

Gateshead Accessibility Strategy

2006 - 2010



**Learning and Children:
Raising Achievement
and Access & Inclusion**

 **Gateshead
Council**
www.gateshead.gov.uk

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SECTION I. Context and Background

1. Introduction

Improving access to education and educational achievement by disabled pupils is essential to ensuring equality of opportunity and securing their full participation in society.

This Accessibility Strategy explains how the LA has adopted a strategic approach to planning for increased access to its schools, to the curriculum and to information. It is a revision and update of the first Accessibility Strategy (2003-2006). As well as restating the principles and approaches that the Council is taking on accessibility issues in education, it provides a report on progress made against the original Action Plan.

The strategy links with other planning processes in the LA such as those related to Asset Management Plans, the School Organisation Plan, the Behaviour Support Plan, and the Education Development Plan (now incorporated in the Children & Young People's Plan). It is also closely allied to, and supports, the LA's Strategy for Special Educational Needs Inclusion; indeed, in large measure, it gives practical expression to that SEN/Inclusion strategy.

2. The Legislative Background

The *Special Educational Needs and Disability Act (SENDA) 2001* amended the *Disability Discrimination Act (DDA) 1995* to prevent discrimination against disabled people in their access to education. It is unlawful for LAs or schools to discriminate, without justification, against disabled pupils (and prospective pupils) in all aspects of school life. There are two key duties:

- not to treat disabled pupils (and prospective pupils) less favourably; and
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

The passing of the *Disability Discrimination Act 2005* (which amended the 1995 Act of the same name) introduced a new duty on public authorities to eliminate unlawful discrimination against disabled people and to actively promote their equality and positive attitudes towards them.

Put simply, the principle behind the 2001 legislation is that wherever possible disabled pupils should have the same opportunities as non-disabled pupils in their access to all aspects of education. The 2005 Act extends the definition of disability and also defines the pre-emptive approach which is required from public authorities towards disability equality.

Duties on schools and LAs and guidance on how to avoid discrimination against pupils are set out in the *Code of Practice for Schools* published by the Disability Rights Commission (July 2002).

3. The Planning Duty

The 2001 Act also introduced a planning duty under which all LAs must produce an Accessibility Strategy for the schools for which they are responsible, and all schools must produce their own Accessibility Plans. The aims of both the LA Strategy and individual School Accessibility Plans are to improve the physical environment and increase access to the curriculum. Relevant proposals will be incorporated within the LA's capital proposals and the Asset Management Plan to ensure delivery of these aims.

Gateshead Council's first (2003-2006) Accessibility Strategy set out how the Council intended to fulfil its duties under the 2001 Act. The Strategy was also drawn up in accordance with the requirements of the *Disability Discrimination Act (DDA) 1995*; it took account too of the guidance provided by the Department for Education & Skills (DfES) in "*Accessible Schools: Planning to increase access to schools for disabled pupils*".

According to this guidance, the strategy must address three broad objectives:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of written information which is provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats which take account of views expressed by the pupils or parents about their preferred means of communication

There are several related plans and strategies which it may be helpful to consult. They include:

- Gateshead Council's Community Strategy (2004-2007)
- Towards 2010 - A Strategic Vision
- Gateshead Council's Accessibility Strategy
- Corporate Equality and Diversity Document
- Education Development Plan
- School Organisation Plan
- Education Asset Management Plan
- Early Years Development and Childcare Plan
- Strategy for Special Educational Needs Inclusion (2004-2008)
- Behaviour Support Plan (2004-2007)
- Access Audits of schools
- Education Health and Safety Policy

4. The Inclusion Context

Gateshead Council and its strategic partners have set out a vision for Gateshead in the *Community Strategy (2004-2007)* and in the 'Towards 2010' document. This is summarised as:

"Local people realising their full potential, enjoying the best quality of life in a healthy, equal, safe, prosperous and sustainable Gateshead."

