key areas:

- Improving our physical environment to enable better access;
- Increasing access to the curriculum for pupils with special educational needs and/or disabilities;
- Enhancing the availability of accessible information for all stakeholders.

The plan is reviewed annually and forms part of our ongoing commitment to inclusion by removing barriers to learning and fostering a supportive and inclusive school community.

The School is committed to improving the accessibility of the school physical environment. For example, we have 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 site there is a limit to the adjustments that can be made in some areas. Where mobility and access pose a challenge, the school will endeavour to ensure that students and staff do not require access to these parts of the site in their regular timetable. Consideration is also given to accessibility of outside and recreational space, including designating areas as quiet space.

The School and its staff regularly review student access to the curriculum in light of individual identified student needs. Personal Student Profiles (ISPs in EYFS and KS1) are drawn up and made available to staff, and the School supports teaching and support staff with training as appropriate. All students have access to the same digital provision, and the IT team tailor support where necessary, including regularly reviewing and advising on available resources.

The School is also committed to improving the accessibility of information, ensuring consideration of multiple channels and of the accessibility of digital materials. The School's admissions policies (available on the school's website) are regularly reviewed to ensure that they do not create a barrier to entry for students with SEND.

The School also takes an inclusive approach to staff recruitment and is committed to appointing the best candidate for the role based on their skill set and qualifications and regardless of any disability.

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)**
 Director of Finance and Operations
 Health and Safety Manager

Date of review: **30/05/2025**

Date of next review: **Trinity 2026**

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.	