

Policy

Accessibility Plan

Cambian Spring Hill 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 and Direction of the School's Plan: Vision and Values

Cambian Spring Hill School has high ambitions for all its' learners 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 learners 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 in line with Government expectations.

Spring Hill School fully supports the contents of DfE publication 'The Equality Act 2010 and Schools' https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf and the Senior Leadership Team (SLT) and Governors have committed themselves, through policy, to:

- increase access to the curriculum for disabled children and young people
- improve the physical environment to increase access to education and associated services at our school
- and improve the information provided for disabled youngsters, staff, parents/carers and other service users where such information is provided in writing for people who are not disabled.

The Equality Act, 2010, places a legal requirement on all schools to increase accessibility for disabled children and young people. All schools are required to produce and publish an Access Plan.

Spring Hill School is dedicated to giving all of our children and young people every opportunity to aspire to their full potential, whether academically or socially and emotionally. We do this by taking account of each individual's varied life experiences and academic, care and clinical needs. We offer a broad and balanced curriculum which is tailored to each learner and have high expectations for all children, regardless of their disability. The achievements, attitudes and well-being of all our children and young people matter. Spring Hill promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. Our Spring Hill SPIRIT supports us to actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of learners.; this means that equality of opportunity must be a reality for our all.

We define equality in line with the Equality Act 2010 and recognise and respect the following regarding the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex and sexual orientation

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 learners are more likely to be excluded from school compared to those with no special educational needs. Disruptive behaviour can be a manifestation of 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 are 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 Spring Hill School’s Admissions policy
2. The Equality Opportunities and Diversity policy
3. Cambian Spring Hill School’s Behaviour Policy
4. Cambian Spring Hill School’s Child Protection and Safeguarding Policy
5. Our school website: <https://www.cambianguroup.com/specialist-education/our-schools/autism-schools/spring-hill-school/>

Responsibilities

Governing Body

The Governing Body is responsible for this scheme and for making sure that it is acted upon. The Governing Body will monitor and evaluate the operation and impact of this scheme and provide the resources and support structures needed to ensure effective implementation of the action plans flowing from it.

Regional Education and Care Leads work in tandem support the Principal to ensure the effective implementation of this plan and report on associated issues to the whole Governing Body.

The Principal

The Governing Body may choose to delegate the day-to-day responsibility for the management of the scheme to the Principal, Head of Education or Assistant Head Teacher. The Principal may be given such responsibilities as deemed appropriate to:

- Ensure the effective implementation of the scheme
- Communicate the scheme and its implications to staff, students, parents/carers and other bodies
- Organise the delivery of the relevant training for staff
- Monitor and report on the operation of the scheme
- Take any remedial actions as required.

Staff

This Access plan applies to **all** staff: this includes education, care and clinical teams and domestic, maintenance and administrative staff.

Some staff may, from time to time, be given specific responsibilities for the implementation of aspects of the scheme, such as the investigation of reported incidents of disability related harassment or disability discrimination, monitoring the implementation of the scheme; or, conducting equality impact assessments.

Staff will be consulted on the implementation of the scheme through the normal procedures that apply.

Children and Young People

This plan applies to all children and young people regardless of whether they receive some or all of their education at Spring Hill School.

Parents/carers and other Persons

Parents/carers, visitors and contractors and other persons coming on to the school site will be informed of our commitment to disability equality and will be expected to comply with the relevant aspects of our scheme.

