

MESSAGE FROM THE DIRECTOR



welcome.....

Dear Pupils, Parents and Guardians

Welcome to our school Prospectus. I hope it will give you a useful insight into our school and provide you with the information you require.

The most important part of any school is the quality of relationships. Above all, Newfield School is a happy school with a supportive and welcoming environment for all students. As a result, young children grow in confidence and can participate in the wide range of opportunities available at Newfield. We encourage our students to follow their interests, develop new skills and most importantly, fully enjoy all aspects of school life.

Newfield School is a learning community; we work together in a creative way to provide a dynamic learning experience for all. We want our pupils/students to reach their full potential by following a learning programme that meets their individual needs. We want our young children to learn how to learn, to be articulate and to make a positive contribution so that they can take their places as active, thoughtful citizens of the 21st Century.

The task of choosing a school that is right for your child is no doubt uppermost in your mind. At Newfield Schools we quite simply want to provide the best education in the broadest sense for all our pupils. We also recognize the importance of working in partnership with parents and the wider community and hope that your interest in our prospectus is the start of a happy and productive working relationship between home and school.

Mr. Emmanuel Fanibi
Director

THIS IS NEWFIELD



Newfield School is a co-educational, Tech Savvy, Early Years foundation stage (EYFS) compliant school in providing equivalent opportunities for learning by creating an enabling environment to help children realize and exploit their full potentials and expand into useful members of the society in the future. For our Primary School, we employ a blend of the Nigerian Curriculum and the British National Curriculum.

SCHOOL VISION:

The vision of Newfield School is to prepare children for lifelong learning in a stimulating and Information Technology driven environment

SCHOOL MISSION:

The school becomes an environment where all students and staff have ready access to a full range of current learning technology, software tools, and applications as learning becomes vivid with a robust blend of British/Nigerian curriculum. Here, we are learning centered and focused on technology supported learning for the purpose of critical thinking and creativity, while providing support to children needing learning support through brain based teaching. Furthermore, pupils of Newfield will be proficient users of new learning technologies which will assist them in:

- Becoming proficient in reading, creativity, writing, mathematics, and critical thinking,
- Being prepared for the next level of education,
- Meeting academic expectations,
- Being equipped for lifelong learning and
- Accepting responsibility for their own learning.

NEWFIELD SCHOOL is unique for the following:

- The fear of GOD,
- Attractive and conducive environment for learning,
- Well motivated, experienced and dedicated members of staff,
- Broad based British/Nigerian curriculum,
- Proper supervision and care of children,
- Prompt responsiveness to the needs of children, parents and members of staff,



THIS IS NEWFIELD (CONT)



- ▣ Professionalism in all ramifications,
- ▣ Vibrant co-curricular activities,
- ▣ Well stocked library and E-library,
- ▣ Facilities that enhance learning,
- ▣ Good maintenance culture.

CORE VALUES (NEWFIELD)

- ▣ Never giving up, and developing a Grit Mindset to face challenges
- ▣ Exploring, understanding and impacting the world
- ▣ We thrive via Excellence
- ▣ Fostering lifelong learning
- ▣ Increasing intellectually by learning
- ▣ Ethics and Dignity
- ▣ Leading through innovation
- ▣ Diligent in pursuing brilliance



AN EXPOSE` OF OUR LOGO



The green outline represents a sprouting leaf which depicts freshness (new learning)

The two sides open seeds represents a well-rounded or lifelong learning/nurturing grounded on a fertile soil as represented by the yellow shade shape

The combination of both characteristics is what NEWFIELD SCHOOL offers to parents and children



OBJECTIVES OF THE SCHOOL



1. To provide a good and conducive environment for teaching and learning.
2. To provide sound, qualitative education that will lead to all round development of children.
3. To prepare the children for academic excellence at higher levels through lifelong learning.
4. To provide the children with strong foundation in information and communication technology (ICT).
5. To inculcate in the children, the values and attitude such as hard work, honesty, patriotism, truth that will make them useful to themselves and to the society.
6. To train the minds of the children to understand the world around them.
7. To inculcate in the children the need to relate well in their culture and to appreciate the cultures of other people.
8. To inculcate in the children, sound moral and social values.



