

NEWFIELD SCHOOL



Disability Equality Scheme

Responsible: Mr C Whelan - Head teacher

Review Date: September 2026

Date of next review: September 2027

The Disability Discrimination Act 1995 (DDA) requires schools:

- Not to treat disabled pupils 'less favourably';
- To make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage; and
- To draw up plans to show how, over time, they will increase access to education for disabled pupils (school accessibility plans).

Newfield School fully embraces this and we are continually reviewing our policy and practice to ensure that disabled pupils are not at a substantial disadvantage. In addition to pupils with physical disabilities, we must consider the needs and requirements of all our pupils, who each have a Statement of Special Educational Need. Children may suffer from a range of difficulties including: Foetal Alcohol Syndrome Disorder (FASD), Autism, Dyslexia, Dyspraxia, ADHD and Aspergers' Syndrome. The school provides a broad and balanced curriculum that includes the National Curriculum, suitably differentiated to meet individual needs.

Newfield School is a community special school for girls and boys with behavioural, emotional and social difficulties. The school has the capacity to admit 94 pupils aged between 6 – 16 years. All pupils have a statement of special educational needs in which their individual needs and provision to meet them is outlined. It is the responsibility of all staff to meet the needs of all pupils in the school, taking into account of their differences of abilities, race, gender and individual needs through differentiated approaches in curriculum, teaching and resources.

We have taken pupils' mums', dads' and carers' and staff views into account via the annual questionnaires, school council, staff meetings and formal and informal communications with mums, dads and carers.

Inclusion plays a vital role at Newfield School. In addition to ensuring that every pupil is fully included in the life of the school, pupils are given opportunities to experience mainstream schools and FE Colleges and some are so successful that they transfer to mainstream education. We reflect the current national and local policy commitments.

Support services, parents and pupils themselves are all involved in the pursuit of high attainment. We link with a wide range of outside agencies including :-

- Educational Psychologist
- Education Welfare Officer
- Health
- Social Workers / Early Help
- Connexions
- Speech and Language
- Youth Offending Team (YOT)
- CAMHS
- Police
- Music Service
- Education Business Partnership (EBP)
- Mental Health support teams

The school is committed to working closely in partnership with mums, dads and carers; they are invited to comment and add suggestions about the school every year and are

encouraged to attend Educational and Health Care Plan (EHCP) reviews and Parents' Consultation meetings.

Two Learning Mentors work closely with pupils referred by teachers and senior staff.

At Newfield School we are committed to working with pupils not just for them. It is our priority to foster and promote their education and develop their personal and social needs. Throughout a pupil's school life regular observation and assessments of work, attitudes, behaviour and progress enable staff to devise challenging learning targets. All pupils are monitored and their progress regularly evaluated against individual targets and predictions of achievement based upon previous attainment, particularly the Progression Guidance. Pupils' progress is monitored and individual needs are made known to all who teach them and all relevant information placed in pupil files, in addition to pupil tracking documents and annual analysis of standards and achievement.

Newfield School has the interests of pupils, mums, dads, carers and staff at the forefront. In order to make the school experience as positive as possible for all, a number of incentives and support systems are in place.

- School Council
- Pastoral Meetings
- Partnerships mainstream schools and colleges
- Career Connect
- ASDAN
- Learning Mentors
- Enrichment activities
- Two work experience placements
- Staff, Pupil and Parent Questionnaires
- Parents Consultation days
- Parenting classes
- Study Support clubs: both at lunch time and after school
- One-to-one support as the need arises

School policies are reviewed annually.

School Accessibility Plan: 2024 - 2027

Newfield School	Curriculum				
	Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Short Term	Implementation of Target Setting and pupil progress tracked against a flightpath	Targets set and reviewed every term. All staff involved in termly and end of year review.	All pupils have SMART targets which they are aware of.	Termly	
Medium term	Review target setting after one year of changes to the implementation. Review School Curriculum and pathway	Annual analysis of results. Regular Teacher Assessment. Targeted support from TAs, LM and SENCo Staff training and preparation schedule	Every child has access to the appropriate curriculum and support at the appropriate level. Updated curriculum in place – individualised to ensure appropriate outcomes achieved	September 2024 and ongoing	
Long Term	Consolidation of moderation of children's work in subjects	Set pieces of work. Regular staff meetings, with other schools	Files of moderated work scrutiny	Sept 25 and ongoing	

Newfield School	Building				
	Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Short Term	Review the health and safety of the outside of school.	Liaise with LA and make use of Devolved Formula Capital	Pupils and visitors safe .	Annual	

Medium term					
Long Term					

Newfield School	Information For Pupils				
	Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Short Term	termly newsletter	All staff contribute to the termly newsletter	Newsletter available	Termly	
Medium term	Website updated and live information is available	Staff to pass information to C Neeson	Pupils / mums, dads and carers are able to access information online.	Termly	