



# St Margaret's School Exeter

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## SENDA Policy

### ACCESSIBILITY PLAN

#### School Accessibility Plan

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

#### Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

#### Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in St Margaret's community for pupils, and prospective pupils, with a disability. However, St Margaret's is housed in old Victorian buildings, with a few modern extensions (PAC, Science lab). The building is situated on the side of a main road, and has four levels and many sets of steps / narrow flights of uneven stairs. Major building works would be required before the building could successfully meet the needs of pupils in wheelchairs or those with severe mobility problems.

#### Principles

Compliance with the DDA is consistent with St Margaret's aims and equal opportunities policy, and the operation of St Margaret's SEN policy. St Margaret's recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002). St Margaret's recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality. St Margaret's provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

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

## Activity

### a) Education & related activities

St Margaret's will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### b) Physical environment

St Margaret's will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. In particular we aim to install extra emergency lighting, improve access to the hall and implement plans to add a disabled toilet. We are reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

### c) Provision of information

St Margaret's will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

**Action Plan** See attached (Appendix 2)

## Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School development plan
- Staff development plan
- Building and site development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies

The plan is also available by e-mail, or in an enlarged print version, on request to the Headmistress.

## Appendix 2

### Ten Key Points in implementing SENDA

The following are the ten major points about the DDA.

- Plan Open Days, Preview Days and other admissions related events in accessible locations and with opportunities for disabled students to disclose (in privacy) their the needs and discuss their support.
- If a student discloses a disability, specific learning difficulty or medical condition to you, ensure that you know what you need to do, especially about informing the rest of the school and limits of confidentiality, including the learning support coordinator.
- Prepare all teaching materials in electronic formats (in order that alternative formats can be produced from the electronic copy) wherever possible and practicable.
- Plan curricula with the needs of various disabled students in mind, including consideration of possible alternative forms of presentation and assessment for disabled students when needed.
- Plan assessment regimes with the needs of disabled students in mind including consideration of alternative

assessment arrangements to accommodate the needs of students with disabilities.

- Pre-course information (e.g. timetables and reading lists) should be in accessible (electronic) formats and available as much in advance as possible.
- Ensure you have a reasonable knowledge of the other services to whom you could refer a student who has some additional needs.
- Be aware of staff development opportunities and give priority to these in order to ensure that teaching practice meets individual students learning requirements.

### Current 3 Year SENDA Plan

08/09	Install extra emergency lighting	completed
	Prep garden accessible to wheelchairs ( including ramp)	completed
	Disabled toilet in PAC	completed
09/10	INSET on colour background for whiteboards	February 2010
	Ramp for entrance into main hall	completed
	Improve external lighting	completed
	Storage facilities for clutter in main hall to make it more wheelchair accessible	2010
	Ramps throughout nursery	2010
	All teaching materials in electronic form	Ongoing
	Possibility of timetabling certain lessons all in ground floor rooms	Ongoing yearly
	School information available electronically and therefore large print copies available	Ongoing - 2010
10/11	Disabled toilet in main building	Future improvements
	Ramps along Morford downstairs corridor	Future improvements
	Carpet in Morford ( acoustic improvements)	Future improvements
	Pathways around the back of school - ramps and smoother	Future improvements