

Access & Exclusion Policy

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This document relates to Article 28 (*Every Child has the Right to an Education*) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people.



1. Rationale:

1. Orbis Education and Care is committed to providing an appropriate and high quality education to all pupils. We believe that all children, particularly those identified as having Additional Learning Needs have a common entitlement to a broad and balanced, academic and social curriculum, which is fully accessible to them, and to also be fully included in all aspects of school life. All pupils at Orbis Education and Care have a Statement of Special Educational Needs/ EHCP/ IDP (or are in the process of applying for one) and are allocated a place at the school through funding from their Local Authority. We believe that all children should be valued equally in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe. This policy has been written in conjunction with the Equality Act 2010. [Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](#)

2. Orbis Education and Care and Priority Childcare is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who have, by the nature of their placement at the school, experienced previous difficulties. As a school we will respond to learners in ways which take account of their varied life experiences, needs and learning styles. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. Orbis Education and Care and Priority Childcare sees the inclusion of pupils identified as having additional learning needs as a matter of equal opportunities, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

3. We ensure equality of provision and ensure high achievement for different groups of learners with additional needs, including

- Pupils of either gender
- Minority ethnic and faith groups, pupils from the traveller community, asylum seekers and refugees
- Learners who have English as an additional language (EAL)
- Learners who have physical impairments
- Those who are more able and talented
- Those who are looked after by the local authority
- Those who are young carers.
- Those who are in families under stress.
- Pregnant schoolgirls and young mothers
- Any learners who are at risk of disaffection and exclusion
- Any learners with social, emotional or behavioural difficulties
- Pupils with genetic or developmental disorders
- Pupils with specific learning difficulties
- Pupils with communication difficulties
- Pupils with sensory impairments
- Pupils with medical needs
- Pupils at risk of homophobic bullying

4. This policy describes the ways in which we work to meet the needs of pupils who experience barriers to their learning, and as a result of these experience problems accessing the full breadth of the curriculum available. We recognize that pupils learn at different rates and that there are many factors affecting This document relates to Article 28 (***Every Child has the Right to an Education***) of the UN Convention on the Rights of the Child.

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achievement, including ability, emotional state, environmental factors, age and maturity. We are particularly aware of the needs of our younger pupils, for whom maturity is a crucial factor in terms of readiness to learn. We know that most pupils, at some time in their school career, experience difficulties which affect their learning, and we recognize that these may be long or short term.

5. At Orbis Education and Care we aim to identify these needs at an early stage to enable prompt intervention, providing teaching and learning contexts which enable every child to achieve to his or her full potential. The Head of Education is the member of staff responsible for any issues in relation to inclusion and the co-ordination of additional learning needs (ALN), and as a member of the management team, should be consulted regarding any possible area of need.

2. Objectives

1. To ensure the ALN and Equality Act 2010 and relevant Codes of Practice and guidance are implemented effectively across the school.

2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with additional learning needs and any other needs identified on the Statement of Special Educational Needs/EHCP/ IDP

3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

4. To provide full access to the curriculum* through differentiated planning by class teachers and use of support staff as appropriate.

(*Except where disapplication, arising from a Statement occurs, disapplication is in the minority, and we aim to offer the full curriculum to our pupils.)

5. To ensure that pupils with ALN are perceived positively by all members of the school community, and that an ethos of inclusive provision is positively valued and promoted by all staff, supported by parents/carers.

6. To ensure that we meet the needs of all pupils who access our school facilities.

7. To enable pupils to leave Orbis Education and Care having achieved to the best of their individual ability in the basic skills of literacy, numeracy and social independence, with the relevant life skills to equip them for adult life.

8. To involve parents/carers at every stage of planning to meet their child's additional needs, particularly annual reviews, PEP's, progress reviews and parents' evenings.

9. To involve the pupils themselves in planning and in any decision making which affects them.

10. To continuously review and evaluate existing provision to promote effective whole school inclusion policies and practice.

3. Arrangements for coordinating ALN provision

1. The Head of Education will liaise with each class teacher to discuss additional needs, concerns and to review the statement/EHCP of each pupil in their class, through the MDT and person-centered approach where possible.

