

Lancing College Preparatory School at Worthing

SENDA Policy (including the EYFS)

2017-2018

Lancing College Preparatory School at Worthing (including EYFS)

DISABILITY INCLUSION AND LEARNING SUPPORT POLICY

Introduction

This policy applies to the whole school, including the EYFS.

Reviewed in September 2017 by Heather Beeby and Gavin Merryweather

Next review due: before the start of the Autumn Term 2018

This document is available on the school website and on request from the school office. It should be read in conjunction with the SEND Policy and the three year strategic accessibility plan.

Introduction

The policy has been written to ensure compliance with the Special Educational and Disability (SENDA) Act 2001. It includes the EYFS provision at the School.

Its aim is to ensure that current and prospective pupils are protected from discrimination, under the terms of the Act, and disabled pupils are treated as favourably as other pupils, with the particular circumstances of any disability always being taken into account. We aim to ensure that, where possible, any child with special needs is provided with a fair opportunity to receive an education at LPW and that such pupils will be warmly welcomed to the school community.

The responsible body for Lancing College Preparatory School at Worthing is the Governing Body.

On Entry to School

LPW is non-selective academically. However, decisions are made on an individual basis and the school reserves the right to deny entry on the basis of a child's academic standard should it deem that a child is unlikely to thrive here (this is a permitted form of selection).

Occasionally a prospective pupil's behaviour poses a risk of severe disruption of the learning environment for other pupils and for that reason the school can decide not to admit him/her.

Factors that may be taken into account when making an initial assessment include:

Maintaining the School's standards

Resources

Costs

Time
Practicability/degree of difficulty
SEN provision
Health and Safety
The interests of other pupils in the school

If a prospective pupil has a specific disability that means a reasonable opportunity to succeed in the entrance assessments requires special arrangements of some kind we request that parents or guardians declare such needs so that appropriate support can be provided during the assessments. LPW's registration form requests that parents declare such needs in advance so that we can prepare and ensure that conditions are conducive to success.

Disabilities might include physical or sensory impairment and might affect mobility, dexterity, physical co-ordination, continence, ability to move everyday objects, speech, hearing, eyesight or perception of risk. Due to the high academic standards and the pace of work it is unlikely that children with severe mental illness, behaviour difficulties or severe learning difficulties would be able to thrive here and therefore it is unlikely that they would be offered a place. Children with severe and permanent mobility difficulties could be accepted, and appropriate physical and timetable / room allocation adaptations and adjustments would be made. Children for example with diabetes, asthma or arthritis could easily join our school community and indeed some are already members of it.

At School

The policy sets out the adjustments that LPW regards as reasonable when considering accommodating a pupil with specific needs. Parents should note that we will do all that we reasonably can to cater for pupils in our care. LPW will not discriminate on grounds of physical disability, although there will be cases that we cannot reasonably cater for. If it is possible to make practicable changes that will not prove too disruptive to the working of the school and if these can be done at a reasonable cost then we shall be happy to make such reasonable adjustments to accommodate the child.

In the first instance, we look for positive ways to overcome difficulties and if the child is of a suitable academic standard for LPW and there is space in the year group then we discuss the case in school and with parents.

The following aspects will need to be carefully considered:

Preparation for entry into the school
The curriculum and timetabling
Teaching and learning (differentiation and use of auxiliary aids and services)

Medical issues
Classroom organisation and grouping of pupils
Interaction with peers
Homework
Access to school facilities
Special activities such as visits and trips
Meals, sports, break times, clubs and activities
Working with other agencies
School policies
Preparation for the next phase of education

Reasonable Adjustments – A checklist

A pupil might be subject to disabilities that are health-related. They could be affected by physical disability, mental, visual or hearing impairment. They might suffer from a syndrome or deficit that affects their general conduct and ability to follow school rules without disturbing others significantly. The school has to balance at all times not only the interests of individual children but also the welfare of the school community as a whole.

When it becomes apparent that a child needs special treatment, LPW will consider the following factors when coming to a decision about accepting or retaining the child. The situation will be discussed openly and supportively with parents.

