



<b>The Cam Academy Trust 'CABIN' PROVISION POLICY</b>	
<b>Approved in consultation with the Audit and Risk Committee on behalf of the Trust Board:</b>	<b>18.11.2022</b>
<b>Shared with the Cabin Strategic Board</b>	<b>11.10.2022</b>
<b>To be reviewed:</b>	<b>Every two years or as appropriate</b>
<b>Date of next review:</b>	<b>October 2024</b>
<b>Responsible Officer:</b>	<b>Director of Trust Cabin Provision – P. Allcock</b>
<b>Category: 1</b>	<b>Version: 2</b>

## **1. Introduction**

In its core principles The Cam Academy Trust is committed to providing education of the very highest standards to all pupils. This can only happen if pupils who have special educational needs and/or disabilities (SEND) are supported appropriately so they can make the same progress in their learning as other pupils with similar starting points. The large and increasing number of young people in our society with autism presents a considerable challenge to our local, regional and national educational system.

The Cam Academy Trust's Autistic Spectrum Disorder centres are known as 'Cabins.' They are designed to provide extra support to young people who have high functioning Autistic Spectrum Condition (ASC). These are pupils with an Education, Health and Care Plan (EHCP) which identifies the need for significant additional support to access educational provision, but who are cognitively capable of accessing mainstream lessons.

The first and original 'Cabin' was opened at Comberton Village College in 2007, and the provision took its name from the portacabin in which it was initially situated. It has grown from providing for three pupils on one site to over 110 pupils across multiple sites. It has become a key strand in Cambridgeshire County Council's Local Offer and serves pupils from neighbouring Local Authorities.

Each Cabin aims to provide, a safe, secure, and inclusive environment to enable pupils with ASC to integrate into mainstream school and receive a well-rounded education. Staff provide specialist support to help pupils to achieve their full academic potential while providing social experiences to expand their boundaries and develop their confidence. This helps them to become more independent and develop their life skills. The 'Vision' and 'Mission' statements of the Cabin programme are included in Appendix 1.

The Cabin governance and strategy is overseen by the Cabin Strategic Board made up of experts in the field of Special Education and provision for autistic students who meet quarterly to review strategy and performance of the Cabin provisions.



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This is a Category 1 policy of the Cam Academy Trust (CAT). As such it covers the operation of the Cabin programme across all its sites.

## **2. Organisation and Staffing**

The Cabin programme is led by the Trust's Director of Cabin Provision.

The operation of the Cabin programme is spread across a number of Cabin locations.

These are currently:

- Comberton Village College- this is the original and largest provision, and the co-ordinating base for the other three satellite provisions
- Comberton Sixth Form
- St Peter's School, Huntingdon
- Melbourn Village College.
- **Gamlingay Village Primary School**

Each Cabin location will be led either by a Head of Cabin or Lead Communication Support Specialist (CSS).

Each Cabin location will have a specialist team of dedicated CSSs and teaching assistants (TAs). Cabin staff will be responsible to the Director of Cabin Provision and the use of Cabin staff for non-Cabin duties requires permission from the Director of Cabin Provision.

The exact balance of these staff will be determined by the total number of pupils within the provision. This currently equates to a 1-1 staff student ration until the number of students per centre reaches 25 at which point the ration decreases to 1-0.95 and at 35 1-0.9 etc

The provision is open to pupils who live within 75 minutes travelling time from one of the Cabin provisions who meet the other Cabin entry criteria. They will be assigned to one of the Cabin sites in discussion with the Trust's Director of Cabin Provision. Pupils will join the role of the school where their provision is situated. As such, that school will be accountable for their academic progress, including in published performance tables.

## **3. The Policy Framework**

Each Cabin will operate under the policy framework of the school in which it is situated. This means that each Cabin site will operate under overarching CAT Category 1 policies, and the specific Category 2 and 3 policies which are in place for that school. However, individual schools



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will be mindful that the needs of Cabin pupils when interpreting and applying certain policies. These are likely to include, but not be limited to, the following:

**a) Admissions Policies**

Admissions procedures for the Trust's Cabin provision are separate from those for other pupils. The mainstream admissions criteria do not apply. Places in our Cabin provisions are commissioned by the relevant Local Authority, who agree placements in negotiation with the Trust's Director of Cabin Provision who will liaise with individual school Principals/Headteachers.

