



## NEWCASTLE UNDER LYME SCHOOL

### Special Needs and EAL Policy

This Policy applies to the whole School including EYFS. This document is published to parents and prospective parents on the School's website and is made available upon request to parents and prospective parents.

#### 1. Introduction

##### 1.1 Intention of this Policy

This policy is intended to outline for parents and prospective parents the provision that is made by Newcastle-under-Lyme School, including the Early Years Foundation Stage, for pupils with SEND, LDD, an EHC Plan or Statement of Special Educational Needs and for pupils for whom English is an Additional Language. This policy refers to pupils with Special Educational Needs [SEN] and those with Learning Difficulties and Disabilities [LDD] using the terminology SEND. As addressing individual learning needs is the key to student success, this policy seeks to inform teaching and learning throughout the School.

##### 1.2 How the School sees inclusive Special Needs provision

Newcastle-under-Lyme School is an independent day school for pupils aged 3 (rising threes) to 18, academically selective from age 5. We have high aspirations and expectations and want all pupils to feel that they are a valued part of our School community, as part of our commitment to help every child realise their full potential. We recognise that children have different needs at different times and it is the collective responsibility of teachers within School to address these needs and provide for them. Our aim is to help all children at Newcastle-under-Lyme School achieve full access to the curriculum including school trips and co-curricular activity and encourage all members of the School to develop an awareness of and respect for individual differences and alternative ways of learning. Pupils with SEND SEN/LDD have an entitlement to follow our broad and balanced curriculum, which is differentiated. This enables them to understand the relevance and purpose of learning activities, experience levels of understanding and rates of progress that bring feelings of achievement and helps the pupil to focus on what they can do rather than what they can't do and thereby develop self-esteem.

We aim to identify all children with SEN/LDD quickly but with thoroughness and seek to address the needs of all pupils with SEN/LDD at any time in their school careers. We aim to ensure that all teaching staff are fully aware of the School's procedures for screening, identifying, assessing and making provision for pupils with SEN/LDD by acting on any recommendations. We actively seek ways to make sure that SEN/LDD pupils can get full benefit from lessons.

This policy seeks to ensure that provision for children with special educational needs is a matter for the School as a whole. The aim is for inclusive education for all SEND students at Newcastle-under-Lyme School. As "All teachers are teachers of children with special educational needs" *SEND Code of Practice: 2001*, teachers are aware of SEND students' individual needs, ensure they have up-to-date knowledge about the implications of SEND and implement appropriate strategies in their classroom teaching liaising with SEND specialist(s) to identify areas of difficulty and agree appropriate strategies.

### **1.3 A definition of pupils with Special Educational Needs**

A child has special educational needs if he/she has a learning difficulty which calls for special educational provision to be made for her/him. A child has a learning difficulty if s/he has a significantly greater difficulty in learning than the majority of children of the same age and/or has a disability which either prevents or hinders her/him from making use of educational facilities of a kind provided for children of the same age. Nationally, about 15 per cent of children may have some form of special educational need at some time. For the vast majority of children such needs are met within standard provision. Only around three per cent of children nationally will have special educational needs of a severity or complexity which requires the LA to determine and arrange for special educational provision for the child by means of an existing legacy statutory Statement of Special Educational Needs or an Education, Health and Care plan (EHC).

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age. Where a pupil has special sensory or physical needs, the School may feel the need to draw on the help of specialist external agencies. A decision to do this would involve discussion between the Learning Support Co-ordinator, senior academic and pastoral staff, parents, pupil and the pupil's Form Tutor or Class Teacher.

A child is not regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught. As our pupils have been assessed in English as part of the School's selection processes no additional provision is made for teaching 'English as an Additional Language'. Should a need arise, following review by teachers, we would discuss with parents the best way forward. In the Junior and Senior School all external candidates are spoken with as part of the assessment process so that we can be sure that they are able to speak English.

### **1.4 Role of Governors**

The School's Governors, Headmaster and all other members of staff have regard to the Special Educational Needs and Disability Code of Practice 2014 when carrying out its duties towards all pupils with special educational needs and learning disabilities and difficulties. The most recent changes to arrangements for Special Educational Needs came into force from September 2014 with the implementation of provisions from the Children and Families Act 2014 and the *SEN and Disability Code of Practice, 0-25 years 2014* [SEND Code 2014].

The Governing Body's arrangements for coordinating SEND provision follow the Special Educational Needs and Disability Code of Practice, however, the implementation reflects differences in governance between maintained and independent schools. The Governing Body receives an Annual Report from the Headmaster and Head of Junior School. The Governing Body asks one Governor to take particular interest in SEND issues. Governors play a significant part in overseeing school self-evaluation and review and will with the Headmaster decide the School's general policy and approach to meeting students' special educational needs. The Governors will ensure that:

- They are knowledgeable about the School's SEND provision, including how staff and resources are deployed.
- They are aware of the monitoring of the operation of the SEND policy using quantitative and qualitative information.