Staffing

- Will staff need training in order to cope with the pupil? (If so, how much time will this take up?)
- *Medical/educational*
 - Will extra staff be required to cater for the child?
 - *One-to-one assistant? SEN staff? Help in certain subjects? Number of hours per week? Involvement of first aiders?*
 - Is there a professional liaison officer/expert advisor available to advise staff?
 - *IEP/Action planning.*

Resources

- Will the pupil require special equipment?
 - *Individually/in each teaching area. e.g. ICT, furniture, signage*
- Will physical adaptations be required for access?
 - *Which areas are accessible?*

Health and Safety

- *What risks?*

Finances

- Who will pay for the adaptation? *Parents/School/Shared*

Timetable

- Are there timetabling repercussions?
- Are all subjects suitable for the pupil?
 - *Sports/Music/Art/DT/Drama*
 - *Class to be downstairs whenever possible/short distances between teaching areas*

Other Pupils

- What effect will the pupil have on other pupils?
 - *Distraction / less teacher time / enhance their experience / guardianship and peer supervision / will the other children need to be prepared?*

Other

- Special catering arrangements?
- Is the case likely to attract media attention and will the School need preparation for this?
- What effect will the admission of this pupil have on school standards?

Decisions

If a decision is taken not to admit the child, parents may appeal to the school Governors through the Chairman and a claim of disability discrimination may be made to the SEN and Disability Tribunal.

Advice

Disability Rights Commission

Tel 08457 622 633

enquiry@drc-gb.org

APPENDIX TO THE DISABILITY INCLUSION AND LEARNING SUPPORT POLICY

Strategic Accessibility Plan

October 2016 – October 2019

Room	Description	Action
<p>Classroom/teaching: General</p>	<p>All ground floor classrooms in the main building are accessible without the need for further major adaptation; some minor ramp, handrail etc. improvements would be needed.</p> <p>The general principle would be to vary year-group use of the accessible ground floor classrooms as needs dictated.</p> <p>EYFS – ‘purpose built’ facility. Mostly on one level although in the Nursery the toilets are on the first floor. Ramped access to main school site for lunch and sport. NOTE: It will be useful to consider lift access to the upper floors of the main building in due course. Although not straightforward, changes in lift technology make the possibilities of such work achievable.</p>	<p>Ramps & handrails</p> <p>Vary room allocations</p>
<p>Classrooms/ teaching: Specialist</p>	<p>IT – first floor of main building. For short-term need, this function could be moved / adapted to use (e.g. use of i-Pads) accessible classrooms on the ground floor. For longer-term need, physical measures would be</p>	<p>Consider a lift for longer-term situation</p>

	required (see above).	
	DT & Art – ground floor accessible Science – as DT / Art (above). Music – first floor of main building. As IT (above). Drama – use of ground floor spaces (including Assembly/Dining hall) which are accessible.	Ramp Consider a lift for longer term situation
Library	Located on the first floor of the main building. In the short-term, the provision could be moved to the ground floor. In addition, it is possible to ensure access to the Library catalogue electronically. Long-term, arrange improved access within the main building (as above).	Consider a lift for longer-term need situation
Dining & Assembly	Located on the ground floor of the main building – level access.	
Recreation & Sports	Gymnasium – on the ground floor with easy access Sports field – accessible.	
Travel / Transport	Neither of the two existing minibuses are currently adapted, but they could be so (N.B. Loss of space / capacity). However, one minibus at Lancing College has adaptable capability. Hired transport – can be hired with disabled provision as necessary.	
Toilets & Changing Rooms	Generally – limited provision but could adapt given notice. Changing rooms – there is provision for the girls and the same could be arranged for the boys, given notice.	Create facilities

		Create facilities
--	--	-------------------

1. Summary & conclusions

- a) Make ongoing general adaptations as opportunities present themselves i.e. new builds, refurbishments etc.
- b) Make specific changes to accommodate pupils as needs dictate, given sufficient notice.
- c) Prepare for and make as necessary other changes to accommodate disabled persons' requirements in the widest sense. N.B. Bear in mind that only a small percentage of registered disabled persons are wheelchair-bound.
- d) Consider widest implications of disability i.e. provision for sensory impairment disability (hearing & sight in particular) and factor in adaptations & improvements as opportunities present themselves. Hearing loops may be installed.
- e) Explore extent to which ICT & the Intranet (VLE) can make areas/curriculum accessible e.g. the Library catalogue.
- f) Admissions/administrative procedures to be refined to ensure that they are able to deal with/offer appropriate material for disabled people.
- g) Governors to monitor progress to consider opportunities as arising. An annual report on progress will be made via the Head.

Gavin Merryweather

Estates Bursar October 2016

Reviewed in September 2017