



Accessibility Plan

Ethos and aims of Newcastle Preparatory School

Newcastle Preparatory School (NPS) aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria which seek to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully 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 pupils are able to take advantage of education and associated services offered by the school. The School is within terraced houses which were built circa 1890 and which are within a conservation area. The School has many stairs and narrow corridors. As a consequence there are physical access issues that do not allow for reasonable adjustment for some physical disabilities. Lighting was improved throughout School, with new light fittings installed in the majority of classrooms in 2004 with further improvements in 2009. A ground floor accessible visitors toilet was installed in 2015.

The Sports Hall is fully accessible with a disabled toilet and changing room/shower. Accessibility issues were considered when planning and building the Sports Hall in 2002.

The School has ICT facilities to produce written information in different formats e.g large print.

The School's website endeavours to conform to World Wide Web Consortium (W3C) Web Content Accessibility Guidelines 1.0. Conformance with these guidelines help to make the web content more accessible for people with disabilities and more user friendly for all people.

At NPS we have made reasonable adjustments to pupils with various disabilities to make access to the curriculum more comfortable e.g. special chairs for pupils, the purchase of laptops, iPads and e-readers for pupils. We have links with local services e.g. physiotherapists, child psychologists.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

At NPS, we also make reasonable adjustments for staff with various mobility requirements e.g. special chairs and IT equipment.

Emergency Evacuation Planning

As part of NPS's policy to admit pupils who have temporary or permanent mobility-limiting factors, it is our requirement to include planning for the emergency evacuation of these pupils.

When a child is offered a place at NPS their special needs, if any, are identified. Part of the process of establishing their suitability at this selective school will be how they could reasonably cope with the stairs that are a given factor of this Victorian group of terraced houses that the school operates in.

The only classrooms that are situated on the ground floor are those of the Nursery, which is there for the very smallest children to maintain a safeguarded and accessible environment, with the easiest access to play facilities possible. All other classrooms, and all toilet facilities require the use of steps, and some toilets are at half-landing height. It is therefore the case that a reasonable amount of mobility is required to spend any amount of time here at NPS.

NPS has staff trained to deal with physical mobility issues, and a child presenting with such injuries or disabilities will be assessed for ease of egress when an evacuation is called.

Risk assessments and Personal Emergency Evacuation Plans (PEEPs) for pupils with limited mobility are prepared as and when required.

Context

As at January 2019 NPS has no statemented pupils. There are 30 pupils with SEN including dyslexia, dyspraxia, emotional and behavioural difficulties, hearing impairment, speech and language issues and moderate learning difficulties. Pupils with individual education plans are monitored at least twice yearly to assess progress relating to their Individual Education Plan (IEP) targets.

Pupils with medical disabilities include dyslexia, hearing impairment etc. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and 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 Preparatory School. Staff with minor medical disabilities and all other staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

All policies are reviewed regularly. As part of this review the accessibility plan is considered taking into account:

1. the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled

2. 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. update of the school's disability inclusion, SEN and learning support policy
4. update of the school's accessibility plan
5. review such plans and policies as necessary and at least on an annual basis

We regularly monitor the success of the existing plan.

ACTION PLAN

The following has been carefully considered and is regularly monitored:

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

The results of NPS's continuous monitoring of the above has informed the three year action plan (1.1.19 to 31.12.21) below which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard	Description
172 (a)	Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;
172 (b)	Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled.
172 (c)	Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

Target	Standard To Be Met	Action Required	Lead	Resources Required	Target Completion Date (short/medium or long-term)
Improve access to IT	172 (a), (b) & (c)	<ul style="list-style-type: none"> Support pupils with writing difficulties. Monitor differentiation in class/use of computers/ typing Upgrade whiteboards and projector to interactive tv's to enhance the learning experience for those with reduced vision to Provide laptops/lpads and e-readers for pupils as required Download appropriate software and Apps e.g. Nessy and Overlay screen to assist with reading 	FColeman FColeman / Bursar FColeman / Bursar R Boddy	None £2500 per unit £500 per laptop TBC	Ongoing (short & medium) Ongoing (short & medium) <i>(Complete)</i> <i>All whiteboard and projectors replaced summer 2019</i> Ongoing (short & medium) Ongoing (short & medium)
Improve levels of support within the classroom	172 (a) & (b)	<ul style="list-style-type: none"> Monitor pupils identified as requiring support. Support provided in more classroom situations 	F Coleman	Included in staffing budget	Ongoing (short & medium)
Improve access to resources for pupils	173 (a),	<ul style="list-style-type: none"> Improve access to drama & performance resources by purchasing drama resources incl. new staging with accessibility in mind Purchase of school wheelchair to assist pupils with temporary mobility issues to access playtime at sports field 	HT / Bursar	<ul style="list-style-type: none"> £5,000 (est) 	<ul style="list-style-type: none"> Summer 2019 (short) <i>(Complete)</i> <i>Several pieces of lower staging purchased in August 2019</i> Summer 2020 (short) <i>(Complete)</i>- <i>purchased October 2019</i>
Improve access to school for parents & children with physical disabilities	172 (c)	<ul style="list-style-type: none"> Possible extension to buildings. Consider disabled access to new buildings (& old where possible) 	HT / Bursar	Further work required	Summer 2022 (long) <i>(Partially complete)</i> <i>1. Concrete 'ramp' to back gate- August 2019.</i> <i>2. Railings to front of main door – July 2019</i>
Improve physical to play equipment for children with disabilities	172 (c)	<ul style="list-style-type: none"> Installation/refurbishment of further safety surface in playground 	HT / Bursar	£15,000	Summer 2021 (long)
Improve outdoor provision with easy access	172(c)	<ul style="list-style-type: none"> Refurbish and enhance Forest School with staff training. 	HT	£30,000	Summer 2021 (long)
Extend opportunities for sensory development	172(c)	<ul style="list-style-type: none"> Develop a sensory garden at the side of the Sports Hall. 	HT	£20,000	Summer 2021 (long)

Reviewed January 2019
Updated October 2019