### **1.5 Staffing**

School has Learning Support Co-ordinators in the Junior and Senior Schools. They have general responsibility for monitoring the progress of students with SEND and maintaining communication with their teachers. Their more specific functions are listed below. Some students have complex needs and it is likely that in addition to the School's pastoral response, the Learning Support Co-ordinator has a close working relationship with parents and a role with local authority outside agencies where relevant. The role of the Learning Support Co-ordinator includes:

- To co-ordinate provision for pupils with SEND SEN/LDD.
- Day to day operation of the School's SEND policy.
- Contributing where necessary to the admissions process.
- Contributing to planning and provision for students with other learning needs, to plan and implement strategies for support activities and lessons following an external assessment.
- Liaison and advice to fellow teachers and staff.
- In-service training on SEND for staff.
- To maintain records and records of progress specifically.
- To liaise with parents. We recognise that parents have knowledge and experience to contribute to the shared view of a child's needs and how best to support them.
- To seek and respond to the views of the pupils, at all stages, so that they can contribute to the assessment of their needs.
- Liaison and collaborative work with external support services including educational psychologists.

- Co-ordinating provision of extra time or other access arrangements for internal examinations.
- To liaise with the Examinations Officer ensuring that supporting evidence and appropriate access arrangements for external examinations are in place.
- Reviewing progress of students with SEND with senior staff and compiling material to contribute to the Headmaster's and Head of the Junior School's Annual Reports for Governors.

The Learning Support Co-ordinator in the Senior School is supported by a Learning Support Assistant (LSA), who can go into lessons to support pupils in the classroom if necessary, or if appropriate can work one to one with a pupil on a particular skill or subject area. The LSA also provides individual support with pupils who struggle with organisation and gives support for revision, note taking and summarising strategies at appropriate points.

The Learning Support Co-ordinator in the Junior School is supported by two Learning Support Assistants (LSA), who can go into lessons to support pupils in the classroom if necessary, or if appropriate can work one to one with a pupil on a particular skill or subject area. The Nursery SENCo provides additional advice in the Nursery.

## **2. Identification of children with Special Educational Needs**

### **2.1 Admissions**

The method of selection for admission to the School varies according to the age of the applicant (see the School's Admissions Policy), and is designed foremost to assess the child's potential to flourish within the School's academic programme. Treating children as individuals is important to the School, and we welcome children with SEND provided that we can reasonably give them the support they need in order to thrive. As well as the prospective pupil meeting the School's entrance assessment requirements, the School must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential throughout their time in the School so that the pupil will emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These principles extend to students with SEND, subject to the legal obligation to make reasonable adjustments and not to put any disabled student or potential student at a substantial disadvantage compared with any student who is not disabled. The School recognises that inclusive policies enhance the life of School and the education of its pupils, but also recognises that it is equally important to ensure that these policies do not impair the education or health and safety of any pupil.

The School therefore asks the parents of prospective pupils to provide information on any known special needs at the time of application, so that the School may arrange such advice and assessments as may be appropriate. The School reserves the right to take specialist advice from third parties on such matters, while respecting the sensitivity and confidentiality of such information.

## **2.2 Transition**

The special educational needs of pupils within the School may be known before they start or may become apparent at any other time. For pupils joining from other schools, the Learning Support Co-ordinator is advised of any information provided by the pupils, parent or previous school. Medical information relevant to pupils' learning is made available to teaching staff.

During the transition from Year 6 to Year 7, the Head of Year 7 aims to visit children in their primary schools during the summer term before they join the Senior School. If necessary the LSC accompanies the Head of Year 7, so that we have an accurate picture of the child's needs before they arrive. This also provides an opportunity to speak to the child's current teacher so that as much continuity as possible happens. The child is invited to attend 'New Pupils' Day', which takes place in the first week in July. If the child is joining the Senior School from the Junior School the Learning Support Co-ordinator or Assistant visits the Junior School to discuss what support the child has received, so that this information can be shared where relevant with Senior School staff.

