



## **Disability Policy**

### **School Disability Policy (Boys)**

This policy applies across the whole school including the Early Years Foundation Stage (EYFS).

Newcastle School for Boys welcomes all boys who can make the most of the opportunities offered and can flourish in its caring environment. The governors and staff are committed to inclusivity and to giving every boy the best possible start in life. We value the diversity of our School community and the positive contribution boys with special educational needs and/or disabilities can bring to school life.

Newcastle School for Boys has a separate Admissions Policy but within the context of disability and SEN, we strive to be an inclusive and welcoming School. Parents of prospective boys with disabilities and special needs are encouraged to discuss their son's difficulties when visiting the School. This is particularly important as some disabled boys may require specialist support from the Support for Learning Department. Copies of Newcastle School for Boys Support for Learning Policy are available on request.

Newcastle School for Boys recognises that the needs of a disabled boy must always be taken into account.

Disability is defined as:

*'with a physical or mental impairment which has a substantial and long term effect on the ability to carry out day-day tasks.'* (Definition from SENDA 2001, reaffirmed in 2010 in the Equality Act 2010)

Steps are always taken at NSB to ensure that a disabled boy is not treated less favourably for reasons related to his disability. Newcastle School for Boys also makes sure reasonable steps are taken to ensure that a boy with a disability is not placed at a substantial disadvantage compared with boy who is not disabled. This includes the School's curriculum, the methods used to provide information within School and the physical environment in and around the School. Newcastle School for Boys has an active monitoring policy and will do its best to make adjustments to take into account individual boy's needs within the

constraints imposed by the nature of the buildings. Longer term planning is contained within the School's Accessibility Plan.

All staff (including teaching and support staff) are given training on the learning needs of boys with special educational needs and disabilities in order that boys with disabilities can be supported in the best way across the whole School.

The School naturally hopes that a parent will not feel that they have cause to complain; but its complaints policy is published on the website for any parent who wishes to use it. Additionally, all parents of boys with SEN or disabilities have the legal right to seek redress from the First –Tier Tribunal (Special Educational Needs and Disability) if they believe that their son has received unfavourable treatment.

### **School Disability Policy (Staff)**

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person regardless of any disability he/she might have. We actively implement the School's equal opportunity policy for staff in day-to- day management. We review staff needs to ensure they are being met.

Our fully inclusive approach includes the governing body and we would always seek to ensure that any governor with a disability can access the School and has all necessary information and equipment to allow him/her to carry out their role.

### **Policy review process**

The Senior Leadership Team review this **Disability Policy** at least annually and the Accessibility Plan at least every three years.

## **The Accessibility Plan**

This plan outlines how Newcastle School for Boys is continuing to develop its provision in three main areas in order that all disabled boys can take full advantage of the education and associated activities provided.

The three areas are:

- the curriculum
- access to information
- the physical environment of the School

*Reviewed by Senior Leadership Team - September 2013*  
*Approved by the Governing Body - March 2014*