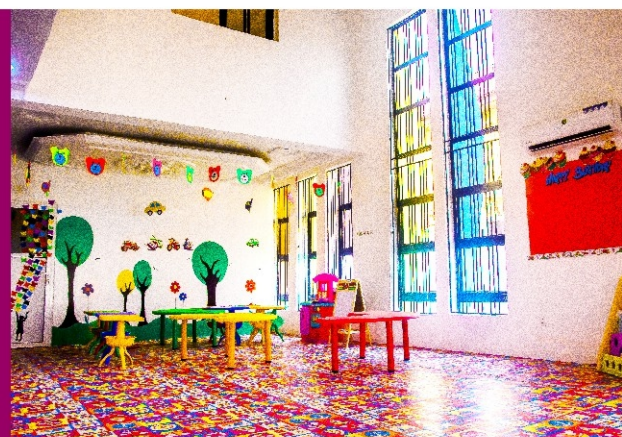
FACILITIES



- ▣ Spacious and well-equipped classrooms,
- ▣ Modern audio-visual teaching aids,
- ▣ Computer based teaching equipments,
- ▣ Well equipped sickbay with qualified nurses,
- ▣ Ultra-modern laboratories for STEM practices,
- ▣ Constant power supply,
- ▣ Fully equipped music facility,
- ▣ Indoor sports and entertainment facilities for ballet and badminton,
- ▣ Standard sized swimming pool,
- ▣ Fully air-conditioned school buses.



MANAGEMENT



The school is headed by the Head of School. She carries out part of her responsibilities through school committees which include:

- School management committee
- Academic committee
- Staff welfare committee
- Examination and continuous assessment committee
- Timetable committee
- Games and sports committee
- Library committee
- Clubs and society.

STAFFING

Academic Staff

The academic staff of the school is made up of the Head of School, teachers who are trained and qualified and an effective support staff which is headed by the School Administrator. They include the Admin officer, the secretary, the school nurse, the drivers, cleaners, etc



ACADEMIC ADMINISTRATION AND POLICIES



The school is grouped into the following departments:

- Preschool
- Nursery
- Primary

1. PRESCHOOL (Early Years Delivery)

The essence of pre-primary education will be to:

- Effect a smooth transition from the home to the school
- Prepare the child for the primary level of education.
- Provide adequate care and supervision for the children while their parents are at work.
- Inculcate in the child, the spirit of inquiry and creativity through the exploration of nature, the environment, art, music and play with toys etc.
- Learn good habits especially good health habits
- To teach the rudiments of numbers, letters, colours, shapes, forms etc. through play
- To raise attainment in reading, writing, mathematics, understanding the world, physical development, expressive art and design and personal, social and emotional development.
- To develop smooth transition from Preschool to Nursery and Nursery to Year 1.
- To ensure that provision in Early Year Foundation Stage (EYFS) is outstanding in all areas.
- To develop questioning across the delivery.

Our Success Criteria

- The school environment provides enriched learning opportunities in reading, writing, math and understanding the world.
- Our academic staff provides key questioning to develop children's critical thinking, understanding and problem-solving skills.
- Children are provided with a smooth settling in period and routine established early in each term.
- Teachers have clear understanding of needs of the preschool including strengths and areas for development.
- Parents understand the expectations of teachers in all classes throughout the session through a communication book and termly newsletters.

ACADEMIC ADMINISTRATION AND POLICIES (CONT.)



2. NURSERY

All children in the nursery section follow a curriculum called the Early Years Foundation Stage (EYFS) and this is broken down into 3 prime aspects and 4 specific areas of learning.