## **2.3 Identification**

It is the School's policy to screen all students using Lucid Rapid in Years 3, 5 and 7, and all new pupils in the Junior School during their first term in Years 1-6. If the results of screening indicate that there may be a possibility of dyslexia, the Learning Support Co-ordinator contacts the child's parents to inform them of the result and they are provided with appropriate advice regarding follow up with an external specialist teacher for a more thorough and detailed investigation. The screening process tends only to highlight possible cases of dyslexia. The School does not possess the expertise to diagnose e.g. dyspraxia, ADHD, Autistic Spectrum Disorders, but the screening may highlight factors suggestive of these conditions. When the School believes that a student may have a complex condition such as this it will note these concerns, discuss them with parents and advise on how to obtain an assessment by an appropriate specialist if the parents wish or the School feel it would be helpful.

Where pupils appear to be achieving less well than baseline data would suggest, professional awareness of staff and working with parents ensures that concerns are looked into. Teaching staff receive training in the identification and support of students with specific learning difficulties. The identification of a special educational need for a pupil in the school may result from a referral from a member of staff teaching the pupil or their Form Tutor / Class Teacher or Head of Year [usually following identification of a trend], a parent or pupils themselves.

## **2.4 Further Screening**

Every pupil in the School receives effort and/or progress grades at staged points throughout the academic year, full parents' evenings at least once a year and a Full Report over the course of a year. This allows for regular assessment and review of progress, and if there are any concerns they can be addressed as the need arises. The Learning Support Co-ordinator also reviews copies of a pupil's extended writing and internal examination scripts where such pupils have been referred by a subject teacher as having a possible learning difficulty or disability.

## **2.5 Follow up to Specialist Reports**

If parents have obtained an assessment or Educational Psychologist's report, they are encouraged to engage in dialogue with the School and Learning Support Co-ordinator and once an appropriate course of action is in place, parents, the pupil and the pupil's Class Teacher, Form Tutor or Head of Year are involved to agree a programme.

## **3. Support for children with Special Educational Needs**

### **3.1 The SEND/LDD Register**

A copy of the list of SEND/LDD pupils is circulated to staff at the beginning of every year. This Register records the names, forms and a brief reference to the pupil's SEN/LDD. This is a list of those people who at any given time are deemed to need special education provision. The Register includes those who have an Educational Psychologist's report, those receiving additional support and those who have a physical disability which needs highlighting a special educational need. It will not include pupils who are academically weaker by Newcastle-under-Lyme School standards. Pupils who do not have a recognised condition identified by an Educational Psychologist's report but who have been referred to Learning Support are reviewed at regular stages during their school career by the Learning Support Co-ordinator who maintains a basic file on each pupil who has been referred.

### **3.2 Strategy Cards and One Page Profiles**

Information from the external assessment and strategies for the classroom are distributed as individual 'Strategy Cards' or 'One Page Profiles' which summarise a description of the special educational need and explain the strategies that staff should employ in their lessons to support the child. When the Card or Profile is created it is done in full consultation with the child, their parents and the advice provided in a specialist report. Parents are invited into School annually to meet with the Learning Support Co-ordinator and, with the child, the Card or Profile is reviewed and amended ready for the new academic year. Parents are encouraged to contact the Learning Support Co-ordinator at any point in the year if they have any concerns at all about their child's needs. The Card or Profile is stored in a central file in the School's Intranet so that all teaching staff have access to it and it can be amended during the year if the necessary. All staff in the School respond to the strategies on the Card or Profile, so there is continuity from lesson to lesson.

The Learning Support Co-ordinator has responsibility for ensuring Cards or Profiles are drawn up and for seeing that they are made available to Class Teachers and Form Tutors, subject teachers, filed in pupil's personal files and summarised onto the school database. This is the standard mechanism by which SEND SEN/LDD pupils, parents and staff are kept informed of the child's needs and the provision being made. In the Junior School, the Learning Support Co-ordinator, in conjunction with the teacher, has similar responsibilities.

The School encourages a whole School approach towards the support of students with a Learning Disability or Difficulty. Each member of staff is expected to be aware of the pupils in their groups on the SEND SEN/LDD register, to have read the Card or Profile for those pupils and where possible make reasonable adjustments within the classroom as suggested by the bullet points listed. All staff are aware of a child's needs and their teaching should reflect this. The work that is set should be

accessible to all and sympathetic to the child's needs. The use of ICT, where appropriate, is encouraged. The responsibility for assessing whether targets have been met lies with the Learning Support Co-ordinator and Learning Support Assistant(s) in conjunction with the subject teachers.

### **3.3 Staff Training**

The whole School staff are provided with training at appropriate points in the year using in-service training day time and are kept up to date with changes in legislation as they happen. The School is developing a wide-ranging approach to study and learning skills, for example Maximize Revision and Learning Techniques in Years 10 and 11, and is committed to constant review of the effectiveness of its teaching and learning for all students.

