

Policy

Accessibility Plan

Cambian Spring Hill School

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| Policy Author / Reviewer | Samantha Campbell |
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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 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 students are more likely to be excluded from school compared to those students 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. Spring Hill School's Admissions policy
2. Cambian Group's The Equality Opportunities and Diversity policy
3. Spring Hill School's Positive Behaviour Policy
4. Spring Hill School's Child Protection and Safeguarding Policy
5. Our school website: <https://www.cambiangroup.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 policy 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 to 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 choose to delegate the day-to-day responsibility for the management of this policy to the Principal. The Principal may delegate management 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 and regardless of levels of need.

Parents/carers and other Persons

If required 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 expectations around inclusive practice.

5. Accessibility Plan

Schools must publish accessibility plans'....'setting out how they plan to increase access for disabled students 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 students with disabilities. This plan was reviewed in September 2023 and will be reviewed again in September 2026.

| Curriculum | | | | |
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| Objective | Strategy | Outcome | Timescale | Progress |
| Provide ongoing programmes of robust CPDL 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. | <ul style="list-style-type: none"> In-house and external training Networking opportunities for staff and visits to other ASD schools Access to NPQ's Sharing of best practice from ECT programme Adherence to therapeutically informed practice | <ul style="list-style-type: none"> Staff enabled and confident in their approach towards meeting the needs of non-neurotypical CYP Individual 'behaviours' are understood and appropriately and consistently managed Incidents of challenging behaviour reduce in quantity and length Qualitative and quantitative data identifies increased access to and engagement in learning from starting points/baseline PASS data indicates an upward curve in relation to individual attitudes towards learning Staff recruitment and retention rates high | <ul style="list-style-type: none"> Baseline assessments undertaken during 12-week assessment period PASS undertaken twice per year Annual training programme agreed by SLT in the summer term Analytical behaviour reports produced as required e.g. for emergency reviews % of staff accessing accredited qualifications increases | <ul style="list-style-type: none"> Vice Principal undertaking NPQH Principal undertaking NPQEL Primary Progress Lead undertaking NPQSL NASENCo qualified SENCO in place SENCO undertaking NPQSL 'Bite-sized' in-house clinical training in place LSA undertaking L2 Forest School qualification |

| Curriculum cont... | | | | |
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| Objective | Strategy | Outcome | Timescale | Goal Achieved |
| Promote Reading and oracy across the curriculum | <ul style="list-style-type: none"> Develop a whole school evidence-based Literacy Strategy and action plan Introduce an approved reading scheme to support engagement in reading | <ul style="list-style-type: none"> All staff understand their responsibilities associated with developing literacy CYP are better able to access their learning CYP are better equipped to access the wider world Short and medium term plans identify opportunities to develop competencies around reading and literacy | <ul style="list-style-type: none"> Focus throughout 2023/2024 Driven via Progress Meetings - Termly Specific actions identified via supervision – Autumn HT1 '23 | <ul style="list-style-type: none"> Strategy and plan in place September 2023 Accelerated Reader introduced September 2023 |
| Support access to the curriculum by safeguarding the emotional wellbeing of our cohort of CYP | <ul style="list-style-type: none"> Continue to 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 Continue to broaden learning outside the classroom To acquire LoTC status Develop School Sports Partnership (SSP) opportunities Develop support for children who are chronic school refusers | <ul style="list-style-type: none"> The environment is continually developed to support CYP who struggle with sensory overload Levels of engagement in learning increase from baseline SSP status improves LoTC status achieved Theory-based learning is supported through functional learning experiences to support understanding Staff reduce cognitive demand without limiting opportunities to achieve Post pandemic intervention better equipped to support chronic school refusal | <ul style="list-style-type: none"> Working towards acquisition of Acquisition of LoTC Award – HT6 2024 OT and therapy assistant undertake trampoline/rebound training – November '23 Therapy Assistant undertakes THRIVE Practitioner training – by HT1 '24 Have a home/school offer developed – Summer 2025 | <ul style="list-style-type: none"> SSP awarded moved from Bronze to Silver – September 2023 |

| Curriculum cont... | | | | |
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| Objective | Strategy | Outcome | Timescale | Goal Achieved |
| Learning is effectively sequenced to enable students to achieve to their full potential | <ul style="list-style-type: none"> Develop programme CPDL based around Rosenshine's 10 Principles of Instruction Develop group work scrutiny opportunities Utilise ECT training materials Set specific evidence-based targets during supervision | <ul style="list-style-type: none"> Students understand the rationale of what they are learning and can apply prior learning to develop next steps Students develop resilience to problem-solve relying less on teacher or LSA support Students demonstrate that they can effectively question and challenge | <ul style="list-style-type: none"> Programme of CPDL in place – HT3 '24 | <ul style="list-style-type: none"> |
| Students have access to specific resource as identified in their EHCP | <ul style="list-style-type: none"> Identify trends and alert Cambian support functions to potential demand | <ul style="list-style-type: none"> Additional resource supported via Cambian IT and Clinical support functions Laptops available 1:1 support funded by commissioning LA | <ul style="list-style-type: none"> Rolling programme | <ul style="list-style-type: none"> |
| Students have access to high quality independent careers education, advice and guidance (ICEAG) | <ul style="list-style-type: none"> Develop the current provision to support parents/carers when their child when they leave Spring Hill Provide further opportunities for parents/carers to meet, directly, with the Careers Adviser | <ul style="list-style-type: none"> Transition to Post 16 opportunities are seamless Parents understand their duties in relation to securing transport and other funding streams Parents do not feel abandoned by the system, Post Spring Hill School | <ul style="list-style-type: none"> Careers Surgeries to be introduced to all Showcase Days – Autumn '23 Admissions and Discharge Register to reflect additional support/interventions afforded by Spring Hill further to leaving the school | <ul style="list-style-type: none"> |

| Communication | | | | |
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| Objective | Strategy | Outcome | Timescale | Goal Achieved |
| Ensure that all students are able to have their voices heard | <ul style="list-style-type: none"> Embed and promote MOMO across campus Develop opportunities for students to 'meet and greet' visitors Broaden the newsletter to include articles written directly by students | <ul style="list-style-type: none"> All students feel equally valued Students know that staff actively listen and respond to their views accordingly Students know that their work is valued | <ul style="list-style-type: none"> MOMO Training September '23 Roll out driven through iSTART and support via Pastoral Lead – September '23 | <ul style="list-style-type: none"> |
| Ensure that information is available in different formats to both parents/carers and students when required | <ul style="list-style-type: none"> The need for information to be in a different format for students is identified when completing the 'Pupil Profile' as part of a new pupil's induction 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) | <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, promoting equality of opportunity at Spring Hill School Anxiety and distress are reduced because students 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 | Ongoing | <ul style="list-style-type: none"> |

6. Access to Information

Different ways of communicating are made available to enable all SEND students to express their views and to hear the views of others. There is a school council with students meeting regularly with nominated teaching staff and there is a suggestion box for students to pose questions or concerns. Access to other information is planned, with a range of different formats available for students, 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 students 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 students with autism. Visual communication and learning aids are provided as required.