



Lancing Prep Worthing

A Lancing College Preparatory School

SENDA Policy (including the EYFS) 2025-2026

DISABILITY INCLUSION AND LEARNING SUPPORT POLICY

Introduction

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

Reviewed in January 2023 by Heather Beeby and Kim Fisher

Reviewed in January 2024 by Francesca Milling and Kim Fisher

Reviewed in January 2025 by Francesca Milling, Amie Bennet and Kim Fisher

Reviewed in January 2026 by Francesca Milling, Amie Bennet and Kim Fisher

Next review due: January 2027

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

This policy aim is to ensure that current and prospective pupils are protected from discrimination, under the terms of the Special Educational and Disability (SENDA) Act (2001), and that pupils with a disability 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 (including the EYFS provision at the School) 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.

Our commitment

LPW is an inclusive and supportive school environment. We welcome applications from and are committed to the fair treatment of current and prospective pupils with special educational needs and/or disabilities (SEND). We aim to ensure that, where possible, any child with special educational need and / or disability is provided with a fair opportunity to receive an education at LPW and that such pupils will be warmly welcomed to the school community. We will take reasonable steps so pupils with a disability or special educational need are not placed at a substantial disadvantage compared with their peers.

Our approach is person-centred, partnership-based and focused on wellbeing as part of everyday school life, consistent with the ISI Framework (2023) which focuses on actively promoting pupils' wellbeing across all provision.

Legislative and regulatory framework

This policy reflects and has regard to:

- Equality Act 2010
- Independent School Standards Regulations 2014 (ISSR)
- ISI Inspection Framework (effective 1 September 2023)
- SEND Code of Practice: 0–25 years (2015, updated) — while statutory for listed bodies rather than all independent schools, LPW has regard to the Code as good practice for identification, assessment and co-production with families. [gov.uk]

Definitions

- Disability: A physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities (Equality Act 2010). “Substantial” means more than minor or trivial.
- Special Educational Needs (SEN/D): A learning difficulty or disability requiring special educational provision that is different from or additional to that made generally for others of the same age. (SEND Code of Practice, 2015.)
- Note: Many pupils with SEN/D will meet the Equality Act definition of disability, but not all; equally, some disabled pupils may not have SEN.

Admissions and on Entry to School (including EYFS)

LPW welcomes applications from disabled pupils and those with SEND. 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). Admissions decisions are based

on whether we can reasonably meet a child's needs and deliver an effective education with appropriate adjustments, without causing a disproportionate impact on the education of other pupils or the efficient education of the school.

We encourage and ask families to share relevant information at enquiry/registration stage, so we can identify potential adjustments and, where helpful, arrange a pre-admission meeting and/or trial/visit to consider needs and reasonable steps.

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

- Resources
- Costs
- Time
- Practicability/degree of difficulty
- SEN provision
- Health and Safety
- The interests of other pupils in the school
- Maintaining the School's standards

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 them.

If a prospective pupil has a specific disability that means a reasonable opportunity to succeed academically or/and pastorally requires special arrangements of some kind, we request that parents or guardians declare such needs in advance, so that appropriate support can be considered, discussed and where possible, provided or alternatives shared. LPW's registration form requests that parents declare such needs in advance so that we can discuss, prepare and ensure that conditions are conducive to success.

Reasonable adjustments

The policy sets out the adjustments that LPW regards as reasonable when considering accommodating a pupil with specific needs and/or disability. 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. As a listed building, there may be times where we would have to complete a 'Listed Building Consent application' for any alterations, extensions or amendments to the building. Therefore, this will need to be considered when or if any building work or adjustments are required.

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.

Decision-making

When considering adjustments we take into account:

- The practicality and timeliness
- The resources available and any disproportionate impact on others
- Specialist advice and the pupil's/parents' views

The following aspects will need to be carefully considered:

- Preparation for entry into the school
- The curriculum and timetabling
- Teaching and learning (adaptation and use of auxiliary aids, plus potential inclusion of relevant 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

When it becomes apparent that a child requires reasonable adjustments and support, 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 to meet the needs of the pupil? (If so, how much time will this take up?)
- *Medical/educational*
 - Will extra staff be required to support the child?
 - Is there a professional liaison officer/expert advisor available to advise staff?

Resources

- Will the pupil require special equipment?
- Will physical adaptations be required for access?

Health and Safety

- What are the known risks?

Finances

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

Timetable

- Are there timetabling repercussions?
- Are all subjects suitable for the pupil?

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?