### **3.4 Reasonable Adjustments**

Where a student or applicant to the School is able to cope with the academic demands of the School as long as reasonable adjustments can be made, the School will strive to ensure that such adjustments are made and that the student is not disadvantaged. Examples of areas where the School has, and will continue to make reasonable adjustments, are as follows:

- Relocating lessons to alternative, more accessible locations (such as ground floors with easy access).
- The use of electronic devices when required.
- Providing large print copies and alternative paper colours.
- Catering for special dietary requirements.

### **3.5 Students with Physical Disabilities**

Our School is spread across a large site, including a number of old buildings. However, huge improvements have been made to the site over the last few years and there is now level access to the majority of buildings on the site. We have just completed a large building project in which there is a lift, level access and the new building conforms to regulations as specified by the Equality Act 2010. Over the years we have installed ramps and handrails and relocated classes and teachers to allow students with special needs to be able to fully access the curriculum. Facilities for children with special educational needs at the School include those which increase or assist access to the School by students who are disabled. Specific arrangements will be made for students with hearing or visual impairment, following the advice of expert agencies.

### **3.6 Pupils with a Statement of Educational Needs or EHC Plan**

Pupils with Statements from their Local Authorities, who are suited to the School's educational offering are welcome. Students with a Local Authority EHC Plan (previously known as a Statement of Special Needs) may join the School if they satisfy its academic entry requirements and will not be disadvantaged. The SEND Code of Practice 2014 states that the LA has a statutory duty to monitor and annually review provision for all students with an EHC plan, whether they are in the maintained or independent sector. The School complies with the requirement to undertake an Annual Review in conjunction with LA advisors. In cases where a student cannot access their education at the School owing to their SEND and where these SEND have become apparent since they joined, the School may ask the student's local authority for an EHC assessment to be carried out with a view to them receiving an EHCP and accessing additional support to help the student.

If a pupil with a statement requires their dedicated carer in school, for example, to assist with personal care, writing, etc, this is accommodated, provided that the carer has an enhanced DBS check arranged by the School and complies with the School's current child protection. The School requires a carer to sign a written agreement undertaking to comply with the School's Child Protection (Safeguarding) Policy and to attend the child protection induction briefing that is given to all new members of staff before working unsupervised on site. A pupil's dedicated carer is not a School employee and the pupil's parents are asked to provide the School with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to the child they support.

### **3.7 Access Arrangements**

The Learning Support Co-ordinator collates evidence of those pupils who are entitled to access arrangements in public examinations for the Examinations Officer. Pupils with examination concessions also receive these in internal examinations in accordance with JCQ regulations. The Learning Support Co-ordinator advises the Registrar on suitable arrangements for entrance examinations. Parents of applicants are asked to provide additional information on their child's difficulties or disabilities. The Registrar writes to parents to advise on the access arrangements which will be made in the examination and invites them to provide any further information.

## **4. Monitoring and Evaluation of Academic Progress and Pastoral Welfare**

### **4.1 Academic Progress**

Regular meetings are held between the Co-ordinator at the Senior School and the Co-ordinator at the Junior School. Both Co-ordinators meet regularly with senior managers. Academic progress and pastoral issues for pupils receiving support are monitored through:

- School reports.
- Subject and class teachers.
- Parental contact either through parents' evenings, email, telephone or individual appointments. Where the Learning Support Co-ordinator contacts parents a written record of such conversations is retained.
- Examination results both internal and external.
- Interim Grades and Reports,
- Information on behavior and discipline

Each pupil's strengths and unique qualities are built upon in order to develop their self-confidence and self-esteem to meet their welfare needs and to meet their academic learning needs.

Acknowledging the role that parents or guardians have in supporting their child's education, we encourage parents to express their views to their child's Key Worker, Class Teacher or Form Tutor (in addition to the Learning Support Co-ordinator) so that their views can be taken into account and a dialogue engaged in. In addition, we encourage pupils to contribute to this dialogue. Parents and pupils are encouraged to share any concerns or worries at any time with Form Tutors (or Learning

Support Co-ordinator). Parents are encouraged to make appointments to meet with the Learning Support Co-ordinator at Senior School Parents' Evenings and Learning Support Assistant(s) at Junior School Parents' Evenings. Parents are offered advice to contact the national or local voluntary organisations that offer guidance on SEND, SEN and LDD.

Parents are encouraged to contact their child's Key Worker, Class Teacher or Form Tutor (or the Learning Support Co-ordinator) if they have any issues they wish to discuss regarding their child's progress. If the Learning Support Co-ordinator believes the pupil would benefit from additional support one of the team will see the pupil for a given time period. This will be recorded on the pupil's Card or Profile. Where support is discontinued, a record will be kept by the Learning Support Co-ordinator of the reasons for this. Should a parent/guardian feel that inappropriate provision is being provided the issue should be raised with their child's Key Worker, Class Teacher, Form Tutor, Learning Support Co-ordinator, Head of Year or Head of Junior School.