**b) SEND policies.**

Pupils who are enrolled directly in one of our Cabin provisions have their education overseen by staff who are expert and experienced in working with pupils who have a high functioning Autistic Spectrum Disorder. They will not fall within the direct oversight or responsibility of the school SENCO in the same way that other pupils who have SEND do. At new sites, with fewer under 8 Cabin pupils, it is likely that the school SENCO will be more directly involved in the oversight of provision for Cabin pupils.

Cabin staff will undertake the process of review and revision of EHCPs for Cabin pupils. Additionally, it is possible that a school SENCO will choose to utilize the expertise of Cabin staff in oversight of pupils who have ASD but who are not formally placed within the Cabin setting. In such cases the SENCO will liaise with Cabin leaders to ensure that delegation of responsibilities is clearly understood by all parties. Funding for 'Cabin non-Cabin,' (Students with ASC not given Cabin places but supported by Cabin Staff) will have funding transferred into the Cabin budget.

**c) Behaviour and Discipline Policies**

Individual school behaviour and discipline policies will highlight the need for reasonable adjustment when dealing with all pupils who have SEND. Cabin pupils will be subject to the behavior policy of the school, but it is important that the need for this reasonable adjustment to be applied with a sensitivity to the context of Cabin pupils is recognised. Fixed-term or permanent exclusions remain the formal responsibility of the Principal/Headteacher of the school the Cabin pupil is on role with. However, the administration of communication with parents and re-admission processes are likely to be delegated to Cabin staff. A Cabin may articulate its own Code of Conduct. This will promote positive relationships and behavior in a way which is specific to the setting, but it will be consistent with the aims and values of the school in which it is situated.

**d) Curriculum Policies**



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Cabin pupils are cognitively capable of accessing mainstream lessons with appropriate support. As such, it is the aspiration of Cabin staff for every pupil to access as wide a curriculum as possible and to attend as many lessons as possible. It is targeted that Cabin pupils should attend at least 90% of their timetabled lessons. It is likely that Cabin staff will make slight adjustments to the curriculum offer for each Cabin pupil on an individual basis. This may reflect several reasons:

- to allow consolidation of other learning
- to accommodate mental health or physical therapy
- to access the bespoke SRE, History or PE programmes
- to avoid topics that may cause stress or anxiety (e.g., the holocaust in History, dissection in science)
- to deliver sessions in “understanding my autism.”
- To provide access to therapy provision as designated on their EHCP

#### **e) Safeguarding Policies**

Cabin leaders are conscious of the additional child protection responsibilities within a SEND enhanced resource provision. Pupils with SEND are less likely to have signs of abuse recognized by adults because of issues with communication or the misinterpretation of related behavior. There are implications for training and staffing within each cabin setting. School fire evacuation procedures must be designed with Cabin pupils in mind. The clarity of school processes for responding to pupils with medical conditions will be critical for every Cabin provision, as there are a number of medical conditions which are commonly co-morbid with autism.

#### **f) Policies on Physical Restraint of Pupils**

All schools with a Cabin provision must have a policy on the use and recording of physical restraint. It is crucial that this policy is constructed in consultation with Cabin staff, and procedures for recording incidents are understood by, and accessible to, both Cabin and mainstream school staff. School leaders should consider whether it is appropriate for Cabin staff to have oversight of all restraint protocols and records for their school setting and lead training for mainstream school staff.



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## Appendix 1

### The Vision and Mission Statements of the Cabin Programme

#### Our Vision

Our vision is to be a centre of excellence for the education of students with autism. To offer them outstanding facilities in every respect, where they can develop independence and life skills, and integrate into mainstream education with the support they need to help them cope. We believe that all students should have the opportunity to learn in a place where they feel safe and free from anxiety. As well as a place of safety, we provide an environment of stimulation and challenge where students are able to engage in their interests and fulfil their academic and social potential; a place that offers them a sense of belonging and well-being; a place where they can grow into adulthood with the same expectations as everyone else and meet the challenges of 21<sup>st</sup> century life. It is our goal is to help our students acquire the skills they need to do this. To achieve this, we offer support in mainstream lessons, small groups or on an individual basis.

#### Our Mission

Our mission is to provide a broad and balanced education where students are supported to fully develop their academic and social potential. We aim to meet their individual needs and to ensure they have the confidence and skill set to realise their ambitions.

Our aims are:

- To be a model of excellence for integration into mainstream school.
- To provide a place of safety and belonging as well as a place of challenge.
- To promote social communication and develop life skills.
- To promote the use of person-centred learning plans to offer a broad, balanced, differentiated and relevant education.
- To provide effective guidance and realistic but challenging expectations using clear goals and a consistent approach.
- To provide a place where each student is valued as an individual and given the support to help them cope with whatever they find challenging.