

ACCESSIBILITY POLICY.

Our values at Cape Cabin reflect our commitment to a learning environment where there are high expectations of everyone in terms of personal development and achievement. We aim to provide high-quality learning opportunities, so that each child in our care makes steady and positive progress in identified target areas, being able to attain and achieve to the best of their potential. We recognise learning in all its forms and are committed to nurturing lifelong learners. We provide a safe, relaxing environment, in which children's confidence and self-esteem can improve and individuals can thrive. Individual needs and talents, in all their forms, are recognised, respected and encouraged.

Our Accessibility Policy at Cape Cabin falls in line with the SEND Code of Practice 2014 and the Equality Act 2010. Under SEND 2014, a young person has a learning difficulty or disability if he/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."

Under the Equality Act 2010, centres of learning "cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation."

Youngsters are referred to Cape Cabin due to them struggling in other environments, so by our very nature, we provide a purpose-built and more individualised setting. Children join Cape Cabin on an equal footing, our aim being to remove barriers to learning and to build confidence, personal achievement and a sense of success. We are committed to providing an environment that enables appropriate, challenging curriculum access, valuing and including all learners, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Our whole ethos is one of inclusion.

At Cape Cabin, we work closely with schools, parents and carers, recognising and valuing their knowledge of an individual child's needs. Regular, effective and consistent sharing of information is deemed vital to a child's progress, with communications being in an appropriate, user-friendly format.

The physical environment of Cape Cabin offers security and appropriate stimulation, with a range of teaching and learning resources and experiences to include the natural environment.

Staff are dedicated to knowing their learners, to being aware of individual abilities and needs and to differentiating teaching and learning appropriately. Familiarity with individual EHC plans is important, enabling a personalised academic and social experience to be put in place.

Learning at Cape Cabin does not stop with the children in our care. Accessibility and inclusion involves mutual respect and learning as a two-way process. Additionally, staff value and embrace CPD to enhance our own knowledge of the complex conditions our children may present and to remain au fait with developments in relevant education and healthcare fields.

Jennie Ordish, July 2018

Reviewed June 2020 by Jennie Ordish

Reviewed July 2022 by Jennie Ordish

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