The Learning Support Co-ordinator recommends involvement of external professionals where appropriate. Where pupils still have existing legacy 'statements' or have a Education, Health and Care plan (EHC), the Deputy Head [Pastoral], Learning Support Co-ordinator, a pupil's Form Teacher and the School Nurse in the Senior School or Head of Junior School, Learning Support Co-ordinator, Form Teacher and School Nurse in the Junior School will liaise with medical and Social Services, and with voluntary bodies. In appropriate cases, it may be suggested that a pupil meets where necessary with a Counsellor or School Nurse. The Learning Support Co-ordinator works closely with the School Nurse to ensure that appropriate provision is made and that the full progress [academically and socially] of the individual pupil occurs throughout their time in the School. Where behaviour targets are set by the School for pupils, it is ensured that the pupil's SEN/LDD condition does not mean that they receive less equal treatment than those pupils without SEN/LDD conditions.

#### **4.2 Pastoral Care and Welfare**

The School encourages pupils with SEND SEN/LDD, through support, to take a full part in the School community and successfully develop physically, emotionally, intellectually and socially. The School seeks to ensure that parents and pupils are fully aware of what actions to take should they have concerns that a child may be having difficulties at school either pastorally or academically linked to SEND SEN/LDD. In addition to meeting the needs of pupils in academic and co-curricular provision, the School seeks to ensure that their needs in terms of pupil welfare and pastoral care are fully met. It is acknowledged that children with SEND SEN/LDD may need extra or different help from that given to other children of the same age. In addition to the needs related to thinking and understanding, children with SEND SEN/LDD may need additional help as a result of physical or sensory difficulties, emotional or behavioural difficulties, difficulties of speech or language or how they relate to and behave with other people in the school setting. A SEND SEN/LDD pupil could demonstrate these difficulties in expressing themselves or understanding what others are saying, making friends or relating to adults and behaviour in school. The School seeks to ensure that strategies are in place and difficulties addressed through its Learning Support, Class and Form Teachers and counselling activities.

### **4.3 Attendance**

Heads of Year in the Senior School and the Deputy Head of Junior School receive reports on lateness and absence of pupils with SEND SEN/LDD [along with those for all pupils] and patterns of lateness or absence are notified to the Deputy Head [Pastoral] or Head of Junior School following discussion with a pupil's Class Teacher or Form Tutor. Where patterns appear to suggest that there may be a problem with a particular pupil, these are investigated.

### **4.4 Medical Welfare.**

The School has a full-time School Nurse and a Local Authority nurse, who visits the School for half a day once a week. The LA Nurse can organise external agencies to come into School as necessary, as well as being available herself for the pupils to talk to. The Autism Outreach Team come into School, for specific children, usually half termly, when there is a child in School for whom they need to provide support.

The School Nurse has responsibility for monitoring and recording the administration and recording of giving of medication. Where parents advise that a pupil requires medication during the school day, they complete a form with information for the School Nurse, who holds the medication and administers it according to the guidance provided on the form by parents. This policy applies to all pupils, including those with SEND SEN/LDD.

## **5. Pupils for whom English is an Additional Language**

EAL is used when referring to pupils where the mother language at home is not English. We welcome and value the cultural, linguistic and educational experiences that multilingual pupils, including EAL pupils, bring to the School. Parents are asked to indicate the main language(s) spoken at home when a pupil joins the School. In cases where English is not a pupil's first language, the pupil's English teacher is asked to evaluate their written and spoken English and to determine whether or not an individual support plan is required. If appropriate, examination access arrangements are made.

In order to cope with the academic and social demands of the School pupils must be fluent English speakers. Given the academic demands of the School, a student who is not a fluent English speaker but has nonetheless satisfied the School's academic entry requirements may find the pace challenging. Where appropriate the School may recommend tuition in English as an additional language and will offer to make arrangements for this so that the student is not disadvantaged: there may be an additional charge on the school fees for such support.

## **6. Exceptionally able students**

Students are provided with extension activities across the curriculum when they are known to be of exceptional ability. As university admissions staff tend not to favour early entry for public examinations, even where students display exceptional ability, the School discourages students from sitting mainstream examinations outside their age-cohort. Responsibility for stretching the most able students is in departments, through differentiation in the classroom, through co-curricular activities

or extension learning where appropriate. Occasionally exceptionally able students find it hard to form social friendships and the School supports these students through its pastoral system.