5. Accessibility Plan Actions

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 Spring Hill 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. This plan was reviewed in February 2021 and will be reviewed again in 2023

Objective	Strategy	Outcome	Timescale	Goal Achieved
<p>Provide a programme of robust CPD and coaching experiences 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"> • Launch of a 4 Year Whole Site Strategy • Development of the START programme to support effective and informed transition to SHS • Development of the clinical team and SSWO to support staff and students • High quality 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 • Staff are able to dispense their duties in a therapeutically informed manner • Incidents of challenging behaviour reduce in quantity and length because staff adopt clinically informed practice • Qualitative and quantitative information indicates an overall increase in access to and engagement in learning from starting points/baseline assessments • PASS data indicates an upward curve in relation to individual attitudes towards learning 	<ul style="list-style-type: none"> • Baseline assessments undertaken during the START programme • PASS undertaken twice per year per learner • Annual training programme agreed by SLT in the summer term • Analytical behaviour reports produced as required e.g. for emergency reviews 	<p style="text-align: center;">2020/2021</p> <ul style="list-style-type: none"> • Overall data indicates a downward trend in RPI • Revised Curriculum Offer in place • Education Learner Profiles in place to signpost clinical, care and academic need • Formal restorative practice in place and impacting positively • START programme in development stage • Clinical Team fully staffed • Programme of Remote Learning and clinical support in place • 4 Year whole site Strategic Plan launched • Embarked on UCL Research School programme

Objective	Strategy	Outcome	Timescale	Goal Achieved
<p>Ensure that all staff are appropriately trained to support CYP with medical conditions and further to sustaining accidental 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 	<p>2020/2021</p> <ul style="list-style-type: none"> Induction policy reviewed to include FAT PEEPS reviewed x3 staff completed 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 PSHCE curriculum provides opportunities to focus on building resilience Broaden learning outside the classroom to give context to classroom-based activities and develop team building and challenge rigidity of thought To acquire LoTC status Ensure robust management of anxiety and distress during the COVID 19 pandemic Priority focus on staff wellbeing to support retention and reduce absence 	<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 Staff and parents/carers feel well supported during periods of lockdown and onsite infection Staff access quality Mental Health First Aid training 	<ul style="list-style-type: none"> Summer 2019 – installation of outdoor gym Spring 2020 – external ground level trampoline installed Summer 2021 (or earlier) – Acquisition of LoTC Award Summer 2021 – Development of high-quality onsite Forest School Provision 	<p>2020/2021</p> <ul style="list-style-type: none"> L1 – L3 Compass Buzz Training delivered throughout 2018/2019 Work scrutiny exercise, HT2 2019, identified good practice and areas for development Full staff training, Solution Focused Reflective Practice, HT1 2019 Employment of trained Mental Health practitioner Employment of Student Support and Wellbeing Office to support development of whole site wellbeing strategy for all Inclusion of Staff Wellbeing as a focus in the Strategic plan Staff survey undertaken HT3 21

Objective	Strategy	Outcome	Timescale	Goal Achieved
Refine Education Learning Profiles (Provision Maps) to meet individual academic, care and clinical needs	<ul style="list-style-type: none"> Head of Education/SENCo assigns timetables with appropriate personalised provision for each learner Each profile has clinical strategies identified Profiles identify recovery strategies to mitigate impact of lockdown Identified strategies support progress towards and attainment of EHCP objectives 	<ul style="list-style-type: none"> Each learner has a bespoke offer which supports their personal and academic development EHCP targets are met and often surpassed Documented evidence that students and parents/carers felt supported during lockdown Staff develop and adopt clinically informed practice in their teaching 	<ul style="list-style-type: none"> Twice yearly reviews of ELP's CV19 support offered for as long as required 	2020/2021 <ul style="list-style-type: none"> Robust menu of activities to celebrate Children's Mental Health Week (w/b 1st Feb) CV19 support readily available as required Initial standardized test undertaken HT1 '20 which have informed Recovery Curriculum and focused intervention Quality of Life Programme™ developing across site to support youngsters to develop levels of independence
Create purposeful learning environments that inspire and engage each learner to achieve to their full potential and celebrate the 4 Curriculum for Excellence objectives of: <ul style="list-style-type: none"> Curriculum areas and subjects Interdisciplinary learning Ethos and life of the school Opportunities for personal achievement 	<ul style="list-style-type: none"> Ensure IT is fit for purpose and supports individual ability and aspirations Improve the acoustics of Pines by undertaking a rolling programme of lowering ceilings Develop A Level opportunities for high-functioning students High quality displays which share the learning journey Learning walks undertaken half-termly and findings shared to develop practice Broaden learning outside the classroom 	<ul style="list-style-type: none"> Classrooms are well-resourced and managed effectively to inspire and support engagement Displays are purposeful and of high quality; there is a learning purpose to each one Form rooms have agreed class rules on display and promote the Spring Hill SPIRIT Learners respect their environment and enjoy their learning All learners have access to vocational/independence development opportunities Attendance is at least 95% throughout the year 	<ul style="list-style-type: none"> As required and further to feedback from SLT learning walks 	2020/2021 <ul style="list-style-type: none"> Library relocated to support independent study Careers Actions Plans in place for all 14+ youngsters