Examples include (illustrative, not exhaustive)

- Adaptive teaching approaches and scaffolded tasks
- Relocating a subject or classroom to a ground-floor room for mobility needs
- Providing auxiliary aids (e.g., coloured overlays, laptop, enlarged print)
- Adjusted timings/routines, rest breaks and quiet spaces
- Risk-assessed participation and reasonable adaptations for sporting activities/trips/residentials

Curriculum access, teaching and learning

The school recognises the importance of meeting learning needs of its pupils within the setting. Teachers use adaptive teaching strategies and approaches to support all pupils within the classroom setting, including those with SEND. We aim to provide good quality, inclusive teaching which takes into account the learning needs of all children in the classroom. This includes providing work adapted to the needs of the pupils (adaptive teaching) and creating an inclusive learning environment with an understanding of individual children's barriers to learning. Pupils' voice is highly encouraged; support is co-produced with pupils and parents, wherever possible.

External agencies: With consent, we draw on specialist advice and integrate recommendations into admission considerations and school provision. As certain external agencies and services provided by county council are not accessible to children and young people who attend independent schools, for example but not limited to, Speech and Language School Service, there are times when independent external specialists may need to be sought by parents privately.

EYFS

All principles in this policy apply to EYFS. Reasonable adjustments for very young children are planned in close consultation with families and EYFS staff, with a focus on safe access, communication and early intervention.

Pastoral care, behaviour and anti-bullying

Pupil wellbeing is actively promoted as part of daily practice and leadership responsibility, in line with ISI expectations.

Our Behaviour and Anti-Bullying policies apply equally to pupils with SEND, with reasonable adjustments considered, as required. Staff receive guidance on respectful language and on recognising and addressing any harassment or victimisation related to disability or SEND.

Co-curricular, trips and activities

Pupils with SEND are encouraged and supported to participate in all aspects of school life. We risk-assess and plan reasonable adjustments for educational visits, clubs, performances and sport to avoid substantial disadvantage, unless this would be unreasonable in the specific circumstances. Communication with families is encouraged, to support with the planning of reasonable adjustments, with regards to these aspects of school life.

Medical conditions and personal care

We follow the advice of any healthcare, allergies, medicines and emergency procedures plans shared with us by families, coordinating with relevant health professionals and families, as and when required.

13. Accessibility planning and estates

LPW maintains and publishes a three-year Strategic Accessibility Plan (please see Appendix A).

We consider improvements during refurbishments/new works and, where reasonable, through minor adjustments (e.g., signage, handrails, portable ramps), while noting that physical alterations are addressed through the Accessibility Plan rather than through the reasonable-adjustments duty itself.

Concerns, complaints and appeals

We work in partnership with parents, and it is vital to us that any complaints are dealt with calmly, swiftly and efficiently. Please see School's Complaint Procedure for further information. We encourage parents to discuss any concerns with our Head and/or SENCo.

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

Key Contacts:

- Head: Francesca Milling, f.milling@lancing.org.uk
- SENCo/Assistant Head: Amie Bennet, abennet@lancing.org.uk
- Admissions: Catherine Fauvel, clf@lancing.org.uk

Appendix A - Strategic Accessibility Plan

September 2024 – September 2027

Room	Description	Action
<p>Classroom/teaching: General</p>	<p>All ground floor classrooms (2 classrooms, 1 Art room) in the main building are accessible without the need for further major adaptation; 1 classroom has a step down into it. 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. All on one level with ramped access to main school site for lunch and sport.</p> <p>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. The Manor house is listed and therefore we would have to gain Listed Building consent for addition of a lift in this building.</p>	<p>Ramps & handrails</p> <p>Vary room allocations.</p> <p>A project is to relocate the Nursery Toilets from 1st to Ground Floor. This was COMPLETED Summer 22.</p> <p>A new lavatory was built next to The Hive in the summer of 2022.</p>
<p>Classrooms/ teaching: Specialist</p>	<p>IT – first floor of main building. For short-term need, this</p>	<p>Consider a lift for longer-term situation, however it</p>

	<p>function could be moved / adapted to use (e.g. use of iPads)</p> <p>accessible classrooms on the ground floor. For longer-term need, physical measures would be required (see above).</p>	<p>should be noted that the building is listed.</p>
	<p>DT & Art – ground floor accessible</p> <p>Science – ground floor accessible</p> <p>Music – first floor of main building. As IT (above).</p> <p>Drama – new detached purpose-built studio finished in 2017. Readily accessible with small ramp.</p>	<p>Ramp</p> <p>Ramp</p> <p>A small refurbishment of the Science Laboratory created the maximum floorspace available for student seating. Any future plans to upgrade the facility will improve further on accessibility needs.</p>
Library	<p>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).</p>	<p>Consider a lift for longer-term need situation, however it should be noted that the building is listed.</p>
Dining & Assembly	<p>Located on the ground floor of the main building – level access.</p>	<p>A new and reasonably sized lavatory was built off the dining room in the Summer 2025.</p>
Recreation & Sports	<p>Gymnasium – on the ground floor with access</p> <p>Sports field – accessible.</p> <p>One netball court and playground both accessible.</p>	

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 both girls and boys in the Sports Hall.	Create facilities: Ground Floor Student WC. This WC was COMPLETED Summer 22. Plan to refurbish ground floor WCs Summer 25 and create Accessible Student WC Summer 26

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.