Personal, social and emotional development

One of the prime aspects of your child's first year at school will be a focus on their personal, social and emotional development, and their teacher will be aiming to give them a good start to their school experience by helping them form positive relationships, build confidence and self-awareness, as well as manage their feelings and behaviour.

Physical development

Physical development is important too: you will hopefully notice that they are starting to move more confidently, an improvement in their hand eye coordination and to understand how to look after themselves and be healthy.

Communication

The final prime area each year is communication. Children will learn through speaking and listening first and foremost also, through stories, in conversations with adults and their friends, or through facial expression, movement or dance.

For the specific areas of learning, your child will learn the basics of literacy — reading, writing and phonics.

Children learn about the world, too, exploring different people and communities, and how we can use different forms of technology in our learning. Finally, imagination and

creativity are championed in the area of expressive arts. Your child will explore different media and materials and be encouraged to use their imagination in a range of different experiences.

ACADEMIC ADMINISTRATION AND POLICIES (CONT.)



3. PRIMARY SCHOOL

Primary Education is the initial stage of education and has as its basic aim to create, establish and offer opportunities to all children, regardless of age, gender or country of origin, to achieve a balanced cognitive, emotional and psychomotor development. Our basic goal of a quality primary education is to establish, create and offer opportunities to kids of various ages as they enter the education system. Through a balanced curriculum, it is intended to provide emotional and cognitive instruction and to assist in social development. A quality primary education such as ours allows a student to thrive, to learn how to participate and to study and master the basics of the main subjects.

4. CHILDREN WITH LEARNING CHALLENGES

At Newfield School, the rules for primary education are put in place to assist children of all ages, genders and capabilities. For children with special educational needs, there are exceptions that range from grading and mastery of subjects, including social interactions, to attendance requirements.

Our quality primary educators can also catch special educational need early on, such as dyslexia and attention deficit disorder with their training expertise. These needs when addressed early on, can be less of a hurdle for children. Once these are confronted and things are put in place, the child can thrive in a typical classroom setting.

For children with severe developmental delays, we believe there are no age restrictions for primary education. Our team of special educators that are in place to assist children, they ensure that all pupils thrive not only in elementary school but through the rest of their educational career through differentiated instruction and other learning support techniques. We strongly believe that many students with special educational needs who have these learning difficulties addressed before third grade can master more skills, which increases their chances of attaining a successful academic career later in life.

ADMISSION POLICY



Admission of students into the school is based on either a written entrance examination (for children who can write) or oral interview (for preschoolers) which is usually conducted by the school all throughout the academic session.

EXTRA CURRICULAR ACTIVITIES

The school operates the following clubs and societies:

- Mathematics club
- Science and jets club
- Literary and debating club
- Conservation/Environment club
- Brownies
- Scouts
- Homework club
- Animation club
- Robotics
- STEAM club
- Cooking club
- Young readers club
- Press club
- Music and cultural club
- Taekwondo club
- Swimming Club
- Music club
- Chess club



Every pupil must belong to at least one club. This is because clubs and societies contribute to the intellectual, moral, social and character development of the students. The school also has provision for excursions to places of interest within and outside the country

GAMES AND SPORTS



The school has facilities for the following games and sports.

- ▣ Handball
- ▣ Indoor Volleyball
- ▣ Table tennis
- ▣ Badminton
- ▣ Swimming

Pupils are encouraged to participate actively in at least one of the sports



SCHOOL FACILITIES



The school has the following facilities

- ▣ Computer suite with Internet
- ▣ Well stocked Library and E-Library
- ▣ STEM Lab
- ▣ Home Economics lab
- ▣ Healing bay
- ▣ School Kitchen
- ▣ Playground
- ▣ Swimming pool
- ▣ Games/Sports equipment for the sports and games listed above
- ▣ Standby Generators

YOU ARE WELCOME ON BOARD!