Six medium-term objectives and a number of associated outcomes are set out in the Community Strategy across ten dimensions of activity and theme, including that of Children & Young People. One of these objectives is to provide Better Access to Services for all. For the theme of Children & Young People this includes:

- Ensuring high quality childcare is affordable, accessible and sustainable;
- Providing and promoting access to a wide range of cultural, leisure and play facilities and activities, including youth services, aimed at enriching the lives of children and young people;
- Ensuring that children and young people are not disadvantaged because they are looked after children, from an ethnic minority (including traveller children and refugees), or children with an additional or special educational need; and
- Ensuring that across agencies in Gateshead children and young people can access and benefit from support, advice and guidance to encourage and promote their personal development and learning.

The Community Strategy is available in nine languages in addition to English, as well as in Braille, large print and on audio tape.

This Accessibility Strategy is supportive of and contributes to all of the strategic partnership objectives.

In 2001 The DfES published statutory guidance for schools and LAs on inclusion - *Inclusive Schooling - Children with Special Educational Needs*. That guidance contained practical advice on the operation of the inclusion framework; it suggested the following principles for an inclusive **education** service:

- inclusion is a process by which schools, local education authorities and others develop their cultures, policies and practices to include pupils
- with the right training, strategies and support nearly all pupils with special educational needs can be successfully included in mainstream education
- an inclusive education service offers excellence and choice and incorporates the views of parents and pupils

- the interests of all pupils must be safeguarded
- schools, local education authorities and others should actively seek to remove barriers to learning and participation
- all pupils should have access to an appropriate education that affords them the opportunity to achieve their personal potential
- mainstream education will not always be right for every pupil all of the time. Equally, just because mainstream education may not be right at a particular stage it does not prevent the pupil from being included successfully at a later stage

From these principles Gateshead LA developed an Inclusive Education Policy whose ultimate goal is to make it possible for every child and young person to

- Have full access to a broad & balanced curriculum
- Be included in the lifelong learning process
- Be valued & respected as an equal member of their learning community
- Reach their full potential.

This policy incorporates the social model of disability, which recognises that disability is not caused by the individual's particular impairment, but by the physical, environmental and attitudinal barriers which exist in the educational system and in society as a whole. The Council is committed to actively promoting measures to break down these barriers to learning and to the inclusion of children with additional needs.

5. The Special Educational Needs Context

Principles

Support for many children with disabilities is provided by schools and the LA through the *Special Educational Needs (SEN)* framework, guidance for which is set out in the SEN Code of Practice. The principles of the Code are that:

- a child with special educational needs should have their needs met
- the special educational needs of children will normally be met in mainstream schools or settings
- the views of the child should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

These principles apply equally to children with disabilities.

Gateshead LA recognises the knowledge which parents have of their child's abilities and disabilities, and seeks to work collaboratively with them in overcoming the barriers to education and life chances which each child may experience as a result of their disability or special educational needs. The Parent Partnership Service has an important role in developing and improving communication between the services of the LA, voluntary agencies, parents and children.

The LA also works in partnership with other agencies, both voluntary and statutory, in understanding children's disabilities and providing effective support. Various groups and committees support the strategic development of policy and provision in areas of SEN. These groups include representatives of parents, voluntary and private organisations as well as statutory agencies. Gateshead Council and its partners have been awarded Children's Trust Pathfinder status. Implementation of the Trust is focusing initially on the needs of children with disabilities. The Trust has a strategic role to play in the planning of all children's services.

The formation of a Children's Services Department in line with the responsibilities and duties of the Children Act 2004 has created structures and a culture which promote and enhance the early identification of difficulties and intervention for children with special educational needs and disabilities.

Priorities

Gateshead's Strategy for Special Educational Needs Inclusion (2004-2008) sets out seven strategic priorities for the LA. They are:

- 1) increased inclusion and improved attainments amongst children with SEN
- 2) resources that are allocated fairly and give good value for money
- 3) flexible and timely responses to meeting children's special educational needs
- 4) availability of good quality information about the deployment of resources and the outcome of intervention that is used effectively to inform practice
- 5) resources that support inclusion and provision that is well matched to the range of special educational needs amongst children in Gateshead
- 6) effective partnerships
- 7) a skilled workforce within schools and the LA's support services that meets the needs of children with SEN effectively and ensures their educational progress.

That Strategy is supported by an Action Plan which sets out key actions to be achieved within specified timescales for each of the above priorities. As indicated above, many of those specific actions have direct relevance and applicability to the Accessibility Strategy, and the two strategies and their associated action plans need to be read with reference to one another.