2. At other times, the Head of Education will be alerted to newly arising concerns by any member of staff as they occur.

3. Where necessary, reviews will be held more frequently than every six months for some pupils.

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4. Targets arising from OPC's, PDPS, statements, EHCPs/PEPs and reviews will be used to inform and support in class approaches to inclusion, e.g. differentiation, varied teaching styles.
5. The Senior Leadership Team will monitor the quality and effectiveness of provision for pupils with SEN using a range of methods including classroom observation.
6. ALN support is primarily delivered by class teachers and support staff through differentiated teaching and learning activities. Additional support is provided where a need is assessed.
7. Additional Learning Needs which cannot be met sufficiently through classroom-based teaching will be supported through programs led by fully trained TAs, developed in conjunction with the therapists.
8. Support staff, class teachers, the multi-disciplinary team and outside agencies liaise and share developments in order to inform reviews and forward planning.

4. Allocation of Resources

All pupils in the school have access to a wide range of resources specific to their needs. These are available for each class providing a consistent approach across the whole school.

5. Identification and Assessment Arrangements, Monitoring and Review Procedures

1. The school's system for regularly observing, assessing and recording the progress of all pupils is also used to identify children who are not progressing as expected, and who may be displaying needs additional to those already identified in their assessments and statements. The school's data analysis draws on information extracted from:

- Autism Education Trust Progression Framework
- Baseline assessment results
- Progress measured against the objectives in the Curriculum for Wales/ DCF
- Screening and assessment tools
- Observations of behavioral, emotional and social development
- The existing Statement/ EHCP / IDP
- Assessments by on site professionals such as SALT, Occupational Therapy, Psychology etc.
- Reports from other agencies or specialist services

6. Differentiated Curriculum Provision

1. In order to make progress a pupil may require differentiation above and beyond normal curriculum planning. The differentiation may involve significantly modifying learning objectives, teaching styles and access strategies. However, as every pupil at Orbis Education and Care has individual needs, all pupils require a 'One Page Curriculum' and individual planning and these will be met through the professional judgment of the teacher and classroom support staff.

2. Monitoring of progress will be carried out by the relevant teacher and used to inform future learning planning, and how this can be addressed through class planning. All pupil progress will be reviewed via 6 Assessment weeks throughout the academic year and through end of year reporting. There are also monthly MDT meetings, annual reviews of the statement/EHCP, six monthly review meetings and yearly testing using baseline assessments. Further information on assessment can be found in the school policy for Assessment.

3. The Head of Education attends regular Heads meetings via SWASSH and WISC to gain up to date information on developments in Special Needs Education and Inclusion. Additional needs and Inclusion issues

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are targeted each year through the School Improvement Plan. In-Service training and individual professional development is then matched to these targets. In-house additional needs and Inclusion training is provided through staff meetings, INSET training days, and training led by staff with specialist areas of knowledge. All staff regularly receive training around issues relating to inclusion through the company's e-learning programme. All staff have access to professional development opportunities and are able to apply for training where a gap in provision is identified, either at an individual pupil or whole school level.

7. Involvement of the Multi- Disciplinary Team

1. At Orbis Education and Care and Priority Childcare we are in the advantageous position of having daily contact with other professionals who are in a position to aid us in meeting any additional learning needs which our pupils

may have. Pupils have access, where such a need is identified through assessment, or accordance with their statement of special educational need to:

- Speech and language therapy,
- Occupational therapy
- Psychiatry
- Psychology
- Behaviour specialists
- Other therapies dependant on individual need

2. These professionals work alongside classroom-based staff, either in an advisory capacity, devising plans and programmes for staff to follow, and/or have one to one input with pupils on a regular basis. All professionals who work with our pupils attend review meetings and have input to the pupils' Individual Education Plans where appropriate. As a staff we also have the route to refer pupils, through MDT, to additional services which may be required such as physiotherapy, psychology, psychiatry, and behaviour management.

8. Involvement of outside agencies, support services and other facilities

We are keen to work in a multi-agency approach alongside support from other services, accessed where we do not have the necessary in-house expertise - for example, in relation to pupils with severe medical need. The school staff also liaise frequently with a number of other outside agencies, including

- Social Services
- Medical consultants and/or pediatricians involved with our young people
- Parents/carers are always informed if any outside agency is involved.