Objective	Strategy	Outcome	Timescale	Goal Achieved
<p>Ensure that information is available in different formats to both parents/carers and students when required</p>	<ul style="list-style-type: none"> The need for information to be in a different format for students is identified during the initial assessment process and as part of induction (START Centre) Develop alternative methods of communication such as PECS and MAKATON The need for information to be available in a different format for parents/carers is identified in the initial assessment process Support a reduction in anxiety by developing visually informative transition information 	<ul style="list-style-type: none"> Children and young people and parents/carers have access to information in a wide variety of formats The prospectus is relevant and informative and promotes equality of opportunity at Spring Hill School Anxiety and distress are reduced because children and young people have access to visual information regarding Spring Hill's facilities and staff team Transitions from Spring Hill are supported with informative social stories and visuals pertinent to the provision/are they are moving to 	<ul style="list-style-type: none"> Prospectus revised Summer '20 CPD for staff re: basic MAKATON and PECS undertaken by Spring 2022 Commercial quality audiovisual in place by summer '21 Initial student-produced film reviewed summer '21 Information loaded onto school website by September '21 	<p>2020/2021</p> <ul style="list-style-type: none"> Initial student footage supported positive feedback from YP during assessment 'phase Mental Health Lead impactfully supporting 52-week residential youngster with basic MAKATON to support communication needs

6. Access to Information

Different ways of communicating are made available to enable all of our learners to express their views and to hear the views of others. There is a school council where representatives meet along with nominated teaching/support staff.

We have onsite Clinical Provision and our Clinical Psychologist, Highly Specialised Speech and Language Therapist and Mental Health Practitioner are integral to supporting youngsters to develop communication strategies. Additionally, our team of clinicians guide and advise staff to ensure their practice is therapeutically informed in order to support individuals cognition, memory recall and self-regulation.

Class sizes are kept purposefully small and our typical staff to student ratio is 2:1 with many youngsters allocated bespoke 1:1 support to help them to access various learning opportunities, information and activities. Learning activities are informed by need and Education Learner Profiles provide a summative and accessible overview of learner need and strategies to support academic and emotional progress and attainment.

Our high adult to pupil ratio enables appropriate support, with staff trained in using a communication and interaction style that facilitates maximum engagement from children and young people with autism. Visual communication and learning aids are provided as required and no stone is left unturned in an effort to ensure levels of support and intervention support learners to aspire to their true potential.

For parents/carers we provide telephone contact, as often as is required, electronic home-school contact (parents know that they can email staff members) and each learner receives a weekly report which provides an overview of engagement and progress in learning and attitude towards learning. A comprehensive termly report provides parents/carers with a comprehensive update, providing qualitative and quantitative information. Newsletters are sent home every term and the school's management team operate an 'open door' policy for parents/carers to discuss any queries or concerns in a respectful and constructive manner. Our Clinical Psychologist offers support to parents/carers who are anxious about their child's presentation in the family home and the schools Special Educational Needs Officer (SENSO) is available to signpost to other agencies to support issues pertinent to an individual's set of circumstances.