SECTION II. The Accessibility Strategy

6. Improving the Physical Environment of Schools

Aim

The LA is taking a strategic approach to improving the existing accessibility of the physical environment of its schools. In partnership with schools the LA will seek to ensure that accessibility is not a barrier to preventing pupils from attending local schools when their needs could be met there.

Context

The planning duty on schools and LAs includes improvements to the physical environment of schools and the provision of physical aids to education. Such improvements might include the fitting of ramps and handrails and creating accessible toilets. Improvements could also be achieved by the reallocation of rooms for particular specialisms, the removal of obstructions from circulation areas, improving the acoustic environment and changing classroom layouts. Physical aids to education could include the provision of specialist seating or desks, and ICT equipment.

Hitherto, the LA has concentrated on making adaptations for individual children on a case by case basis. The proposals below suggest that it is time to shift the balance of expenditure towards supporting the intentions of the SEN/Inclusion Strategy; this will enable a wider coverage of provision to be made for all pupils.

The LA recognises the need to work positively with governing bodies of schools to assist them in understanding their additional responsibilities under the DDA, including the planning duty and, where appropriate, to plan jointly the improved accessibility of school buildings and facilities. To this end, a standard level of accessibility has been drawn up which outlines the criteria and basic standards the LA expects all its schools to meet. These criteria and standards are listed in Appendix B. Support and advice to schools are available for the School Organisation & Development.

Resources

It is important that the schools consider the long-term access needs of the school. Schools should use the routine refurbishment and other maintenance and equipment budgets to improve the physical environment of the school. The Disability Discrimination Act requires schools to resource their accessibility plans adequately. Schools should recognise the costs of implementing the plan as legitimate expenditure which should be incorporated into current budget commitments.

Various funding sources are available to schools which could assist in improving access. These include devolved formula capital, the repairs and maintenance budget, the LA co-ordinated Voluntary Aided Programme (available to Voluntary Aided schools) and the Schools Access Initiative.

Proposals

The LA will:

- ensure that any new buildings planned take full account of the needs of pupils with disabilities and, where appropriate, of other members of the community
- ensure that by 2010 an appropriate Gateshead maintained school will be available to all Gateshead pupils
- shift the balance of expenditure (to about the 85% level by 2007) of the Schools Access Initiative towards supporting the SEN/Inclusion Strategy in order to increase the accessibility of mainstream schools to pupils with different learning needs
- progressively increase the number of accessible mainstream schools - including a few fully accessible school clusters - across the borough, both at primary and secondary levels, to ensure that the scope for parental preference is enhanced and pupil travelling times are reduced
- endeavour to ensure that by September 2007 80% of all maintained schools meet at least 70% of the minimum standard of accessibility as drawn up by the LA
- support and collaborate with schools in making incremental improvements to accessibility
- have regard to decisions made by the SEN & Disability Tribunal
- seek the assistance and expertise of user groups and voluntary agencies in assessing a sample of education buildings.

7. Improving Access to the Curriculum

Aim

To provide ongoing support and advice to schools in order to:

- raise awareness of access issues
- encourage schools to develop curriculum policies which reflect inclusive practice with the national curriculum framework
- enable all pupils - whatever their needs - to have access to the full range of curricular and extra-curricular activities as appropriate, with a consequent effect on their achievements and progress.

Context

This strategy endorses the three key principles referred to in the National Curriculum 2000 framework as being essential to developing a more inclusive curriculum and to which teachers must have regard:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The LA ensures that all advice, monitoring and support which is offered to schools are based on these principles. Key LA services include: the Raising Achievement Service, the Special Education Needs Support Services, Educational Psychology, Education Welfare, Specialist Advisory Teachers and Consultants, Early Years Inclusion Team, Early Years Advisory Teachers and Area SENCos, and Parent Partnership.

The LA is committed to the inclusion of pupils with disabilities in its mainstream schools, and has established resourced provision for a wide range of special educational needs, including physical and sensory impairments, learning and communication difficulties, and behaviour, emotional and social difficulties in ten primary schools. Resourced schools follow the LA's inclusive principles and offer adapted physical environments, trained teaching and support staff, and modified curriculum where necessary. (A list of the LA's resourced mainstream schools can be found in Appendix C.) Special schools have begun the process of establishing links with specific mainstream schools, and a broader role encompassing outreach support is being developed. In addition to developing SEN provision, Gateshead currently has ten mainstream support in schools. These bases provide short-term teaching and support programmes tailored to the needs of pupils with learning difficulties, usually at risk of exclusion, attending the school in which they are based.