### **7. Spiritual, Moral, Social and Cultural Development of Pupils**

The school encourages acceptance and promotion of disability issues through its PSHE programme. Acknowledging the benefits to the involvement of pupils with SEND SEN/LDD in all aspects of school life, where individual support sessions are arranged, these are timetabled overall to avoid pupils being removed from assembly or form time. Pupils with SEND SEN/LDD are encouraged to be accepted by other pupils and staff in lessons and in non-taught House and co-curricular activities. All pupils including those with SEND SEN/LDD are encouraged to take a full part in School activities and to take responsibility for some activities within the School community. There is a range of ways in which the importance of valuing and promoting diversity and difference are examined, in age appropriate ways, throughout the School including (but not exclusively) the PSHE curriculum, assemblies, form tutor time and in the school's response to incidents of intolerance. This also further enhances the School's promotion of British Values.

Authors:	Learning Support Co-ordinator M Snell, Deputy Head [Academic]
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Policy Reviewed by Governors:	Summer 2016
Next review due:	Summer 2017



## **NEWCASTLE UNDER LYME SCHOOL**

### **Special Educational Needs and Disability Act [SENDA] 2001 Action Plan 2014-2017**

#### **Admissions**

- At Newcastle-under-Lyme School we currently provide support for students with the following Learning Disabilities and Difficulties: Dyslexia, Dyspraxia, Physical Difficulties and Autistic Spectrum Disorders.
- The School is pleased to accept applications from intending students with disabilities which includes applicants with physical disabilities, hearing and or visual impairment, mental health difficulties, Special Learning Difficulties (SpLD) and Special Educational Needs (SEN) and to consider each case on its merits, taking into account the considerations set out below.
- School is committed to maintaining excellent standards in all aspects of the school's activities and to enable all students in the School to make the most of their talents, both academic and non-academic. The School also encourages all students to do their utmost to enable their fellow students to make the most of their talents.
- In developing new approaches to learning, School will take account of the needs of disabled and SEN students.

#### **Existing students**

- So far as is reasonable and practicable the School is committed to assisting any existing student who acquires a temporary or permanent disability during their time at the school so as to continue their education and to take part in as wide a range of activities as possible.

#### **Reasonable adjustments**

The School is required to make reasonable adjustments to ensure that disabled students are not placed at any disadvantage. In considering what is reasonable, the School will take into account:

- the need to maintain academic and other standards;
- financial resources available;
- the practicability and cost of a particular measure;
- Health and Safety considerations;
- the interests of other students; and

- any SEN Statement or EHC or other assessment regarding a particular student.

### **Academic and Curriculum**

Within the School, the Deputy Head of the Junior School and the Deputy Head [Academic] working with their respective Learning Support Co-ordinators are responsible for curriculum issues for students with disabilities. So far as is reasonable and practicable, the School will address the:

- provision of information, in suitable formats, for students with disabilities;
- location of teaching with regard to the needs of students with disabilities; requirements for delivering the curriculum to disabled students
- requirements for assessment and examinations for students with disabilities;
- provision of resources and other information in formats suitable for students with disabilities;
- use of special IT hardware and software for use by students with disabilities;
- the particular needs of students with disabilities in laboratories and workshops;
- training needs of staff regarding teaching and supervising students with disabilities.

### **Pastoral and Co-curricular**

The Deputy Head [Pastoral] with Heads of Year in the Senior School, Head and Deputy Head of Junior School are responsible for co-curricular activities and welfare matters with regard to students with disabilities. The Director of Sport and the Junior School PE and Games Teacher is responsible for matters relating to sports and games. So far as is reasonable and practicable the school will

- Encourage the involvement of students with disabilities in as wide a range as possible of extra-curricular activities, including appropriate sports, trips and expeditions and work experience.
- Special Risk Assessments will be carried out for any student with a disability before he/she takes part in these activities, taking into account both their own safety and that of other participants and staff.
- The School will ensure that the appropriate welfare facilities are available for students with disabilities.

### **Awareness and monitoring**

The school undertakes

- To ensure awareness of this policy among all members of the School community, in particular staff;
- to ensure observance of this policy by staff and students;
- to monitor the delivery of the above policy; and
- to review and amend the policy as necessary.

### **Physical Access**

Within the School, the Bursar is responsible for the provision of access and facilities for the disabled.

- The buildings were built and subsequently extended long before the needs of disabled people were considered as an issue. However, recent building development and refurbishment has been designed to cater for disabled access and is DDA compliant.
- The School has conducted an access audit of all its buildings, and classified facilities as

having either good disabled access, disabled access possible with minor assistance or adaptation or disabled access possible only with major assistance or adaptation. The school's policy for improving physical access over the next three years is as follows:

- Access to main teaching areas, such as those within Kitchener and Stinton Blocks. Stinton Block has been compliant from Autumn Term 2014 following a large capital project.
- Disabled Toilet Facilities – expand provision of disabled toilets for staff and pupils on the Victoria site.
- Replace/supplement steps on main paths with ramps where possible.

