



ACCESSIBILITY PLAN

This policy applies to the whole school including the Early Years Foundation Stage.

Aims and ethos of the School

Newcastle School for Boys provides an **excellent all-round education specifically designed for boys age 3 to 18.**

To provide, in a supportive environment, an excellent learning experience for boys aged 3 to 18. Specifically, we aim to:

- Challenge and support each boy to achieve the high levels of individual academic progress;
- Develop boys and young men of excellent character.

The School aims to offer the highest quality of teaching and learning and support all boys in the pursuit of academic and personal excellence.

We have high expectations of all of our boys and we strive to ensure that each and every boy can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that boys with special educational needs and/or disabilities can bring to school life.

We have an ***Admissions Policy*** (available to view on our website) that seeks to remove barriers to entry to our school for boys with special educational needs and/or disabilities. We strive to be an inclusive and welcoming school.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled boys are able to take advantage of education and associated services offered by the school.

Staff are given appropriate information about any boy with a health, including mental health, issue and its impact on school life. The School looks to work with the boy, his family and external agencies to achieve the highest levels of understanding, sensitivity and support. Individualised programmes can be created that offer support to ensure, as far as practical, continued academic progress.

We seek to raise the awareness of disabilities for our teaching and non-teaching staff and to enable them to minimise any potential difficulties for boys. We promote the importance of using language that does not offend amongst both our staff and our boys and seek to ensure that positive examples of disability are portrayed in teaching materials.

Since September 2014, the number of boys in the School with statements of special educational needs/Education, Health and Care (EHC) plans and on the School’s main SEN register is as follows:

	Boys with EHC Plans	Boys on main SEN register
September 2014	4	31 (including 3 new admissions)
September 2015	5	31 (including 3 new admissions)
September 2016	5	40 (including 6 new admissions)

All of our boys are fully integrated into school life and participate in the whole curriculum including co-curricular activities and school trips.

The School takes a fully inclusive approach to our staff recruitment and aims to appoint the best person based on their skills and qualification regardless of any disability he/she might have. We actively implement the School’s **Equal Opportunities Policy** for staff in the day-to-day management of Newcastle School for Boys. We have staff with medical disabilities and all staff are provided with the necessary support for their roles.

At Newcastle School for Boys, we have set up accessibility plan review committee which consists of:

- | | |
|--------------------|--|
| Greg Austin | Governor |
| Angus Bullen | Estates Manager |
| Christine Dobson | Bursar |
| Graeme Hallam | Senior School Deputy Head (Pastoral and Co-curricular) |
| Lee Hogarth | Director of Sport |
| Alex Kingsland | Marketing and Admissions Manager |
| Alex Newman | Senior School Deputy Head (Academic and Curriculum) and Examinations Officer |
| Victoria McCrystal | Senior School Head of Support for Learning |
| Suzanne Osborne | Junior School Head of Support for Learning |
| David Tickner | Headmaster |
| Tiffany White | Head of Juniors and Infants |
| Sian Woosnam | Assistant Head (Early Years) |

The committee may co-opt additional members whose expertise in any field would be of assistance. The committee’s terms of reference are:

1. To review annually the School’s policies, procedures and facilities as they are likely to affect boys and prospective boys who are disabled
2. To make recommendations with a view to improving the accessibility of its education in many aspects to boys or prospective boys with disabilities by means of reasonable adjustments and by planning for the future
3. To support the preparation of the School’s **Disability and Support for Learning policies**

4. To prepare the School's three-year *Accessibility Plan*

5. To review such plans and policies as necessary and at least on an annual basis

We regularly monitor the success of the *Accessibility Plan* and it will also be reviewed annually by the governing body and the School's accessibility plan review committee (as above).

Action plan

The following are carefully considered by the School's accessibility plan review committee and is monitored at least annually:

- Admissions
- Attainment
- Attendance
- Exclusions
- Co-curricular activities
- Governing body representation
- Pastoral care and welfare
- Physical school environment
- Safeguarding
- Selection and recruitment of staff
- Sporting education and activities
- Staff training

The results of Newcastle School for Boys' monitoring of the above has informed the action plan below which relates to Schedule 10 for the Equality Act 2010.