This strategy acknowledges that the curriculum comprises not only teaching and learning but the wider experiences of pupils as members of the school community, including after-school activities, leisure, sporting and cultural activities and school visits.

The Early Years SEN Strategic Plan promotes the development of inclusive early years provision. All pre-school children, including those with disabilities, have access to good quality early education, from the beginning of term following their third birthday.

The LA continues to promote the principles and process of self-review and development of the Gateshead Inclusion Standards in its schools.

Regulations and guidance on off-site activities and educational visits support schools in ensuring that pupils have equal opportunities to participate in off-site educational, residential and adventurous activities.

In acknowledging that barriers to learning can be emotional as well as intellectual and physical, the LA promotes flexibility of response and a continuum of provision within its schools. The LA's Behaviour Support Plan aims to help schools develop systems to include all pupils in a climate in which effective teaching and learning can take place.

Training

There is a well-established continuing professional development programme with a clear SEN thread in Learning and Children. Training to overcome barriers to curriculum access is embedded within this framework as identified within its strategy for school improvement. Within the governor training programme there is a strong focus on governors' responsibilities as defined within Education Acts and Codes of Practice.

Monitoring and support

The LA uses a categorisation approach for all its schools, which incorporates judgments on how effectively schools achieve educational standards and on their level of educational inclusion. Schools will not be judged as 'highly effective' unless there is evidence that they have identified and appropriately addressed access issues in teaching and learning, and inclusion within the school community and the physical environment. It is the LA's aim that increasing numbers of schools, year on year, should be judged as highly effective with regard to both standards and accessibility. This is monitored through the School Intervention Support Programme (SISP).

Multi-agency involvement

The LA promotes work with other statutory and voluntary agencies as well as parents and carers in securing greater access to the curriculum. This will be fostered and developed through SEN development groups which will support the development of the SEN/Inclusion policy and provision.

Through existing frameworks which include the Children & Young People's Strategic Partnership, and through the developing structures of the Children's Services Department and the Children's Trust the LA will work with its statutory partners and voluntary organisations to develop effective multi-agency working to achieve more effective support for pupils and their greater inclusion within their education setting. Further opportunities to support this work will be created through the development of Extended Schools.

Proposals

The LA will:

- make available cohesive advice and training on issues relating to the delivery of an accessible curriculum
- provide advice and guidance on access as part of its curriculum guidelines
- include accessibility within school self-evaluation documents
- include accessibility as a dimension of the annual performance review process for schools.

8. Improving the Delivery of Information

Aim

To increase awareness within schools of the importance of accessible information for pupils with special educational needs, and to ensure the provision of appropriate advice, guidance and resource materials.

Context

The planning duty requires written information normally provided by a school to be made available to disabled pupils. Such information should take account of pupils' disabilities, as well as the preferred formats for pupils and parents; it should also be made available within a reasonable time frame. *The Code of Practice for Schools* from the Disability Rights Commission suggests that disabilities should include not just physical difficulties, learning difficulties, hearing &/or visual impairments, but also mental health conditions and certain medical conditions (such as epilepsy and diabetes).

Although the duty relates primarily to written information, schools will be advised to consider how other formats (for example, spoken information) could be made available to parents and pupils who have hearing and visual impairments. This could include a recognition of British Sign Language and similar formats, the use of signers at school functions, the availability of portable induction loops for use at parents' evenings and so on.

The implementation of the *Disability Discrimination Act 2005* requires public bodies, including schools and local authorities, to promote equality of opportunity for disabled people. They must have due regard to the need to:

- eliminate unlawful discrimination and harassment against disabled people
- promote equality of opportunity for disabled people
- promote positive attitudes towards disabled people &
- encourage disabled people to participate fully in public life.

Schools will be required to produce an annual report on how they are fulfilling this duty; it makes sense for this Accessibility Strategy to ensure that relevant linkages with these requirements on schools are made.

