

2. Some key points for SENDA compliance

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Flexible curricula give diversity for disabled students to participate and achieve.

Disability issues should be a regular focus for staff meetings, faculty/school committees and senior management bodies for resource allocation cascading good practice, monitoring and review.

Inclusive practice and anticipatory "reasonable adjustments" should be based on formal procedures rather than on personal interest and experience.

The nomination of a staff member is vital in each faculty/school to act as a conduit to the disability service and as a point of reference for colleagues and students.

Familiarisation with guidelines for positive communication and disability language etiquette is important.

Early information and course materials need to be available in an accessible format, to allow time for modification into alternative formats, familiarisation by students or personal support workers, and early application for the DSA.

Students should be given as many opportunities to declare disability as possible. Staff should know procedures for confidentiality and dissemination.

Establish mechanisms for the exchange of information in a confidential and timely way within and between departments to support "reasonable adjustments" for students who have declared disability at any stage.

The support needs of disabled students should be identified and assessed during information interviews or prior to entry where possible.

Discuss the impact of the disability on student participation. Many disabilities are invisible, newly acquired, newly diagnosed or progressive. The individual is often an expert on the consequences of their disability.

Students should not encounter additional processes not applied to their non-disabled peers.

Provide guidance and support prior to, during and after discrete curricula activities such as fieldwork and placement learning. Early assessment of student need for DSA or Access to Work funding is crucial.

Alternative assessment strategies should accommodate the student's disability related functional differences. Without this opportunity student performance will reflect the impact of the disability rather than student ability.

Keep adjustments under review and seek student feedback to inform practice.