9. Partnership with parents/carers

1. Staff and parents/carers will work together to support all pupils. Parents/carers are involved at all stages of the education planning process. Termly parents' evenings provide the opportunity to meet the class teacher, and all staff are happy to discuss any issues as they arise, in order to ensure any new needs are met as soon as possible. Teachers share achievements and strategies via seesaw, the school website and social media accounts, also provide parents with up to date information. Parental contact preferences are discussed during

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the admissions meeting to provide parents and carers of options with the frequency and type of contact that they would prefer.

2. At review meetings with parents/carers we try make sure that the pupil strengths as well as needs are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific, resourced and achievable. All parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed. OPC targets may include targets to work towards outside of school hours, and parents/carers are always invited to contribute their views to the progress review process. All documents relating to pupils learning are shown to parents/carers at meetings and parents' evenings. Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

3. Regular communication between school and home ensures that concerns are promptly acted upon. Where parents/carers feel that this has not happened, they are able to make a complaint by contacting the Head of Education or, if this fails to resolve the issue, the Director of Education. Our complaints policy, available from the school, sets out the steps in making a complaint in more detail.

10. Links with other schools/Transition arrangements

The Senior leadership Team are notified of new pupils via the admissions department, and an Initial Assessment takes place before placement is confirmed. Once the placement is secure, transition planning begins. This will include visiting the school the pupil is transferring from, the parents/carers, and staff from Orbis Education and Care and Priority Childcare. The process may also involve sharing photographs of the school, classroom and staff for parents to look through with the pupil prior to placement commencing. Following placement the thirteen week assessment period commences, during which full assessments are completed by all staff, ensuring the pupils' needs can be planned for effectively.

11. Inclusion Principles

Staff at Orbis Education and Care value pupils equally regardless of abilities and fully support inclusion. Within the school, staff and pupils are constantly involved in supporting all pupils' needs. There is always flexibility in approach to find the best way for each young person to fulfil their potential. Within each class, teaching and learning styles, opportunities and organization will be flexible to ensure effective learning. Where appropriate, links with partner special schools will be made, and staff will be given opportunities to view examples of best practice in other settings.

12. Access to the Environment

There are level or ramped access points to all areas of the school which facilitates easy access for all. There are 5 buildings at Summergil House that comprise the school, access arrangements for each are as follows.

The Hive: this is a single-story building, with level access points throughout. There are disabled toilets accessible to staff, pupils, and visitors within the main school building. We have ensured that there is good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of

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hearing difficulties are minimized. The main school building has areas within them of a low arousal nature which can be used to reduce anxiety for pupils as required. There is also one sensory room, outdoor sensory decking and indoor large hall which can be used for pupils who are not ready to access the classroom environments, or for pupils to complete sensory activities as required promoting physical and mental wellbeing, or to provide opportunities for pupils to have quiet time during break times.

The Burrows: this is a single-story building, with ramp access if required. There is a disabled toilet accessible to pupils. We have ensured that there is good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimized. The classroom areas are of a low arousal nature which can be used to reduce anxiety for pupils as required. There is also one common room/relaxation area which can be used for pupils who are not ready to access the classroom environments, or for pupils to complete sensory activities as required promoting physical and mental wellbeing, or to provide opportunities for pupils to have quiet time during break times.

Tree Tops: this is a two-story building, with ramp access to the lower floor. There is a disabled toilet accessible to pupils on the ground floor. We have ensured that there is good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimized. The classroom areas are of a low arousal nature which can be used to reduce anxiety for pupils as required. There is also an outdoor sensory play area, which can be used for pupils who are not ready to access the classroom environments, or for pupils to complete sensory activities as required promoting physical and mental wellbeing, or to provide opportunities for pupils to have quiet time during break times.

The Nest: this is a two-story building, with level access to the ground floor. There is a disabled toilet accessible to pupils. We have ensured that there is good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimized. The classroom areas are of a low arousal nature which can be used to reduce anxiety for pupils as required. There are also several low arousal/break out rooms and an outdoor sensory play area, which can be used for pupils who are not ready to access the classroom environments, or for pupils to complete sensory activities as required promoting physical and mental wellbeing, or to provide opportunities for pupils to have quiet time during break times. The second story is accessible via a wide staircase with handrails, which has the ability to have specialist equipment implemented to allow access should it be required for individuals.