ANTI-BULLYING POLICY



Rationale

All children have a right to receive their education free from humiliation, oppression and abuse. It is the responsibility of adults to ensure that school provides a caring and protective environment for them.

Bullying behaviour takes place in every school at some time, and affects everyone directly or indirectly. The results of fear and intimidation spread beyond the circle of bully and victim.

What is bullying?

It is important to distinguish between bullying and rough play/arguments. The following features help to identify bullying:

- it is deliberately hostile towards the victim and often repeated.
- the victim is less powerful than the bully or bullies.
- the outcome is always painful and distressing for the victim.

The four main types of bullying are:

Physical persistent hitting, pushing, kicking, pinching, other violence and taking things.
Verbal name calling, sarcasm, racist remarks, persistent teasing, threatening

Indirect spreading rumours, excluding someone from social groups
Cyber areas of internet, such as email and internet chat room misuse

Mobile threats through text messaging and calls

Misuse of associated technology i.e. camera and video facilities.

What are the effects of bullying?

Persistent school bullying can result in: for the victim -

- depression and moodiness
- low self esteem
- shyness and isolation
- poor academic achievement
- absenteeism/truancy
- distress and anxiety

ANTI-BULLYING POLICY



- aggression
- unexplained changes in behaviour for the bullied -
- reliance on intimidation in order to influence others
- isolation and lack of real friends
- tendency to use aggressive behaviour easily

Guidelines

- We do not accept that bullying should in any way be tolerated or excused.
- We will strive to create a school environment where children expect everyone to be safe and happy, and where it is easy to report problems and concerns to adults.
- We will work to raise all children's positive self-esteem, so that they have the confidence and social skills to resist bullying behaviour.
- We will talk openly with children and parents about the possibility of bullying and its effect, and encourage them to talk to staff about disturbing incidents.
- We will work towards including bullying as a specific topic within our Personal, Social and Health Education Curriculum as appropriate.
- We will ensure that all staff, including support staff, are given appropriate training regarding bullying. We will ensure that every child hears the anti-bullying message together with information about what to do if they are bullied, at least once each school year.
- We will provide safety and support for victims of bullying and their parents.
- We will work with bullies and their parents in seeking underlying causes for bullying behaviour, and in planning strategies to change that behaviour.

Roles and Responsibilities

- **All adults** within school will be expected to set a good example by ensuring that their relationships with other adults and with children are based on respect, care and trust.
- **All staff**, teacher and support, will be expected to report incidents or allegations of bullying to the Head of School. They should respond to reporting children or parents calmly and reassuringly telling them that their concerns will be taken seriously. If necessary, immediate action should be taken to ensure a victim's safety.

ANTI-BULLYING POLICY



- **All staff** will be expected to support and participate appropriately in the whole-school anti-bullying strategy.
- **All children** will be expected to reflect on the nature of bullying and its effects. They will be encouraged to report bullying of themselves or others to an adult. They will also be encouraged to take an appropriate part in support given to victims, and in strategies to change bullies' behaviour. The Headteacher will follow-up all allegations and incidents of bullying using the anti-bullying procedures (see flow chart Appendix A). The Headteacher's Reports to the Full Governing Body will include information on reports of bullying.
- **Parents** will be expected to support the school's anti-bullying policy. They will be encouraged to talk to their children about bullying and its effects. They will be encouraged to allow children to talk about problems and concerns freely. They will be expected to report all allegations or incidents of bullying to the school.
- **The school board** will monitor the implementation of the anti-bullying policy. They will be expected to treat seriously and respond appropriately to parents who feel that a bullying problem remains unresolved.

How will we know if the Anti-Bullying Policy is effective?

Over time there will be an increase in the children's awareness of how behaviours can lead to bullying. All elements of the Anti-Bullying Strategy will be seen to be implemented. The Board checking on the way the school has handled reports of bullying will see evidence that the anti-bullying procedures have been correctly and effectively used.

