



REIGATE GRAMMAR SCHOOL

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## Accessibility Plan

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<b>ISI Code:</b>	17b Accessibility Plan
<b>Policy Author:</b>	Steve Douty, Bursar
<b>Date Reviewed By Author:</b>	June 2019
<b>Next Review Due:</b>	June 2021
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## RGS Accessibility Plan 2016-2019 (as required by SEN and Disability Act 2001 (SENDA) and the Equality Act 2010)

Objective	How to be achieved	Constraints	Target Date
<b>1. Increasing the extent to which pupils can participate in the curriculum</b>			
The continued provision of a full time Head of Learning Support.	Through direct inclusion and management by the Deputy Head		Annual
Continue to offer the full range of options, designed from scratch for each year group and taking account of individual needs and disabilities of students.	Deputy Head continues to plan option blocks and timetable each year according to need.	Not always possible to get every student their full choice of options. Rare but can happen.	Annual
Rooming on timetable would take account of classes which include a student with a particular physical need (e.g. no stairs)	Our Director of Studies continues to plan rooming and timetable each year according to need.	Our split site and buildings with 2 floors. Limit to number of downstairs classrooms.	Annual
<b>2. Improving the physical environment</b>			
Improve wheelchair access	To review areas where access is difficult. This includes the 1 <sup>st</sup> floor of the English Department and Old Library, where no lift access is available. New Learning Centre will accommodate the new library with lift provision.		New Library September 2017
<b>3. Improving the delivery of information to disabled pupils</b>			
To move most resources to soft copy in a shared file area on our computer network. This will enable print off in different font sizes.	Heads of Department are reviewing schemes of work which will include shared resources in a shared area and accessible to students via the school web site.	The time it requires to continually review and amend resources and file them appropriately.	Annual
To continue to work with teaching assistants where appropriate.	Head of Learning Support and teaching assistants work with staff to ensure individual needs are met.	Time constraints – ability to get all staff together at the same time.	Ongoing
To continue to have case meetings for staff teaching a student with a SEN or disability.	Head of Learning Support and teaching assistants help to train staff in things like how to speak to a student who is lip reading.	Time constraints – ability to get all staff together at the same time.	Ongoing
Use of radio microphones for deaf students.	Staff delivering assemblies and lessons can use the microphone.	Reliability of equipment	Ongoing