Water Ways: this is a three-story building, with level access to the middle floor. There is a disabled toilet accessible to pupils. We have ensured that there is good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimized. The classroom areas are of a low arousal nature which can be used to reduce anxiety for pupils as required. There are also several low arousal/break out rooms and two outdoor sensory play area, which can be used for pupils who are not ready to access the classroom environments, or for pupils to complete sensory activities as required promoting physical and mental wellbeing, or to provide opportunities for pupils to have quiet time during break times. The lower and top story are

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accessible via a wide staircase with handrails, which has the ability to have specialist equipment implemented to allow access should it be required for individuals

Children requiring equipment specific to their ALN will be assessed in order to gain the support that they require in the school.

13. Arrangements for providing access to learning and the curriculum

The school will ensure that all children have access to a balanced and broadly based curriculum, and that it follows the Curriculum for Wales, delivered flexibly enough to meet every pupil's needs as outlined in their individual learning plan. No pupil will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual. It will then be replaced with an activity appropriate to meeting that pupil's needs. Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse. Staff will work in a way to ensure that the pupils they are supporting are fully included in group activities when appropriate to the pupil and will encourage peer tutoring and collaborative learning.

Schemes of work and policies for each curriculum area are tailored to each individual pupil. Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate. Pupils with sensory/physical impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate. The school will ensure that the whole life of the school, including social and self-help skills and extracurricular activities are barrier free and do not exclude any pupils. Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

14. Access to Information

All pupils requiring information in formats other than print have this provided (e.g. PECs/Widget). We adapt printed materials so that pupils with literacy difficulties can access them or ensure access by pairing young people/peer support/extra adult support. We provide alternatives to written recording where appropriate, or provide access through adult scribing, ICT or symbols. Orbis Education and Care uses a range of assessment procedures within lessons (such as audio recording, role-play and drama, video, drawing) to ensure pupils with additional needs are able to demonstrate their achievement appropriately. Details of our plan to improve access to information are contained in the school's Access Plan.

15. Incorporating disability equality into the curriculum

The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disability rights organizations on appropriate resources. Orbis Education and Care actively supports disability equality for staff, visitors, service providers and parents/carers. Literacy resources are regularly reviewed to ensure they include books

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that reflect a range of needs, and priority is given to the ordering of books with positive images and portrayal of disability as they become available.

16. Terminology, imagery and disability equality

We try to make sure we have positive images of disability in displays, resources etc. Listening to disabled pupils and those identified with additional needs. We fully include pupils (for whom it is appropriate) in their target setting and encourage and support them to take an active part in sharing information for their reviews.

17. Working with disabled parents/carers

Orbis Education and Care and Priority Childcare recognizes that there may be a number of disabled parents/carers of pupils within the school, and we work to ensure that they are fully included in parents/carers' activities. We hold parents/carers' meetings in areas that are easily accessible for anyone with mobility issues. Any parent/carer that has literacy difficulties can request to have communication via telephone or visit if this is their preferred method of communication. When a young person starts at the school, we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc.

18. Disability equality and trips or out of school activities

Orbis Education and Care and Priority Childcare tries to make all trips inclusive by extensively planning in advance and using fully accessible places. All pupils are encouraged to participate in trips and we provide additional support for pupils as required.

19. Monitoring and Evaluating the SEN and Inclusion Policy

We regularly monitor and evaluate individual pupil progress (see Assessment Policy for timetable of assessment). We also analyse data on behaviour incidents. Individual targets for pupils with additional needs will be reviewed through One Page Curriculums/EHCP's,/IDP's and Statements, and a summary of the outcomes arising from these targets will be included in the schools' annual report to parents/carers as well as being discussed in MDT meetings. Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice. Target setting for all pupils takes place termly. Annotated samples of work are kept as evidence of achievement, and to support predictions of the future achievements of pupils at the end of each Key Stage. These targets aim to ensure progression enabling pupils to reach their full potential.

20. Dealing with complaints

If a parent/carer wishes to complain about Inclusion provision or policy, they should raise the issue with the class teacher who will attempt to resolve the situation. If the issue is not be resolved to the parent/carers' satisfaction, then they may contact the Head of Education and then escalate this to the Director of Education.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, or on the school's website.

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