

SENDA POLICY

The Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001 (SENDA) places a requirement on schools:

- Not to treat disabled pupils “less favourably”
- To make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage
- To draw up plans to show how, over time, they will increase access to education for disabled pupils
- To comply with the Disability Equality Duty

Definition of Disability

The guidance documents state that:

“Reference to “disabled people” includes disabled children, young people and adults, as pupils, employees, governors, parents and carers and other members of the wider community that might use school premises for leisure or other activities”. The definition of disability covers a broad spectrum of impairments including:

- Cancer
- Diabetes
- Epilepsy
- HIV
- Multiple Sclerosis
- Hearing or sight impediments
- Mobility difficulties
- People with mental health conditions or learning difficulties/disabilities

This policy document should be read in conjunction with Avalon School’s:

- Policy statement on disability discrimination
- Policy statement on equal opportunities
- Policy statement on special educational needs

The legislation and related guidance makes clear that schools need to:

- Increase access for disabled people to the school curriculum
- Improve access to the physical environment of schools
- Improve the delivery of written information to disabled people

Admissions and Disabled Pupils

We welcome all children who can benefit from what Avalon has to offer and who will flourish in our environment. Treating every child as an individual is important to us and we welcome pupils with disabilities providing that they can cope with the school site and learning provision.

Parents of children with physical disabilities are invited to discuss their children’s requirements before they are registered so that we can ensure that adequate provision is made for them. Where appropriate, medical reports will be considered.

On Entry

Each person with a disability requires special consideration and treatment. If appropriate, reasonable adjustments will need to be put in place. These adjustments will be fully discussed before a pupil is enrolled. We recognise that some pupils may require learning support from our Learning Support Department and this, too, will be discussed with parents at entry. Copies of the school's SEN policy are published and available for all parents and prospective parents.

Physical Accesibility

Avalon has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs within the constraints imposed by the historic main building of the school. As budgetary constraints allow, we plan to introduce more facilities for wheelchair users and hearing loops. Where appropriate, arrangements can be made for pupils to use their own laptop computers in classes or, for example, the provision of large print documents.

Avalon School provides all pupils with a broad and challenging curriculum, differentiated and adjusted in accordance with the needs of individual children and their own learning styles.

All staff are made aware of the range of resources available within the school that are available to assist individual pupils.

The needs of disabled pupils are taken fully on board in planning the curriculum on offer.

Staff development opportunities will be made available to ensure that teaching practice can meet the learning requirements of all pupils.

ACTION PLAN 2009 – 2012

ACCESS TO CURRICULUM

- Employment of specialist dyslexia teacher to provide in-school support for pupils with learning difficulties and to provide guidance and advice for teaching staff. (Year 1)
- INSET programme for teaching staff and assistants (including external consultants as necessary) on supporting children with learning difficulties. (Years 1 and 2)
- Provision of targeted information prepared on all pupils with learning difficulties (Year 1)
- Staff training on employment of different learning styles to maximise effectiveness of pupils' learning (Years 2 and 3)
- ICT provision to be modernised and increased – more readily available as an option for pupils with learning difficulties (Ongoing)
- Training of additional staff in first aid to ensure adequate support for pupils with medical problems (Years 2 and 3)
- Regular programme of meetings to assess coherence, continuity and progress for all pupils but specifically those with learning difficulties (Ongoing)
- Increase and redeployment of classroom assistants to maximise effective support (Ongoing)
- Development of disability awareness via PSCHE programme and assemblies (Years 2 and 3)
- Increased availability of teaching materials in electronic format (Ongoing)
- Develop use of interactive whiteboard (Ongoing)

ACCESS TO THE PHYSICAL ENVIRONMENT

- Update boys' and girls' toilets. Increase number of wash basins. Lever taps to be fitted to all washbasins (Years 2 and 3)
- Widen pathway through garden to Nursery building sufficient for wheelchair access (Year 2)
- Replace stair carpets in main building and introduce nosing (Years 2 and 3)
- Consider fitting tubular handrails (in pairs) on all internal stairs (Year 3)
- Fitting handrails to steps down into playground (Year 3)
- Consider purchase of portable hearing induction loop for use in Grosvenor Hall (Year 3)
- Designate disabled parking bay – when required (Year 1)
- Consider feasibility of purchasing portable ramp (Year 3)

ACCESSIBILITY OF WRITTEN INFORMATION

- Develop further assessment materials for pupils who struggle with written communication (Ongoing)
- Develop intranet and email provision so that pupils can submit homework electronically (Year 3)
- Staff training (led by SENCO and Learning Support teacher) on use of covered overlays, special pens etc. for pupils with learning difficulties. (Ongoing)
- Greater use of classroom assistants as readers and writers in all classroom activities involving pupils with learning difficulties (Ongoing)
- Consider implementation of additional materials for partially sighted pupils as necessary (N.B. no partially sighted pupils in school at time of review)
(As required)
- Ensure that all worksheets and teaching materials are produced and available in electronic format (Ongoing)