



C.A.T. “Cabin” Policy

Approved and adopted by CAT Board:

Date of next review:

AWAITING RATIFICATION

Responsible Officer:

Director of Cabin Provisions

1. Introduction

In its core principles The Cam Academy Trust is committed to providing education of the very highest standards (the “excellence” principle) to pupils of all kinds and abilities (the “comprehensive” principle). 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 80 pupils across multiple sites. It has become a key strand in Cambridgeshire County Council’s Local Offer and also serves pupils from neighbouring counties.

Each Cabin aims to provide 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.

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 Provisions

The operation of the Cabin programme is spread across a number of School 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
- Melbourn Village College.
- Gamlingay Village Primary

Each Cabin location will be led either by a Head of Cabin, Lead Communication Support Specialist (CSS) or Communication Support Specialist in Charge – depending on the number of students in the Cabin

Each Cabin location will have a specialist team of dedicated CSSs and teaching assistants (TAs).

The exact balance of these staff will be determined by the total number of pupils within the provision.

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 ASC Director. 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 will be mindful of the particular 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 Autistic Spectrum Conditions. The trust has a policy of accepting 3.3% of a school's pupil numbers and will attempt to maintain this as a maximum number per year group, which will be 1 student more than 3.3% of the year group. For example, if a year group has 200 students 3.3% is 6.6 students and we could accept 7 students in that year group. In most cases this will keep total numbers below 3.3% as other year groups are likely to have less than 3.3% (see Cabin Admissions policy)

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. It is therefore likely that 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. 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.

c) Behaviour and Discipline Policies.

Individual school behavior 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 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.

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 a number of reasons:

- to allow consolidation of other learning
- to accommodate mental health or physical therapy
- to access the bespoke SRE programme
- to avoid topics that may cause particular stress or anxiety (e.g, the holocaust in History, dissection in science)
- to deliver sessions in “understanding my autism.”

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.

4. Quality Assurance

The Trust’s Director of Autistic Provision will be responsible for the overall quality of education within the Cabin programme. He will undertake ongoing evaluation of the quality of this provision through close liaison with operational Cabin site leads, visits to Cabin sites, analysis of performance data and discussions with pupils, parents, CSSs and TAs. The Director will be directly line-managed by the Trust’s Chief Executive and at their regular meetings the Director will report on the standard of provision. The evaluation of the quality of provision in each school site will also necessarily form part of the overall evaluation of the quality of education in that school, and to this end the Director of ASC will also liaise closely with each school Principal, along with other relevant Trust executive staff.

5. Governance

The Trust scheme of delegation delegates to local governing bodies (LGBs) the responsibility to challenge and support senior leaders about the quality of education provided for all pupils on their roll. To this end, they have a responsibility to understand the impact of Cabin provision in their school. Information about the quality of provision in individual Cabin locations will form part of the overall reporting to LGBs about SEND provision at that school.



The Cabin Strategic Board will focus on overseeing The Cabin's work and development. It will be formed of relevant experts and stakeholders who can help to guide strategy and hold to account. The Strategic Board will report to the Trust's Standards and Curriculum committee that in turn reports to the full Board of The Cam Academy Trust.

Terms of reference

The Cabin strategic Board will have the following terms of reference:

- To help to guide future strategy regarding The Cabin's development
- To receive, recommend and monitor the outline annual budget for The Cabin
- To monitor the educational progress of pupils in The Cabins
- To monitor and advise on progressions for pupils from The Cabins
- To receive reports on the overall quality of provision in The Cabins and make recommendations for further development



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 21st 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.