Special Educational Needs and Disability Act (SENDA) 2001 Action Plan 2018-21

RGS

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Newcastle upon Tyne Royal Grammar School

Purpose of the SENDA Action Plan:

As a school, we value diversity in our student and staff body, and appreciate the contribution that students with a wide range of strengths and needs bring to the teaching and learning of all our students as well as wider school life. We aim to remove or reduce barriers to learning at RGS for students with SEND or disabilities.

The Equality Act defines disability as 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'. There are similarities to the definitions of SEN in the Children and Families Act 2014.

Admissions:

- Royal Grammar School (RGS) welcomes 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.

- RGS 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.

- These principles extend to those students and intending students with disabilities and additional needs subject to the legal obligation to make reasonable adjustments and not to put any disabled student or potential student at a substantial disadvantage compared to any student who is not disabled.

- In developing new approaches to learning, RGS will take account of the needs of disabled and SEN students.

- Where a student or applicant to RGS 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. For example, please see the School's SEN policy for procedures involving extra-time, and under section 4 for details of co-ordinating access arrangements with examination boards.

- The School recognises that inclusive policies enhance the life of the School and the education of its students, but also recognises that it is equally important to ensure that these policies do not impair the education or health and safety of any student.

- The School therefore asks the parents of intending students to provide information on the disability or additional 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. The School also reserves the right to charge (as extras) the costs incurred in providing for the special needs of a student.

Existing Students:

So far as is reasonable and practicable, the School is committed to assisting any existing student who acquires or uncovers 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.

Physical Access:

- The main building was designed, built and subsequently extended long before the needs of disabled people were considered as an issue. However, the science and technology centre (STC), sports centre, library, performing arts centre (PAC) and both sections of the Junior School have been designed to cater for disabled access and are DDA compliant. There is now an accessible route from the main entrance to all parts of the School except the first floor of the main building. At the School's Jesmond Cricket ground, there is disabled access to the ground and part of the pavilion and there are disabled toilet facilities in the pavilion.

- The last access audit conducted by School on all its buildings, classified facilities as having:
    - Good disabled access (77% of facilities)
    - Disabled access possible with minor assistance or adaptation (12%)
    - Disabled access possible only with major assistance or adaptation (11%).

  A copy of the accessibility audit is available from the Director of Finance & Operations or Deputy Head Pastoral on request.

- The School's policy for improving physical access over the three year period, 2018-2021, has been as follows:
    - To improve awareness of the facilities which already exist for students with disabilities
    - To ensure that plans for the major re-development of the School's facilities have been fully DDA compliant and have addressed the needs of students with a range of disabilities and special needs
    - The recently completed sports facilities are fully accessible for users with disabilities, including the swimming pool
    - To ensure that the new building on the site of the old swimming pool would be fully DDA compliant and complete an internal accessible route between all the School's buildings except Lambton House (to which there is an accessible route across Lambton Road)
    - To ensure the above development also included a passenger lift for the centre section of the main building, with platform lifts to the north and south ends of the building, resulting in an accessible route to all parts of the School including the art department (art having been the only subject where there was no accessible route to a teaching space)
    - To address, so far as is reasonable and practicable, any immediate or short term needs for disabled facilities as they have arisen.

- Within the School, the Director of Finance & Operations is responsible for the provision of access and facilities for the disabled.

Curriculum and information

The School aims to provide students of all ages with a broad and balanced curriculum which will be predominantly alongside their peers to enable each student a full curriculum. This includes students with an EHCP or English as an additional language.

- So far as is reasonable and practicable, the School will address the:

- Provision of information, in suitable formats, for current and intending students with disabilities
- Location of teaching with regard to the needs of students with disabilities
- Requirements for delivering the curriculum to disabled students with disabilities and for those with additional needs
- Requirements for assessment and examinations for students with disabilities
- Provision of resources and other information in formats suitable for students with disabilities and additional needs
- Provision of special IT hardware and software for use by students with disabilities and additional needs, where possible and as applicable
- Particular needs of students with disabilities in laboratories and workshops and on field trips, including special risk assessments
- Training needs of staff regarding teaching, advising and supervising students with disabilities.

- The Deputy Head Academic is responsible for curriculum issues for Senior School students with disabilities.

- The School also has dedicated learning support staff in both the Senior and Junior Schools, who may be contacted via the Deputy Head Pastoral or the Director of Student Progress (contact details below).

Other activities and welfare

- 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.

- The School will consider the implications for other RGS policies, including:
  - The RGS Ethos
  - Health and safety policy
  - Medical policy
  - Special educational needs policy
  - School rules
  - Behaviour and sanctions policy
  - Anti-bullying
  - Safeguarding policy
  - RGS equal opportunities and race equality policy
  - Educational visits policy
  - Medical information policy
  - Complaints and concerns policy

The Deputy Head Pastoral is responsible for extra-curricular activities and welfare matters with regard to students with disabilities. The Director of Sport is responsible for matters relating to sports and games.

Awareness and monitoring of this policy

The School is committed to ensuring that this plan is kept up to date and incorporates any changes in guidance and best practice and is applied across the School. To this end, the School undertakes:

- To ensure awareness of this policy among all members of the RGS community, in particular staff
- To ensure observance of this policy by staff and students
- To monitor the delivery of the above policy on a regular basis
- To review and amend the policy as necessary.

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
- Any EHCP (Education and Health Care Plan) or assessment regarding a particular student.

For further information about accessibility for disabled students, please contact:

On admissions, the Headmaster	0191 281 5711	hm@rgs.newcastle.sch.uk
On disabled access and facilities, the Director of Finance & Operations	0191 281 3940	dfo@rgs.newcastle.sch.uk
On curriculum matters, the Deputy Head Academic	0191 281 5711	r.loxley@rgs.newcastle.sch.uk
On welfare matters, the Deputy Head Pastoral	0191 281 5711	s.longville@rgs.newcastle.sch.uk
On PE and sports matters, the Director of Sport	0191 281 5711	a.ponton@rgs.newcastle.sch.uk
On learning support (Senior School), the Director of Student Progress	0191 281 5711	a.lee@rgs.newcastle.sch.uk
On all aspects regarding the Junior School, the Junior School Headmaster	0191 281 8955	j.n.miller@rgs.newcastle.sch.uk

CONTACT DETAILS

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