Conclusion

Newfield School takes bullying extremely seriously and aims to ensure a safe environment for all children

ANTI-BULLYING POLICY



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BEHAVIOUR AND EXCLUSIONS POLICY

Newfield School works in partnership with parents and expects high standards of behaviour, developed through a positive approach with clear boundaries, in order for all children to thrive in a happy, safe environment.

Appendix - Action

- A. The following rules of behaviour should be used by children throughout the school-
- We are kind and do not hurt each other.
 - We are polite and helpful.
 - We listen and do as we are asked.
 - We are honest and tell the truth.
 - We care about our school and belongings.
 - We walk in school to keep ourselves safe.
 - We work hard and are ready for learning.
- B. The following strategies will continue to be used and developed in order to positively reinforce good behaviour, work and attitudes.
- Stickers, stars, certificates, verbal praise.
 - Messages in the Communication Book
 - Praise/clap in front of the class.
 - Praise/clap in front of the school.
 - A hug.
 - Tell the parent in front of the child.
 - Show good work or tell about good behaviour in assembly.
 - Also whole class rewards and later, whole school rewards. Our positive re-enforcement strategies work very well.

BEHAVIOUR AND EXCLUSIONS POLICY

- Disruptive behaviour in the classroom or anywhere else in the school which prevents them or other children working.
 - Bad manners, bad language and lack of consideration in the classroom, playground or in the school.
 - Bullying, discriminatory and racist behaviour.
 - Climbing fences
 - Throwing stones and other objects and using sticks inappropriately.
 - Urinating in the school grounds.
5. Parents will be informed by the class teacher of unacceptable behaviour. A log is kept by the class teacher of unacceptable behaviour. If the said child continues with unacceptable behaviour, the parent/child will meet with the Head of School.
 6. If a child's behaviour results in the Head of School no longer being able to provide a safe environment for children and staff, the Head of School may use exclusion as a sanction.
 7. All staff will be encouraged to teach children playground games.
 8. Children will be encouraged to include others in their play.
 9. All teachers will include plans which will encourage sociable behaviour within the classroom.
 10. All children will receive education in Personal, Social, Health Education and Citizenship following the school's scheme of work and will participate in a range of activities e.g. Circle Time, to promote skills.
 11. All staff will recognise and reward good behaviour.
 12. Positive re-enforcement activities may be used individually in a classroom. It is a matter of ringing the changes to keep children interested.
 13. Children will be asked and encouraged to take care of:
 - their own belongings
 - other children's belongings
 - school equipment
 - school building and grounds.

BEHAVIOUR AND EXCLUSIONS POLICY

1. The parents of children who are continually late for school are automatically contacted by school unless acceptable reasons for absence are given by the parents.
2. Reasons for lateness must be given by the parent personally to the Head of School.
3. Whole School rules will be introduced during assembly and at other times as necessary. There is also a policy on Playground Routine.

Fixed-term and Permanent Exclusions

We do not wish to exclude any child from school but sometimes this may be necessary, in response to a serious breach, or persistent breaches, of the school's behaviour policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Head Teacher (or the person deputising in their absence) has the power to exclude a child from school.

The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme circumstances, the Head Teacher may exclude a child permanently. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

If the Head Teacher excludes a child, she informs the parents or carers immediately, giving reasons for the exclusion and the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent.

Monitoring and review

The Head Teacher monitors the effectiveness of this policy on a regular basis. The school keeps a variety of records concerning incidents of misbehaviour. The Class Teacher records minor classroom incidents in their class behaviour book. The Head Teacher/Class Teacher records those incidents in which a child is sent to them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes in the relevant class behaviour book.

BEHAVIOUR AND EXCLUSIONS POLICY

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BEHAVIOUR AND EXCLUSIONS POLICY

- C. The following negative consequences will be used when necessary:
1. Name on board.
 2. First warning - remove child within the classroom.
 3. Second warning - remove child to a different class. Child takes their work with them and remains for an agreed period.
 4. Third warning or when the teacher deems appropriate - send to the Head of School. Teacher informs the parents of the child's behaviour. Head of School sends a letter to the parent if appropriate.
 5. In severe circumstances, exclusion may be deemed necessary.

