

ACCESSIBILITY PLAN 2018 - 2021

Newcastle School for Boys ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's *Accessibility plan* contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum;
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

How the plan is constructed

The School has a disability review committee which consists of:

Greg Austin	Governor
Angus Bullen	Estates Manager
Christine Dobson	Bursar
Graeme Hallam	Senior School Deputy Head (Pupils' Personal Development)
Lee Hogarth	Director of Sport
Alex Kingsland	Marketing and Admissions Manager
Alex Newman	Senior School Deputy Head (Teaching and Learning)
Victoria McCrystal	Senior School Head of Support for Learning
Suzanne Osborne	Junior School Head of Support for Learning
David Tickner	Headmaster
Mark Tucker	Senior School Assistant Head (Curriculum)
Tiffany White	Head of Junior School
Sian Woosnam	Junior School Assistant Head (Early Years)

and 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 pupils and prospective pupils who are disabled.

2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.
3. to prepare and review the School's *Special educational needs and disability policy*.
4. to prepare and review the School's *Accessibility plan*.
5. to review such plans and policies as necessary and at least on an annual basis.

The School's disability policy review committee has been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Co-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

How the plan is reviewed and monitored

The School's disability committee meets biannually to frame recommendations for inclusion in the plan. These recommendations include input from the senior leadership team and the document is then placed on the agenda for the meeting of the governing body at the December and June meetings. Costings are allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements.

There is a formal review of the implementation of the plan at the June meeting of the governing body. Senior leadership provide a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary. The School's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the School's *Admissions policy* and *Special educational needs and disability policy*.

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 (3 new admissions)
September 2015	5	31 (3 new admissions)
September 2016	5	40 (6 new admissions)
September 2017	3	59 (5 new admissions)

Headmaster
March 2018