Author:	D M Williamson
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Next review due:	September 2017

# NEWCASTLE UNDER LYME SCHOOL



## ACCESSIBILITY PLAN

2014-2017

February 2014

## **Accessibility Plan 2014-2017**

### **Policy Statement**

1. The Governing Body at Newcastle under Lyme School notes its responsibilities under the Equality Act 2010 and will use best endeavours to make reasonable adjustments, subject to limitations of building design and finance, to improve accessibility to its buildings and facilities in respect of those persons with a physical or mental disability as defined under the Act.

### **Disability Policy Review and Planning**

2. The Governing Body will review its Disability Policy and Accessibility Planning through the Employment and Compliance Committee. The remit of the committee includes:
  - (i) Review of the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled or have Special Educational Needs (SEN). The SEN and EAL policy is a stand alone document that should be read in conjunction with this plan.
  - (ii) Making recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.
  - (iii) Preparation of the School's Accessibility Plan.
  - (iv) Reviewing such plans and policies as necessary.

### **Existing Pupils**

3. So far as is reasonable and practicable the School is committed to assisting any existing student(s) who acquire a disability during their time at the School so as to continue their education and to take part in as wide a range of activities as possible. The School has remained proactive in providing support to current pupils as far as has been reasonably practical to do so, and will continue to provide extra support in this way.

## Physical Layout of the School

4. In considering access to the School the Governing Body is aware that disability can take many forms. At this stage they have concentrated on improving wheelchair access and for those with mobility difficulties. Other forms of disability will be dealt with on an individual needs basis. The Governing Body has considered the site and identified the following areas of risk in respect of disabled access:

### Overall site

The School is built on a sloping site and comprises a number of separate buildings spread over a large area. In the Senior School, the School is organised into departmental areas and moving between the buildings and departments may involve crossing public roads. In addition, a number of the paths within the site contain steps. Whilst, in most cases, it is possible to avoid these steps by taking a more circuitous route on public roads or using a different site access this is not always practical and can involve considerable detour. There are also some cobbled areas within the site, which is within a designated conservation area. The site pathways have been surveyed for access and additional handrails provided in the worst stepped areas. Steps have been removed in a number of areas, including a Stinton Block main entrance way and a ramp into Kitchener Block as part of a recent project.

Recommendation:

Improve handrails and replace/supplement external steps with ramps to as many areas as feasible. These will continue to be done on an as needed basis, and will be incorporated into future projects.

### Kitchener Block

This building comprises 3 floors plus a basement area. There is a disabled toilet in the adjacent/linked C Block area and C Block has level external access via fire doors. Kitchener [A Block] has been improved recently with a ramp incorporated into a recent project which permits step-free access into the main building. Disabled parking has been identified near the Lancaster Road entrance so that level access can be gained to both Kitchener and Stinton Blocks. Ramped external access is available to the Dining Room and Memorial Hall areas which also have level access to C Block.

Steps or stairs need to be negotiated to reach all other areas within A Block. Handrails have been provided to steps at external entrances and also on internal stairs, and a motorised platform permits access from the reception area to the school office area. However, the stairs to the Economics Department on the second floor are particularly narrow and winding. It should be noted that the Dining Room, Memorial Hall and David Cohen Suite which are heavily used for school activities such as plays, concerts etc. are fully accessible, with suitable toilet facilities close by.

A ramp has been provided for access to classrooms on the lower floor of A block adjacent to the Memorial Hall and dining room.

Recommendation:

Provide disabled access to upper floor classrooms by way of a lift, subject to capital funding being made available. Currently beyond feasibility on grounds of cost.

### **Stinton Building**

A significant project was underway in 2014 to develop this block which was built at the turn of the 20<sup>th</sup> Century. The building is fully compliant with current regulations with regard to accessibility, with all areas being accessible by those with mobility difficulties from the Autumn Term 2014. Level access has already been facilitated into the ground floor, and further improvements will mean that the first floor is accessible by way of a lift.

Recommendation:

Maintain compliance with regulations as they change in the future.

### **Sports Hall and Swimming Pool**

Level access is possible to all areas of this facility. Recent improvements include disabled changing facilities, steps to access the swimming pool and a level path between the car park and the main entrance, for spectator and participant use.

Recommendation:

Maintain compliance with regulations as they change in the future.

### **L Block**

This building is built into a slope and has 3 levels. It is possible to access the dining room and most of the level above this, including the Margaret Powell Library which is used for functions, from external entrances that have no steps. However, movement between floors involves use of stairs due to the age and layout of the buildings.