Proposals

The LA will:

- prepare advise and update practical guidance and information for parents on specific special educational needs and disabilities
- prepare and update guidance notes for schools on making written information available in alternative formats

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- advise schools of centrally provided services and other resources for the provision of material in alternative formats
- review the range of centrally provided and corporate services and other relevant resources in the light of feedback from pupils, parents and schools
- seek advice and guidance from other statutory and voluntary agencies which have experience in the provision of information in alternative formats
- make relevant in-service training programmes available
- review the availability of the provision of information in alternative formats relating to central processes such as statementing, reviews and admissions
- support schools in making school information and communication available in Braille and large print formats for pupils and parents with visual impairment
- provide access to sign language support for school information and communication for pupils and parents with hearing impairment
- offer support, information and training in respect of the duties under section 3 of the DDA 2005 for schools to promote equality of opportunity for disabled people .

9. Monitoring Arrangements

1. It will be the responsibility of named officers in the LA to ensure that the actions and targets in the twenty-two proposals outlined above will be carried out and achieved in fulfilment of this strategy (as detailed in Appendix A).
2. It will be the responsibility of the Accessibility Strategy Steering Group to monitor the overall implementation and effectiveness of its Accessibility Strategy. In particular the Group will need to ensure that it has appropriate representation to allow comprehensive monitoring and evaluation of its aims and objectives. It might do this by including representatives of user groups (including schools), or by establishing a similar mechanism, such as a focus group.
3. Specific funding for projects to increase the accessibility of mainstream community schools is received in the allocations to LAs known as the Schools Access Initiative (SAI). Since 2004-05 SAI has been delivered as Supported Capital Expenditure (Revenue) (SCE (R)) in the single capital pot element. [The grant element for Voluntary Aided schools is delivered through the LA co-ordinated VA Programme (LCVAP).] The intention behind the delivery in the single capital pot is to make it easier for LAs to join up their SAI allocations with other capital funding. The approach in this Accessibility Strategy is to encourage schools to maximise the use of their devolved capital and other funding sources.

Falling school rolls mean that the SAI component to Gateshead is a diminishing resource: the allocation in 2004-05 was £311,595, while in 2007-08 it will be £300,960. Responsibility for recommending expenditure from SAI sources should rest with the Steering Group, to ensure that supported projects meet the aims of the Accessibility Strategy.

4. The Group will ensure that monitoring of specific components of the Strategy will be carried out by its members (and other appropriate officers) in the following ways, by:
 - reviewing School Accessibility Plans as part of the schools' Annual Performance Review process
 - monitoring the annual reports of schools required by the DDA 2005
 - analysis of the take-up of relevant in-service training
 - review of the Education Development Plan component of the Children & Young People Plan
 - reports to key groups, including elected members, School Organisation Committee, corporate disability liaison forum, and the borough's SEN forum
 - an annual review and update of associated Action Plans.

APPENDIX A. Action Plan 2006 - 2010

	ACTION	RESPONSIBILITY	TIMESCALE	MONITORING
1.0	Develop leadership and monitoring arrangements			
1.1	Develop Accessibility Steering Group with broader representation	ASG	Autumn 2006	SEN SG Autumn 2006
1.2	Recommend expenditure from SAI	RAS/PPS/ A&I/SO&D/PS	Periodically	Steering Group
1.3	School plans part of APR	RAS	Autumn 2006	Steering Group school work completed
1.4	Monitor annual reports of schools for DDA compliance	PS/ SO&D	Annually	Steering Group
1.5	Analyse take-up of training	RAS	Annually	Courses accessed - Steering Group
1.6	Review Children & Young People's Plan	RAS	Annually	Steering Group
1.7	Evaluation	SG	2008 & 2010	Report to SEN SG
2.0	Improving the Physical Environment of Schools			
2.1	New buildings planned for disabilities	SO&D /PS	Spring 2006 then annually	Steering Group
2.2	By 2010 appropriate provision available to all	SEN SG	Spring 2006 on	Report to Steering Group 2010
2.3	85% of SAI on Strategy	SO&D	Spring 2006-07 on	Financial report to SG
2.4	80% of schools to achieve 70% accessibility	PS, SO&D	Autumn 2007	Financial report to SG
2.5	Compliance with SENDIST Decisions	A&I	As required	Reports on individual pupil adaptations
2.6	Support and collaborate with schools and health in making individual improvements to accessibility for pupils	PS, A&I, HEALTH	As required	Steering Group
2.7	Advice from voluntary groups	PS, RAS, A & I	As required	Steering Group
3.0	Improving Access to the Curriculum			
3.1	Training	RAS	Annual training plans	Steering Group
3.2	Revise curriculum guidelines	RAS/ A & I	Autumn 2007	Steering Group
3.3	Accessibility in school self-evaluation and Inclusion Standards	RAS	Spring 2006 on	Steering Group
3.4	New school Accessibility plans	RAS	Spring 2006	List to Steering Group
4.0	Improving the Delivery of Information			
4.1	Leaflets etc for parents/children	A & I/PP	Autumn 2006 on	Steering Group
4.2	Guidance notes for schools	RAS/ A & I	Autumn 2006 on	Steering Group
4.3	Schools aware of service support	A&I	Autumn 2006 on	Steering Group
4.4	Alternative format information for other school procedures/functions	A&I	As required	Steering Group
4.5	Support schools in making information available in Braille/large print formats	A&I	As required	Steering Group
4.6	Access to sign language support	A&I	As required	Steering Group

