

# OUR LADY OF SION SCHOOL



## **SPECIAL EDUCATIONAL NEEDS & DISABILITY ACT POLICY DOCUMENT**

## SENDA POLICY

(Special Educational Needs and Disability Act 2001)

### Definition of Disability:-

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

- Cancer
- Epilepsy
- HIV
- Multiple sclerosis
- Hearing and sight impairments
- mobility difficulties
- people with mental health conditions / learning difficulties / disabilities

Admission to the school depends upon a prospective pupil meeting the criteria required to maintain and, if possible to improve, the educational and general standards for all its pupils commensurate with the ethos of the school. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil’s peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil’s time at the school.

The school’s policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or prospective pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

The school asks parents to complete an application form which includes any disabilities in respect of the prospective pupil at the time of application. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

One of the obvious problems which the school has (in common with many other schools) is its layout which covers a wide area and consists of many separate and some historic and even listed buildings of several stories without lifts. Another is the system, again common to many schools, of having fixed classrooms for each subject, based on the valid ground of having all the facilities for one subject in one place. This requires pupils to go from classroom to classroom, often up steps or stairs in buildings without lifts. It is not hard to conclude that any pupil with impaired mobility is going to be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational and other facilities the school offers. These matters cannot be remedied in any substantial way by reasonable adjustments, any adjustments would require making major alterations to physical features of the school at prohibitive cost and listed building / planning constraints. The school runs solely on the receipt of pupils fees and there no trusts or benefactors supporting the school so any adjustments to the building must be achievable from within these limited funds.

Responsibility for the policy:-

Overall responsibility lies with the Governors whilst the day to day management is vested in the Headmaster and his SMT (the two Deputy Heads and the Bursar). The SMT reviews the School's Disability Policy and may co-opt additional members whose expertise in any field would be of assistance. The Committee's terms of reference are:

- (i) to review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
- (ii) to make recommendations with a view to improving the accessibility of its education to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future and to prepare this Disability Policy;
- (iii) to prepare the school's Disability Policy;
- (iv) to prepare the school's Accessibility Plan;
- (v) to review such plans and policies as necessary and a least every 3 years.

The following areas have been considered in detail by the Committee with the results set out below:

### **Admissions**

The Committee has reviewed the school's admissions literature, policy, examinations and procedures (including access to scholarships and bursaries) and has introduced a form (to be treated as confidential if the applicant or parents require) giving the school details of the nature and effect of any disability so as to enable it to consider any adjustments it might need to make.

### **Physical lay-out of the School**

As indicated above the school's main issue is its lay-out which covers a wide area and consists of many separate and some historic and listed buildings of several stories and without lifts, which have been developed since the school was founded. Providing lifts has restraints through construction, cost and building regulations.

Adjustments have been made through:-

- ramp to access the Senior School in the Administration Block, giving access to offices, gym, hall and 2 science laboratories.
- a lift and ramp to access the Junior School
- disabled toilet / shower facilities in the Nursery

A disabled toilet was built at the rear of the Senior School hall during the academic year 2009 – 2010.

### **Education**

The Committee has considered:

The problems of physical access caused by the fixed classroom system.

The difficulties of "access" to the education generally for specified types of disability: [e.g. sight- or hearing-impaired, dyslexia, etc.]

## **Recreational, Sporting Education and Activities**

The Committee has considered:

The difficulties of “access” to the particular activities for specified types of disability.

With the introduction of the Astro Turf it has made it easier for disabled pupils to take part in a wider range of activities which were not available on the very worn and bumpy grassed area.

## **Welfare**

The Committee has considered:

The difficulties which might arise for specified types of disability:

Relevant policies in place include;

Anti-bullying,

Child Protection

Equal Treatment

Induction

## **Awareness and Observance of the Policy**

The Committee has considered the existing machinery in the school for ensuring awareness and observance of the policy:

Staff are informed of SENDA and where it is located and the School Development Plan

Staff are trained in the following areas

Child Protection

First Aid (to varying levels)

Fire Awareness

Children are now screened for dyslexia/dyscalculia

SMT has a meeting which reviews the Policy

## **Development Plan**

This includes

Investigating providing specific learning support

Investigating setting up a Junior School Council

Continued Staff Training

**Disability Act Plan - Physical Aspects - 2005 - 2008**

<b><u>Requirement</u></b>	<b><u>Date Planned</u></b>	<b><u>Date planned</u></b>	<b><u>Date completed</u></b>
Ramp and access to Senior School admin block	2007 - 2008	October – December 2007	October 2007
Access to Junior School ground floor – lift	2007 - 2008	September 2007 – March 2008	January 2008
Disabled toilets and shower area Junior School	2007 - 2008	September 2007 – March 2008	January 2008

**Disability Act Plan - Physical Aspects - 2009 - 2012**

<b><u>Requirement</u></b>	<b><u>Date Planned</u></b>	<b><u>Date planned</u></b>	<b><u>Date completed</u></b>
Install Disabled Toilet in Senior School	2009 - 2010	June – August 2010	April 2010
Replace worn out grass area with astro turf	2009	August – October 2009	September 2009