

Reigate Grammar School Group

Reasonable Adjustments Policy

Including Early Years Foundation Stage

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Introduction

RGS is committed to treating its pupils and applicants fairly. According to the Equality Act 2010, we must take reasonable steps to ensure that disabled pupils and applicants are not put at a substantial disadvantage by comparison with pupils and applicants who are not disabled.

RGS recognises that every child is unique. This policy does not therefore seek to cater for every situation. It is intended as a general statement of our policy which sets out the principles underlying our approach to making adjustments for disabled pupils and the factors the school will take into account when considering requests for adjustments.

When does the duty arise?

We have a duty to make reasonable adjustments for pupils and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities. A pupil or applicant is disabled if (s)he suffers from a physical or mental impairment that has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. In most cases, disabilities will have lasted or be likely to last for 12 months or more.

What is the scope of the duty?

RGS seeks to ensure that disabled pupils and applicants are not put at a substantial disadvantage by making reasonable adjustments:

1. to our policies, criteria and practices (i.e. the way we do things); and
2. by providing auxiliary aids and services (i.e. additional support or assistance).

There is no standard definition of an auxiliary aid or service. Examples include:

- pieces of equipment
- extra staff assistance
- note-taking
- induction loops
- audio-visual fire alarms
- readers
- assistance with guiding.

What is not covered?

We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

Entry tests

We are allowed by law to apply an entry test, and we do so as part of our admissions process. If necessary, we make reasonable adjustments for disabled applicants sitting the entry test, such as, for example, allowing it to be completed on computer rather than by hand. However, the pass mark for the test is not altered as this would not be a reasonable adjustment.

How do I request an adjustment?

RGS prides itself on considering whether there is any adjustment it could make to overcome any substantial disadvantage suffered by a disabled applicant or pupil. However, we do not always think of all possible adjustments, and we want to work with parents to think as creatively as possible about this matter.

If your child is disabled and you believe that (s)he is being put at a substantial disadvantage compared with pupils without disabilities and there is an adjustment that we could make which would overcome this, you may write to the Special Educational Needs Coordinator (or "SENCO") setting out in full the adjustment and (if necessary) how the school could put this into practice.

The School's Response

In some cases, the school will be able to agree to and implement the requested adjustment as soon as possible. In particular, it is envisaged that where an adjustment costs £1,000 or less and satisfies the non-cost related criteria listed below, it will be approved and implemented speedily. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the school to take. In these cases, the school may seek input from teachers, other experts (such as doctors and/or educational psychologists), you and the child in question.

How will the school decide whether an adjustment is reasonable?

When considering whether it would be reasonable to make the adjustment, the school will consider the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering
- the practicability of the adjustment
- the effect of the disability on the pupil
- the cost of the proposed adjustment
- whether it will be provided under a statement of special educational needs from the Local Authority
- the school's resources
- health and safety requirements
- the need to maintain academic, musical, sporting and other standards
- the interests of other pupils (and potential pupils)

Confidentiality

You (or your child if the school believes (s)he has sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the school. We will take any such request into account when considering whether an adjustment is reasonable.

Outcome

Once the school has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons.

What can you do if you are not happy with the school's decision?

The school will consider all options which might allow a pupil to reach their full potential and will always seek to work with parents and pupils to achieve a favourable outcome for all parties where possible. If, however, parents are not happy with the school's decision about the reasonableness of the adjustment, they are encouraged to request a meeting with the Deputy Head/SENCO in the first instance.

Related Policies:

- Admissions Policy
- Learning Support Policy
- English as an Additional Language (EAL) Policy
- Curriculum Policy
- Equality
- Accessibility Plan