

Policy

Accessibility Plan

Cambian Whinfell School

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1. Monitoring & Review

The Policy Authors will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements, or best practice guidelines so require.

2. Purpose

Cambian Whinfell School has high ambitions for all its' pupils and supports them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school. This plan identifies how we meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. The Senior Leadership Team (SLT) reviews this policy every three years.

3. Definitions of SEND

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

(SEND code of Practice 2014)

'Many children and young people who have SEN may have a disability under the Equality Act 2010, that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.' (SEND code of Practice 2014).

Notably, autistic pupils are more likely to be excluded from school compared to those pupils with no special educational needs. Disruptive behaviour can be a manifestation of a pupil's autism and excluding a child or young person for exhibiting disability-related behaviour can amount to disability discrimination.

The Equality Act 2010 means that we must be tolerant of disability-related behaviour and due consideration must be undertaken to make reasonable adjustments.

4. The Equality Act 2010

This Act sets out the legal obligations that schools, early years providers, post-institutions, local authorities have towards disabled children and young people;

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled

children and young people might require and what adjustments might need to be made to prevent that disadvantage.

- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools,
- academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.' (SEND code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with:

1. Cambian Whinfell School's Admissions policy
2. The Equality Opportunities and Diversity policy
3. Cambian Whinfell School's Behaviour Policy
4. Cambian Whinfell School's Child Protection and Safeguarding Policy
5. Our school website: <https://www.cambiagroup.com/specialist-education/our-schools/autism-schools/cambian-whinfell-school/>

5. Accessibility Plan

Schools must publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014) 'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014).

All children and young people at Cambian Whinfell School have an Education, Health and Care Plan (EHCP), which is reviewed annually; occasionally interim reviews will be held if the need arises. The discussions will involve staff, parents and children plus outside agencies, as necessary. Daily morning briefings ensure that individual pupil needs are discussed as appropriate, with support and provision put in place as required. Staff work together cohesively to ensure that individual needs and requirements are managed in a consistent and timely fashion.

The action plan below identifies key activities that will take place to ensure that our school becomes increasingly accessible for pupils with disabilities.

Objective	Strategy	Outcome	Timescale	Goal Achieved
<p>Provide a programme of robust for all staff so that the school has a progressive approach to assessing and providing for the needs of children and young people (CYP) with a primary diagnosis of ASD and associated disabilities/difficulties.</p>	<ul style="list-style-type: none"> • In-house and external training • Networking opportunities for staff and visits to other ASD schools • Annual review of Admissions Policy 	<ul style="list-style-type: none"> • Staff are more enabled and confident in their approach towards meeting the needs of non-neurotypical CYP • Incidents of challenging behaviour reduce in quantity and length • Qualitative and quantitative information indicates an overall increase in access to and engagement in learning from starting points/baseline assessments • STEP data indicates an upward curve in relation to individual attitudes towards learning 	<ul style="list-style-type: none"> • Baseline assessments undertaken during 12-week assessment period • STEP undertaken annually • Annual review and professionals reports • Data collection and analysis of RPIs and incidents 	<ul style="list-style-type: none"> • Physical Intervention CPI data indicates a downward trend. • Layered curriculum offer in place • Individualised learning programmes developed for more complex learners

Objective	Strategy	Outcome	Timescale	Goal Achieved
<p>Ensure that all staff are appropriately trained to support CYP with medical conditions and further to sustaining injury</p>	<ul style="list-style-type: none"> Revise the First Aid Policy Identify staff to attend three-day First Aid Training 	<ul style="list-style-type: none"> Management of health and minor emergency needs is robust; CYP are kept safe The school is compliant in the administration of First Aid and medication 	<ul style="list-style-type: none"> All new starters undertake Emergency First Aid at Work – 6-hour course There are x3 Three Day First Aid Trained staff on campus 	<ul style="list-style-type: none"> Ongoing Emergency First Aid Training in place as part of induction and subsequent refresher training in place x3 staff identified to attend 3 Day First Aid Training (Care, Education and Support Services)
<p>Safeguard the emotional wellbeing of our cohort of CYP</p>	<ul style="list-style-type: none"> Develop the sensory curriculum to ensure that there is sufficient resource to support CYP to regulate their emotions Ensure the PSHE curriculum provides opportunities to focus on building resilience To broaden learning outside the classroom to give context to classroom-based activities and develop team building and challenge rigidity of thought Registration for Carnegie MH Award 	<ul style="list-style-type: none"> CAPEX monies enhance the environment so that CYP with identified needs are better supported to manage sensory overload Levels of engagement in learning increase from baselines The school receives national recognition for the quality of outdoor learning experiences Theory-based learning is realised, in reality, through functional learning experiences; core learning is transferred to practical situations 	<ul style="list-style-type: none"> Spring 2024 – expand the range of outdoor games and equipment to be purchased 	<ul style="list-style-type: none"> Work scrutiny exercise identified good practice and areas for development Full staff training

Objective	Strategy	Outcome	Timescale	Goal Achieved
To continue to provision map to meet individual needs.	Head of education assigns timetable with appropriate personalized provision for each pupil in discussion with all staff.		Annually	Pupil progress monitoring.
Create positive learning environment	Provide access to tablets and laptops for every pupil in all lessons. Pupils work/involvement in activities is displayed around school. Learning walks carried out by proprietors	Pupils have clear and positive identify of their workstation Wall displays in place. Positive actions are identified and can be repeated in other areas. Barriers to learning can also be identified in order to make improvements.	Ongoing At least monthly.	Visitors to school comment on positive atmosphere in/around school. Pupil attendance figures.

Objective	Strategy	Outcome	Timescale	Goal Achieved
<p>Ensure that all pupils are able to have their voices heard</p>	<p>School Council and Young persons Meetings Individual face-to-face chat with nominated staff member. Introduction of Mind of My Own.</p> <p>Well trained staff who are aware of pupil needs/triggers and can facilitate pupils to share opinions/concerns</p>	<p>Pupils are actively sharing their views and concerns and feel empowered to address any difficulties with peers</p>	<p>Ongoing</p>	<p>Annual pupil evaluation shows that pupils feel able to share concerns and views</p>
<p>Ensure that information is available in different formats to both parents/carers and pupils when required</p>	<p>The need for information to be in a different format for pupils is identified when completing the 'Pupil Profile' as part of a new pupil's induction</p> <p>The need for information to be available in a different format for parents/carers would be identified in the initial parental interview</p>	<p>Pupils and parents have access to information in a wide variety of formats</p>	<p>Ongoing</p>	<p>Pupil and parent feedback shows satisfaction with the information made available</p>

6. Access to Information

Different ways of communicating are made available to enable all SEND pupils to express their views and to hear the views of others. There is a school council with pupils meeting regularly with nominated teaching staff and there is a suggestion box for pupils to pose questions or concerns.

Access to other information is planned, with a range of different formats available for pupils, parents and staff. For carers we provide telephone contact, as required, electronic home-school contact (parents know that they can email either the Head of Development or Head of Learning at any time), and each pupil has a home-school book. Newsletters go home every half term and the school's management team operates an 'open door' policy for parents/carers.

For pupils there is a high adult to pupil ratio to enable appropriate support, with staff trained in using a communication and interaction style that facilitates maximum engagement from pupils with autism. Visual communication and learning aids are provided as required.