KEY:

APR - Annual Progress Review

RAS - Raising Achievement Service

A&I - Access and Inclusion

SO&D - School Organisation and Development

DDA - Disability Discrimination Act

PS - Property Services

PP - Parent Partnership

ASG - Accessibility Steering Group

SEN SG - Special Educational Needs Steering Group

APPENDIX B. Accessibility criteria and standards for maintained schools

In order to achieve a minimum level of accessibility by disabled pupils the LA has adopted the following criteria and descriptors. It is hoped, assuming continuation of existing levels of Schools Access Initiative capital funding, that by September 2007 nearly all maintained schools will have reached this minimum level. Schools will have:

Physical environment

- One level marked and signed disabled parking bay and/or drop-off point
- Level/ramped access to main entrance and at least one additional exit
- Appropriate signage on all approaches to main entrance from parking bay/drop-off point
- Appropriate arrangements for communication at the reception desk with at least an induction loop for hearing aid users, and possibly one or more of the following aids -
 - CCTV
 - drop down counter
 - intercom
- Appropriate signage throughout the school
- Access to essential curriculum areas
- Access to at least one play area
- Access to dining facilities
- Access to disabled toilet facilities (in accordance with British Standard and Building Regulations)
- All stairs and steps to have contrast edging and dual height handrails or banisters
- Risk assessment in place to determine the means of escape
- Personal evacuation plans for every disabled pupil and staff member

Other requirements

- staff to have undertaken disability awareness training and basic inclusion training
- appropriate training to the needs of the children admitted
- appropriate equipment to ensure that most of the curriculum is accessible
- knowledge of pupils' and parents' requirements for alternative formats for written information, and their preferred means of communication

This list outlines the minimum essential elements to meet the LA's definition of an accessible school. It does not, of course, constitute a complete catalogue of all components to be considered in all schools. Some schools may have to examine their door openings, for example, to ensure that they can be used by a wheelchair user independently; others may have to buy chairs with proper back and arm support; others may find it helpful to have further portable induction loops.

APPENDIX C. List of resourced schools in Gateshead 2006

Name of school	Type of provision	Special need	Key stage
Bede	Nurture Group	EBD	1
Brighton Avenue	Nurture Group	EBD	1 & 2
Fell Dyke	Nurture Group	EBD	1
Windmill Hills	Nurture Group	EBD	1
Crookhill	MSB	MLD	1 & 2
Glynwood	MSB	MLD	2
Kells Lane	MSB	Sp L D	2
Lindisfarne	MSB	Sp & Lang	1 & 2
Lindisfarne	MSB	Autism	1 & 2
Marley Hill	Additional	Autism	1 & 2
Roman Road	MSB	MLD	1 & 2
Rowlands Gill (Junior)	MSB	MLD	2
St Wilfrid's RC	MSB	MLD	1 & 2
Tyne View	MSB	EBD	1 & 2
Hookergate	MSB	MLD	3 & 4
Thomas Hepburn	MSB	MLD	3 & 4



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