MEDICAL CONTRACT WITH PARENT



It is a necessary requirement for enrolment at Newfield School that you complete and submit a medical form in respect of your child. You must inform the School of any health or medical condition, special educational need(s), disability or allergy that your child has or subsequently develops, whether long-term or short-term, including any infections. You must also provide us, whether upon further request by the School or otherwise, any reports or other materials relevant to any of the same.

For safety, students are not allowed their own supply of medicines. The exception to that are those students who have a diagnosed medical condition. In such cases we must receive a doctor's letter with the medical diagnosis and a written prescription. This must be in English with a date on it and include the:

- Name of your child
- Name of the medication
- Dosage
- Time the medication is given
- Length of course
- Side Effects
- Contra-indications (e.g. any other medication/treatment that shouldn't be given at the same time).

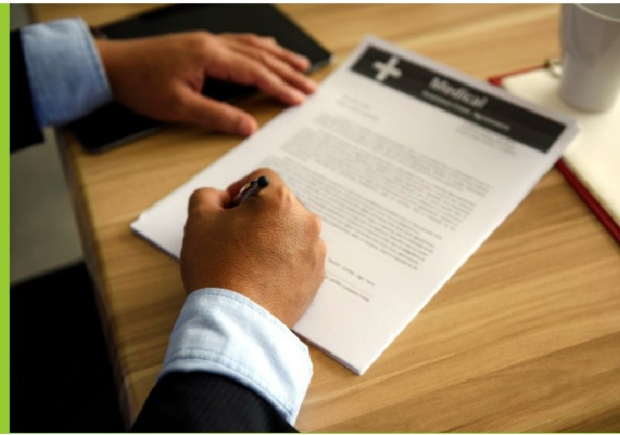
At Newfield, we may have students with many different medical and emotional conditions. These can usually be well managed with treatment and or medication. There is no difficulty with students continuing with their medication whilst at school. However, we **MUST** have the required information. Some may be permitted to administer their medication themselves but the majority will be given their medication by a member of staff.

Any medication and/or supplements brought to the school without this information will not be permitted.

By signing this contract you are agreeing to suitably qualified school and or medical staff giving appropriate medicines, medical treatment and First Aid.

Details, such as medical information and health records, about my child may need to be shared with other staff and external agencies, such as GPs and opticians, if we believe it is in their best interests.

MEDICAL CONTRACT WITH PARENT



I have read and understand the Parent Medical Contract above*

Yes, I understand

Name of Student:

Parent/Guardian Name:

Parent/Guardian Email Address and telephone number:.....

.....

TEACHING BRITISH /NIGERIAN VALUES



Promoting British Values at Newfield School

At Newfield School because we run primarily a British curriculum with just a blend of the Nigerian curriculum, these values are reinforced regularly and in the following ways

Democracy

Our school behaviour policy is clear that children are expected to contribute and co-operate, taking into account the views of others. At the start of each academic year each class draws up a set of specific class rules which stem from our whole school golden rules.

The Rule of Law

We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules), that they are there to keep us safe, happy and protected, that everyone has a responsibility and that there are consequences when rules are broken.

Individual Liberty

Children are actively encouraged to make informed choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to make choices safely, through our provision of a safe environment and empowering teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms.

Mutual Respect

Part of our school ethos and behaviour policy has revolved around core values such as respect, and children will model this by caring, sharing and listening to others. All members of staff help children to understand how to respect by talking about how actions/words can affect others. We value and reward respectful behaviour through our celebration assemblies and house point system. Staff and children pride themselves on the positive respectful relationships we have with all members of our community.