Recommendation:

Provide stair lifts to internal stairways subject to capital funding. Currently beyond feasibility on grounds of cost.

### **R (Maths Block)**

This building is built on a slope and comprises 3 floors. All external entrances have steps and internal stairs are narrow and winding, again due to this being a particularly old building.

Recommendation:

Provide access ramps to external entrances, a lift or stair lifts to internal stairways as capital funding becomes available. Currently beyond feasibility on grounds of cost.

### **Q Block (Changing Rooms)**

This building comprises 2 floors with external stairs and several steps to the lower floor. Nosings on steps have been recently marked up in contrasting paint to assist those with impaired vision.

Recommendation:

Provide an access ramp to external entrance to the lower floor as capital funding becomes available. Currently beyond feasibility on grounds of cost.

### ***M Block – not currently in use***

*This building has 2 floors and is linked to the Sixth Form Block. There is level access to the ground floor areas and it is likely that the upper floor will be put out of use owing to the relocation of Biology to the new Stinton facility.*

*Recommendation:*

*Provide stair lifts to internal stairways as capital funding becomes available. Currently beyond feasibility on grounds of cost.*

### **Sixth Form Centre**

This building is built into a slope and has 3 levels, including a semi-basement. There is level access to the main ground floor area but stairs lead to both the upper floor and the basement area.

Recommendation:

Provide stair lifts to internal stairways as capital funding becomes available. Currently beyond feasibility on grounds of cost.

### **Junior School**

This building has two floors and comprises an older building which has been extended to incorporate a newer Pre-Preparatory area and Nursery. The newer extension has level external access to both floors, includes a passenger lift between floors and also a disabled toilet. It is possible to gain level access to the majority of rooms in the older part of the building from the new part. The main external entrance to the older building is ramped but all other external entrances involve negotiation of steps. In the older part of the building there are steps on both internal corridors and entrance to classrooms in this part of the building involves negotiating a small step.

Recommendation:

Provide access ramps to external entrances and on internal corridor steps. Forecast for 2015 summer works programme.

### **Music Block**

This building is built into a hill and comprises 2 floors and many of the practice rooms on the lower floor have their own separate entrances. The main classroom is on the lower level and the internal staircase to the upper floor facility is extremely narrow and winding. However, it is possible to gain easier access to the upper level containing the main hall, three practice rooms and instrument storage via either the fire escape from a practice room or a currently unused entrance from Victoria Road.

Recommendation:

Provide access ramps to external entrances to supplement the level access from the main entrance. Forecast for 2015 summer works programme.

### **Barratt Building, Vessey Terrace (Art, Home Economics, Textiles)**

This building provides two floors and whilst it has level external access at the lower level rooms are accessed via narrow corridors and there is only one steep central staircase leading to a cramped upper landing.

Recommendation:

Consider provision of an external lift. This consideration has been deemed to be unreasonable on cost grounds but will be placed on the forward maintenance register should the funding ever arise. Not programmed in currently and will continue to be reviewed on an annual basis.

## Toilet Facilities

During the recent refurbishment of toilet facilities on the campus a number of disabled toilets were incorporated into areas such as the sports hall and the Stinton building. Facilities already exist near the Memorial Hall and in the Junior school complex though practicalities in terms of access and costs have currently prevented further additions at this stage.

Recommendation:

Continue to review disabled toilet provision as the opportunity arises.

## Accessibility Plan

5. The Governing Body acknowledges the recommendations for action to overcome accessibility risks identified from this review. Whilst it is their intention to meet these recommendations at the earliest opportunity they must also take into consideration the practical difficulties of making these changes and also the financial constraints that the School operates under. They have therefore prioritised action to be taken to improve accessibility in the following areas:-

- (i) Access to main teaching areas, such as those within Kitchener and Stinton Blocks. Stinton Block will be compliant from Autumn Term 2014 following a large capital project.
- (ii) Disabled Toilet Facilities – expand provision of disabled toilets for staff and pupils on the Victoria site.
- (iii) Replace/supplement steps on main paths with ramps where possible.

In addition to the above priorities the Governors undertake to incorporate improved accessibility in any future major refurbishment plans.

## AWARENESS AND OBSERVANCE OF THE POLICY

6. The Accessibility Plan will be incorporated into existing policy documents such as the Staff Handbook and School Development Plan. In addition consideration will be given to incorporating training for staff in disability matters into the INSET programme.

Signed \_\_\_\_\_

Date: \_\_\_\_\_

Review date: February 2017

Author:	N Rugg
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Policy Reviewed by Governors:	February 2014
Next review due:	February 2017