



RUGBY SCHOOL

## **Rugby School Accessibility Plan**

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Lent 2026

## **1.0 INTRODUCTION**

- 1.1 Rugby School strives to be a fully inclusive school and aims to ensure that each student can participate fully in the life of the school.
- 1.2 The School is committed to meeting the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education Guidance for schools on the Equality Act 2010.

## **2.0 SCOPE**

- 2.1 This is the Accessibility plan for the Rugby School site.

## **3.0 AIMS**

- 3.1 The purpose of this Accessibility Plan is to:
  - 3.1.1 Increase the extent to which students with disabilities can participate in the curriculum.
  - 3.1.2 Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.
  - 3.1.3 Improve the availability of accessible information to students with disabilities.
- 3.2 Rugby school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.
- 3.3 Rugby school expects its staff and students to adhere to its values. Rugby school students and staff are kind and inclusive, grounded and authentic, courageous and not afraid of failure, curious and ready to ask, 'what next'? In relation to this document the expectation that students and staff are kind and inclusive is particularly significant.
- 3.4 Rugby school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

## **4.0 MONITORING ARRANGEMENTS**

- 4.1 This document will be reviewed annually by the Governing Body.
- 4.2 The Accessibility Plan and arrangements are developed and monitored by the Chair of the Accessibility Working group, which meets Termly.
- 4.3 This document is informed by the observations of the school leadership coupled with feedback via formal and informal channels including student surveys, parent surveys and feedback from the Learning Development Department.

## **5.0 POLICY OWNER**

- 5.1 This policy is the responsibility of the Deputy Head (Academic), Chair of Accessibility Working Group.

## **6.0 RELATED POLICIES, LEGISLATION, AND GUIDANCE**

- 6.1 Rugby School's Complaints Procedure covers the Accessibility Plan. If you have concerns relating to access ability in the school, the complaints procedure sets out the process for raising these concerns. The Complaints Procedure is available on the school website.
- 6.2 This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education guidance for schools on the Equality Act 2010.

- 6.2.1 The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day-to-day activities.
- 6.2.2 Under the Special Educational Needs and Disability (SEND) Code of Practice, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- 6.2.3 Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

6.3 This Accessibilities Plan should be read in conjunction with other related Policies including:

- The Equal Opportunities Policy
- The SEND Policy
- The Admissions Policy
- The Medical Care Policy
- The Risk Assessment for Student Welfare

## **6.0 FURTHER INFORMATION**

6.1 This plan will be made available online on the school website, and paper copies are available upon request.

## 7.0 ACTION PLAN

### 7.1 Improving access to the physical environment

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	<p>Complete planning for improved accessibility in Bradley House.</p> <p>Improve accessible toilets in the Macready Theatre and additional ramp for the accessible toilet in the New Quad.</p> <p>Create additional gender-neutral toilet facilities in New Quad and the Music Schools.</p>	<p>Complete planning application process. Provide sufficient financial support, c.£15,000.</p> <p>Staff time and financial resource for refurbishments.</p>	September 2026	Estates Director	New facilities will be visible.
Medium Term	Improve the accessibility of boarding houses.	The Refurbishment of Tudor House will improve accessibility.	September 2027	Estates Director	Accessibility improvements are visible in the Tudor refurbishment.
Long Term	Improve accessibility of the Temple Reading Room (TRR)	The Refurbishment of the TRR will improve accessibility.	September 2030	Estates Director	Accessibility improvements are visible in the refurbished TRR.

## 7.2 Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Improve School knowledge of student SEND needs.	Audit of student specialist skill needs. Review of opportunities for training and intervention programmes. Creation of plan of action.	September 2026	Deputy Head (Middle School & Inclusion)	Production of an action plan for development of the Learning Development Department skill set and curriculum.
Medium Term	Train teaching staff in, and embed, effective study skills practices to ensure consistency for SEND students so that All teaching staff understand 'chunking', 'grouping' and 'mapping', allowing students with SEND to benefit from a consistent and clear approach to learning information.	INSED Time, specialist training by performance learning(c.£1000)	September 2027	Deputy Head (Middle School & Inclusion)	Observational evidence of the Learning Development Department shows students deploying chunking, grouping and mapping across the full range of subject disciplines.
Long Term	Develop Learning Development Department specialist skill set to allow for the teaching of learning skills in 1-1 lessons that are specifically relevant to individual student SEND needs.	Professional Development time for the Learning Development Department. Funding for training (c.£20,000).	September 2029	Deputy Head (Middle School & Inclusion)	Student feedback and use of skills as reflected in student voice feedback to the Learning

					Development Department.
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### 7.3 Improving access to information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	<p>Change the visitor information form to include an accessibility question.</p> <p>Identify an alternative meeting location for prospective students or parents with accessibility needs.</p> <p>Update the school map in the Blue Book to include location of accessible toilets. This information will be included in the annual Safeguarding Briefing.</p>	<p>Staff time.</p> <p>Staff time</p> <p>Staff time and cost of c.£200</p>	September 2026	<p>Head of Safeguarding</p> <p>Head of Admissions</p> <p>Head of Marketing and Brand.</p>	<p>New Visitor Information Form.</p> <p>Visible in the Blue Book.</p>
Medium Term	Improve signage across the School site.	£10,000 for improved signage.	September 2027	Accessibility Working Group.	Follow up review notes easier navigation around the school site.
Long Term	Ensure the new school website is suitable for accessibility needs.	Existing budget allocation	September 2027	Head of Branding	Simpler access to information for all users.

<b>Authorised Education Committee:</b>	
<b>Date:</b>	Lent 2026