
ENTRANCE EXAMINATIONS CONCESSIONS AND ACCESS ARRANGEMENTS POLICY

The RGS is an independent day school offering all-round education of the highest quality for approximately 970 students aged 11 – 18.

Equal Treatment

The RGS welcomes the brightest local pupils regardless of their social, cultural, religious and financial background in a welcoming, tolerant community where each individual is valued and enjoys a deep sense of belonging. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our school community and the rights and freedoms of others. All candidates for admission will be treated equally, irrespective of their, or their parents', race, language, religion, political or other opinion, national or social origin, association with a national minority, orientation, property, birth or other status.

Those in a position of responsibility will seek to ensure that all students at the RGS benefit equally from its provision. To this end, the School is committed to:

- a. An entry policy which makes no discrimination as set out by the Equality Act 2010.
- b. The promotion of a culture within the School which actively discourages discrimination.
- c. Providing a curriculum which emphasises positive aspects of, and contributions to, a healthy and tolerant lifestyle.
- d. Within the constraints of existing buildings and location, ensuring that disabled members of the school community are not unreasonably disadvantaged (further detail is provided in the School's Disability Access Plan).
- e. Taking appropriate action in instances of discrimination on the grounds of ethnic origin, gender and sexual orientation, religion or disability.

Disabilities and Special Educational Needs

The RGS currently has limited facilities for the disabled. The School, however, will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 and Special Educational Needs and Disability Act 2001, in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately. The School needs to be aware of any known disability or special educational need which may affect a candidate's ability to participate in the admissions procedure and take full advantage of the education provided at the School. Parents whose son has any disability or special educational needs should provide the School with full details after registration and prior to the entrance examination.

The School needs this information so that, in the case of any candidate with particular needs, the School can assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the candidate and that the School can cater adequately for the student, should an offer of a place be made.

In order to ensure that the entrance exam is accessible for the candidate, the School adheres to the current JCQ regulations when determining access arrangements for the entrance exam.

The School will do all that is reasonable to ensure that the information and application procedure are accessible for disabled candidates and will make such reasonable adjustments as necessary. For example, the School can provide large print examination papers for a visually impaired student if it is notified by the registration deadline date, prior to the entrance examination.

Should the parents fail to declare any special education need or disability before accepting the offer of a place by the School, the offer may be withdrawn as this may be seen as a non-disclosure of information.

Similarly, if special education needs or a disability become apparent after admission, the School will consult with parents about reasonable adjustments in order to allow the student to continue at the School.

English as an Additional Language (EAL)

EAL applicants are subject to the same admissions procedures as other applicants. Students take our 11+ examinations for entrance at 11+ (Year 7). EAL applicants sit all the same assessments as other candidates, that is all four ISEB Common Pre-Tests: English, Verbal Reasoning, Non-Verbal Reasoning and Mathematics, as well as our English Composition task. Those with EAL needs identified on the application form or via their current school should be made known to the School in advance, particularly in relation to their performance in the English paper. During the course of marking, EAL-specific issues that undermine performance are taken into consideration. Second interviews may also be given to students in this category. Access Arrangements, such as allowing the use of a bi-lingual dictionary, may be used, under certain circumstances. This policy supports the School in meeting its duties under the Equality Act 2010.

Accessibility

This policy can be made available in large print or other accessible format if required.

Candidates with Disabilities

The School wishes to make itself as accessible as possible to candidates with disabilities within the constraints of access to buildings, but it is important that the School is advised of the nature of any disability before they come to an assessment.

Reviewed by: Senior Master and Head of Admissions (Registrar and Marketing)

Date of last review: June 2025

Date of next review: Trinity 2026