TEACHING BRITISH /NIGERIAN VALUES



Tolerance of those of Different Faiths and Beliefs

We are fortunate to have children of different faiths and beliefs within our school. Fundamental to our school is the ethos that everyone is different and everyone is special. We actively promote diversity through a broad and balanced curriculum where a range of different cultures are taught and celebrated throughout the year. We aim to enhance children's understanding of different faiths and beliefs by learning about a range of celebrations throughout the year. We display and learn a 'Language of the Term' to promote the home languages spoken by our children. Children have the opportunity to dress-up in clothes, try different foods and experience customs from other cultures. International Day is celebrated annually. We encourage parents/carers to participate and support our multi-cultural events.

NEWFIELD ACCESSIBILITY PLAN



- Setting suitable learning challenges. Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
- Responding to pupil's diverse learning needs. When planning, teachers should set high expectations and provide opportunities for all pupils to succeed.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils. A minority of pupils will have particular learning and assessment requirements which go beyond the provision in the above bullet points, and if not addressed could create barriers to learning."

Aims

- Greater satisfaction of disabled pupils and their parents with the provision made for them.
- Increased access to the curriculum for disabled pupils.
- Every pupil achieves their full potential.
- Evidence of the greater involvement of disabled pupils in the full life of the school (for example, participation in after school clubs, leisure, sporting and cultural activities and school visits)
- Observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs.
- Audits carried out on the main curriculum areas.
- Progressive planned improvements to the physical environment of the school to increase access to education.
- Information for pupils and parents available in a range of formats.
- All staff are aware of their duties under the Disability Discrimination Act.
- All pupils are consulted and are able to express an opinion about their provision through discussion.

Guidelines

- The Accessibility Plan of our school includes improved provision by increasing access to the curriculum, improving the physical environment and improving the provision of information for everyone involved in school life. At present, Newfield School achieves this in the following ways:

NEWFIELD ACCESSIBILITY PLAN



Disability under The Disability Discrimination Act 2002

A person has a disability 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. In the Act "disabled person" means a person with a disability. To fall within the Act, a person must be substantially affected by their disability in one of the following ways:

- Mobility
- Physical co-ordination
- Manual dexterity
- Contenance
- Ability to lift, carry or otherwise move everyday objects.
- Speech, hearing, eyesight
- Memory or ability to learn, concentrate or understand.
- Perception of risk or physical danger.

At Newfield School we believe that everyone is entitled to an education. It is important to recognise that we are all different and special. We need to value each other. We must always enhance educational opportunity and maximise the educational achievement of all learners. Any pupils, parents or staff who are disabled will not be treated unfairly. It is important to remove any barriers that prevent adults and children from full access to all areas of the school and school life. We strive to be an inclusive school which recognises, celebrates and plans for diversity.

As stated in the National British Curriculum Inclusion Statement "In planning and teaching the National Curriculum, teachers are required to have due regard for the following principles for inclusion

NEWFIELD ACCESSIBILITY PLAN



Improving the physical environment

- all areas are fully accessible
- physical features stand out clearly from their backgrounds
- lettered signs have contrasting backgrounds
- signs do not contain literal instructions
- ramps for access
- edges marked in a contrasting colour where there is a change in level
- contrasting chair colours to table colours in rooms
- doors are a different colour to walls
- toilet cubicles are a contrasting colour to the walls
- contrasting rug colour to carpet colour
- use of dark colour pens on the white boards
- light classrooms
- blinds in each classroom to reduce very bright light
- hard surfaces in classrooms are covered to reduce noise and reflections
- use is made of pictograms, with visual timetables as appropriate
- signs are covered in non-reflective laminates for display
- disabled toilet
- wall to wall carpets
- appropriate colour schemes
- ceiling tiles in rooms to reduce excess noise
- doors into lobbies and other areas are closed as much as possible to minimise excess noise

Increasing access to the curriculum

- the school has a strong ethos towards inclusion.
- leadership and management gives the school a positive ethos towards all pupils
- the school regularly reviews its curriculum to ensure access to all students
- the school's extracurricular activities are planned to include a range of activities which allow pupils to perform equally.
- additional extracurricular activities are planned to support children with needs to develop their skills and increase classroom access e.g. P.E, Art club, Dance club, Swimming club, Computer Club.

NEWFIELD ACCESSIBILITY PLAN



- a SEN Practitioner organises a specific SEN programme for children with emotional and/or behavioural needs.
- school trips are planned to ensure all pupils can achieve the learning objectives
- the school's curriculum and lesson planning considers the specific needs of pupils in the preparation of written materials.
- there is consistent use of diversity in the selection of rewards
- peer support of children with understanding of individual needs
- a social use of language programme for pupils needing support with communication
- frequent training for teachers
- interactive whiteboards for ICT
- icons and cursor arrows enlarged on the computer
- obtaining appropriate learning resources e.g. writing slope
- use of a visual timetable
- use of a Now and Next board
- signs are covered in non-reflective laminates for display

Improving the provision of information

- providing suitable labelling throughout the school
- use of a visual timetable
- use of a Now and Next Board
- providing correspondence in different formats, including for those parents who have English as an additional language.

Support

The school will from time to time use support from:

- Visual Impairment Support Service
- Hearing Impairment Support Service
- Occupational and Physiotherapy Services
- Speech and Language Therapy Support Service
- Educational Psychologists
- School Nursing Team
- Autistic Spectrum Disorder Support Service

NEWFIELD ACCESSIBILITY PLAN



Physical

Target	Strategy	Performance Indicators	Timescale
Purchase appropriate furniture and equipment as applicable for individual cases.	Seek advice from any sensory support service	The school is more accessible to disabled children. Interactive whiteboards are used to improve access for children with visual impairments. Easier access for visually impaired children to their peg.	Continuous
Children with visual impairments to have their cloakroom peg on the end of a row of pegs.	Class teacher to be aware of the need for this and to organise it.	Easier access for visually impaired children to their peg	Continuous

The Head of School is responsible for ensuring that these targets are achieved and therefore will evaluate and monitor.

NEWFIELD ACCESSIBILITY PLAN



Curriculum

Target	Strategy	Performance Indicators	Timescale
Training for teachers on differentiating the curriculum	After an audit the school decides that teachers would benefit from training on differentiating the curriculum as appropriate to individual children in their class.	Teachers are able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum.	On going
Training for all new teachers and staff	Purchase appropriate resources. Teachers to be trained at Staff Meetings Staff attend appropriate training courses.	Teachers and staff are able to meet the requirements of children's needs in developing their language skills. Increased	On going
Training for all new teachers and staff	Teachers to be trained at Staff Meetings	Teachers and staff are able to meet the requirements of and emotions.	On going
		The school is more accessible to disabled children. Interactive whiteboards are used to improve access for children with visual impairments. Enlarged icons, cursor arrows and fonts are used to increase access for visually impaired children.	On going

NEWFIELD ACCESSIBILITY PLAN



Curriculum

Target	Strategy	Performance Indicators	Timescale
Purchase appropriate learning resources as applicable for individual cases.	Seek advice from sensory support service on appropriate resources.	The school is more accessible to disabled children.	On going
Training for all Personnel from Outside Agencies.	Liaise and seek advice from Outside Agencies on specific disabilities.	Teachers are able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum.	On going
To provide suitable labelling throughout the school to meet the needs of particular children.	Seek advice from support service.	Children are able to use appropriate labels within the school premises	On going

Information

The School Sectional Heads and The Head of School is responsible for ensuring that these targets are achieved and therefore they will evaluate and monitor.

Conclusion:

Newfield Schools is committed to developing access to the school for all pupils. The Head of School is responsible and accountable for accessibility.

A safe and supportive learning environment is provided free from harassment, in which the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged.