Camphill
Wakefield

Special Educational Needs Policy and Information Report

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Camphill Wakefield

Document Control			
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V1	Helen Kain Ian Barker	30.05.23	Policy written by Helen Kain & Ian Barker **Approved by the Board of Trustees – 28.06.23**
V1	Helen Kain Ian Barker	September 2024	**Reviewed by Head of College – no changes/updates required**
V1.1	Ian Barker Louise Elkington	June 2025	**Changes made – to curriculum wording – Pathway Names and Pathway content**
V2		03.07.25	**Approved by Board of Trustees**

Camphill Wakefield

Introduction

At Camphill Wakefield, we believe that, all students should have the opportunity to fulfil their potential, regardless of learning disability, diagnosis or need.

At Camphill Wakefield, we are dedicated to providing high quality education. We recognise that every individual has unique abilities, challenges, and learning styles. Our goal is to provide a highly personalised, inclusive, and supportive learning environment that caters to each student's needs. We, therefore, offer a wide range of courses, programmes, and services that are designed to help our students achieve their full potential and develop the skills and knowledge necessary for employment, independent living, community inclusion, and health and wellbeing.

As a college, we are committed to creating a community that recognises and celebrates differences within a culture of respect, tolerance and understanding. We are committed to ensuring equality of education and opportunity for all students with SEND. We value not only equality, but also equity – ensuring students have access to a fair education which allows them to achieve the best possible outcomes in later life.

We aim to develop a culture of inclusion and diversity in which all those connected to the college and Wakefield Camphill community feel proud of their identity and are able to participate fully in college life. The aim of all staff working at Camphill Wakefield is to provide an education appropriate to the specific needs of students. This is achieved by structured, well-planned and broadly based pathways of study with regular review procedures as part of the continuous assessment process.

Students are provided with a supportive and stimulating learning environment, celebrating individual achievements and preparing for life after college. We provide a broad and balanced curriculum. An essential element of this provision is the emphasis placed upon close working relationships with professionals from other agencies who share in the assessment, planning, implementation and evaluation of students' needs.

All staff are required to interact with students positively, and in a manner which is age appropriate to their learning needs and disabilities. The college environment and the expectations of staff are designed to promote maximum independence for students while providing the appropriate level of individual challenge and support. Throughout the college there is a strong commitment to meeting the needs of students in partnership with parents, and a high level of contact and information is maintained with families.

Aims

Clarify SEN access and entitlement

- Detail how we support and make provision for students with special educational needs (SEN).
- Explain how we meet the individual needs of students through the effective allocation of available resources.
- Explain the roles and responsibilities of everyone involved in providing for students with SEN.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out Colleges' responsibilities for students with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out Colleges' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Definitions

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Special Educational Needs and Policy and Information Report

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Colleges are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students/residents .

This can include, for example, the provision of an auxiliary aid or adjustments to premises. A student has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age. In mainstream colleges special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream colleges.

Roles and responsibilities

All trustees are currently responsible for:

- Helping to raise awareness of SEN issues at Trustee Board meetings.
- Monitoring the quality and effectiveness of SEN and disability provision within the College and update the Board of Trustees on this.
- Working with the Chief Executive Officer and the Head of College and SENCO to determine the strategic development of the SEN policy and provision in the College.

Chief Executive Officer
James Heaton - Jennings james.heaton@camphill.ac.uk

Responsibilities:

Work with Head of College and trustees to determine the strategic development of the SEN policy and provision within the College and have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Head of College and SEN
Ian Barker ian.barker@camphill.ac.uk

Responsibilities:

- To lead and ensure the effective implementation of the EHCP process including annual reviews, action plans, training others in the process, monitoring and development of systems and processes.
- To have a strategic overview of provision for students across the college, maintaining an accurate provision map, monitoring and reviewing the quality of provision including the managing of Top Up requests. Co-ordinate provision that meets the student's needs and monitor its effectiveness.
- Evaluate if funding is being used effectively and propose changes to make use of funding more effectively.
- Ensure the SEN policy is put into practice and the code of practice is followed, that the objectives of these policies are reflected in the college improvement plan. Also contributing to the college self-evaluation, particularly with respect to provision for students.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the college's policy and practice. Be aware of the provision in the local offer.
- Work closely with other colleges, educational psychologists, health and social care professionals, and other external agencies to ensure provision requirements are met and fulfilled to our best ability.
- To be a key point of contact for external agencies.
- Act as the designated person for looked-after children. Work with the leadership team to ensure the college meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information the Board of Trustees is required to publish.
- Monitor the single central record and ensure it complies with all relevant legislation.
- Support the development of an age appropriate optimum learning environment for specific cohorts through observations and CPD.
- Support the sharing of staff expertise both within the college and in the wider Camphill Wakefield community.
- Support the financial management of the college.
- Ensure effective dialogue with parents in accordance with college policies. In support of effective parental engagement, to liaise with families and carers; developing proactive communication and working relationships to ensure that the curriculum, teaching and learning offered meets the individualised needs of children.
- Liaise with the multi-professional team as well as external agencies to support the SEND code of practice and statutory duties.
- Lead the college based therapy offer including liaising with internal therapists, co-ordinating the therapeutic offer and ensuring adequate training and monitoring for staff.
- Lead on medical and health within the College, including intimate care plans, care plans, PEEPs, physical support, administration of medication, first aid and manual handling

Tutors / Vocational Facilitators

Responsibilities:

- The progress and development of every student in their class.
- Working closely with Education Support Workers or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the Head of College and SENCO to review student progress and development, and decide on any changes to provision.
- Ensuring they follow this SEN policy.

SEN information report

Camphill Wakefield caters for students with a wide range of Special Educational Needs aged between 16 and 25 years. Admission to the college is through the LA and is fully explained in the Admissions Policy. All students who attend Camphill Wakefield must have an EHCP (Education and Health Care Plan). If Camphill Wakefield is named as a suitable placement on a student's EHCP, we have a legal duty to admit them.

Our college currently provides additional and/or different provision for a range of needs, including the 4 main areas of need:
• Cognition and learning
• Communication and interaction
• Social, emotional and mental health
• Sensory and/or physical needs
All students who attend Camphill Wakefield must additionally have severe to profound learning difficulties (Please see Camphill's Admissions Policy for more details).

Local and national offer
Camphill Wakefield works with multiple Local Authorities who, alongside its partner commissioning bodies, are responsible for ensuring the education, health and care provision for children and young people who have special educational needs and disabilities.

This includes arrangements for securing EHC need assessments and ensuring provision specified in EHC plans.

EHCP plan AND Process

The plan itself should specify: (a) the child's or young person's special educational needs; (b) the outcomes sought for the child or young person; (c) the special educational provision required by the child or young person; (d) any health care provision reasonably required by the learning difficulties and disabilities which result in the child or young person having special educational needs; (e) in the case of a child or a young person aged under 18, any social care provision which must be made for them by the local authority (f)any social care provision reasonably required by the learning difficulties and disabilities which result in the child or young person having special educational needs, to the extent that the provision is not already specified in the plan under paragraph (e). All students should be in receipt of an up-to-date EHCP on arrival at Camphill Wakefield.

Assessing and Reviewing progress

At Camphill Wakefield we have a legal duty to review EHC Plans within a 12 month period starting from the date the plan was first made, or the date from which the plan was last reviewed. We call this an Annual Review. If a parent/carer or young person requests a change to placement or an alteration is needed to the ECHP, local authority alongside College must ensure an emergency annual review is held.

Each academic year, a student's EHCP is reviewed. The long-term targets for this are used to populate a student's current pathway. The pathways map features termly, yearly and long-term targets for each EHCP area. These targets are incorporated within the curriculum subject areas each term and the topics that a class are studying, making it entirely student led. The session tutor gathers assessment information and forms a clear analysis of the students' needs drawing on:

- The tutor's assessment and experience of the student.
- Work evidence and scrutiny.
- Their behaviour, mental health and emotional wellbeing.
- Their level of social skills and understanding.
- Attainment towards their personal trajectory targets for core subjects.
- The views and experience of parents.
- The student's own views.
- Advice from external support services. If relevant all tutors and support staff who work with the students will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

Accessibility

Our Accessibility Policy and Plan highlights how Camphill Wakefield aims to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. The Accessibility Policy and Plan ensures students have:

- Access to the curriculum - increase the extent to which disabled students can participate in the curriculum
- Access to the environment - improve the physical environment of the college to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Access to communication- improve the availability of accessible information to disabled students. In line with our Accessibility Policy and Plan, students are offered a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each student is valued for who they are and what they bring to the college.

We appreciate and celebrate the richness of diversity within the college community as well as the wider community. Through the work we do across the college on developing values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect.

Through this approach, students develop independence, confidence and integrity which prepares them for their future lives. We group learners primarily by key stage and learning need. All of our classes benefit from high staffing ratios to allow learners to have individual input as required. All classes have equitable provision according to statutory policy. Classes receive tailored provision offers according to each learner's individual pathways and EHCP. The provision needs of some cohorts of learners are different to others, but all provision supports holistic individual learning and progress. Please see Accessibility Policy and Plan for more details which can be located on our website.

Curriculum Intent and design

At Camphill Wakefield we believe an effective curriculum is one that is flexible, allows for responsiveness, and continually develops through evaluation and review. Our curriculum is designed as a cohesive approach with an individual's EHCP at the core; therefore facilitating greater involvement of families, the student and other professionals in their learning and development. The overarching curriculum vision supports the idea of provision and curriculum linking together. Consequently, what a student needs at that point in time, becomes both a provision requirement and a learning opportunity. This means there are closer, consistent connections between the college's curriculum and the provision we offer.

We provide positive challenges to foster individual achievements and promote confidence and self-expression. This allows the curriculum to show progress of students over time; celebrating the challenging, enriching and developmental progress of all students/residents . The starting point for the curriculum is the individual, with a programme designed to meet his/her needs, delivered in a way that is enjoyable and will engage each child or young person.

Camphill Wakefield's curriculum has been designed as a multi stranded approach to provide students with appropriate approach and content. We have adopted a curriculum structure which encompasses 3 broad levels: Communication, Independence and Employability Pathways , Individual learning needs are further met through bespoke intervention programmes for enhanced personalisation.

All students, regardless of the curriculum strand they are following, study English and Maths. These subjects feature heavily in our curriculum. They are taught both as discrete subjects and as cross-curricular skills within other subjects.

We make the following adaptations to ensure all students/residents' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Differentiating by outcome to ensure students have realistic, achievable goals.

Camphill
Wakefield

Learning pathways

Our curriculum is delivered through three pathways: Communication, Independence and Employability. Each pathway covers a broad range of subjects, including academic, vocational, and life skills, and we use a variety of teaching methods and technologies to accommodate different learning styles.

Communication – the intent is to develop responsible, accountable, and empowered young adults, who can communicate with the wider world with confidence and emotional resilience. Students will do this by studying.

- Communication
- Life skills
- Home
- Community
- Citizenship
- English and maths
- PSHE
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- Enrichment

Independence – the intent is to develop responsible, accountable, and empowered young adults, who have the independence and work related skills to apply into the wider world with confidence and emotional resilience. Students will do this by studying.

- Maths and English
- Digital Skills
- Health and Fitness
- Risk and resilience (PSHE)
- Employability
- Enterprise (including work experience)
- Life Skills

Employability – the intent is to empower our students to understand their options and exercise choice about their further, and to make successful transitions to positive destinations including employment and supported independent living. Students will do this by studying.

- Work placement
- Employability
- Job Club
- Maths and English
- Digital Skills
- Risk & reslience (PSHE)
- Life skills

Availability of accessible information

The college supports translating for a wide variety of languages. Parents can indicate their preferred method of contact. College diaries are symbolised to support students to communicate their college experiences with parents. We have Pastoral Wellbeing Leads

who support parents with the completion of forms and can signpost to relevant agencies and support groups.

This communication happens face to face, via zoom and telephone calls. Parents/carers receive regular information from class teams on effective communication and behaviour for learning strategies to implement at home through regular parents' meetings, annual reviews, or multiagency meetings alongside a network of other professionals. Camphill Wakefield has an email and text system in order to keep parents and carers abreast of any updates or information.

Communication strategies

Communication systems vary across the college, with each learner using a communication method that suits them, ranging from objects of reference to PECs, eye gaze to Makaton signing and speech. Staff work collaboratively with speech and language therapists who maintain a regular training programme and support college systems. Please see 'core therapy' section for more information regarding SALT input.

Supporting student transitions

At Camphill Wakefield we recognise the importance of all the transitions our students undertake (into college, between pathways and out of college) and therefore we always ensure that these are highly individualised, are designed to ease and reduce anxieties and ensure the students have a clear understanding of what is going to happen in order to offer the best opportunity for a successful transition.

Preparing for adulthood

Camphill Wakefield caters for students aged 16–25. As a result, we have a thriving Post 16 & Post 19 provision. Our vision is that, whilst at Camphill Wakefield, students will be taught the skills and attitudes required to enable them to become as independent as possible and to prepare for adulthood. We aim for students to have an enriched and stimulating curriculum to give them every opportunity to reach their full potential regardless of their gender, race, learning disability and/or physical disability. Camphill Wakefield acknowledges the importance of preparing for adulthood and this is built into everything we do, starting with the youngest students to give them the best start in life and the best possible careers and independent living outcomes.

Our skills-based curriculum promotes preparation for adult life through sequential and bespoke learning pathways. This ensures learners have access to an age and developmentally appropriate education that encourages and challenges all students to:

- Be equipped with skills that support them to be numerate and literate.
- Communicate with confidence within their own means.
- Enjoy learning that develops curiosity and expression.
- Develop independence within life skills.
- To engage with as much of an active life as possible through looking after their body and the development of mobility skills.
- Build resilience and self-help skills.
- Learn strategies for social and emotional development to promote them to access successful relationships.
- Have positive interactions to the community and gain sense of belonging.

Transitions are planned carefully to ensure students have the best start to accessing their new provision. Transition visits will be scheduled, alongside information sharing and any multi-agency meetings which support the smooth transition of the student. We will share information with the college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Careers

The careers provision at Camphill Wakefield is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.

This states that all colleges should provide independent careers guidance from Years 8 -13 and that this guidance should:
• be impartial
• include information on a range of pathways, including apprenticeships
• be adapted to the needs of the student (this is via EHCP outcomes and individualised learning approaches). In addition, the college is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in Colleges.' This states that all colleges must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. All learners have access to the following:

- Visitors into college and offsite visits support learners in developing their understanding of a range of different post 19 providers.
- Regular communication with families and Trustees regarding careers provision and its impact.
- Learners have access to relevant transitions and careers events hosted at Camphill Wakefield and other colleges in the local area.
- All learners should have scheduled timetable opportunities for enriching employment experiences such as internal and external work experience, career support and planning, coaching and time to explore work opportunities as appropriate.

Approaches to teaching students with SEN

High-quality teaching is our first step in responding to our students with SEND. This will be differentiated for individual students/residents . At Camphill Wakefield all aspects of college life are designed to inspire and engage students/residents , through a mix of a learning curriculum, creative approaches and essential life skills. The roles of communication and engagement are key to all we do and underpin our approach to learning. Teachers are ultimately responsible and accountable for the progress and development of all the students in their class. A variety of teaching methods and techniques are adopted where appropriate to meet individual student's needs. This may include strategies from structured teaching (TEACCH), Picture Exchange (PECs), Makaton signing and symbol use, intensive interaction and positive behaviour strategies. Staff use a range of methods and techniques in a flexible way that will allow all students to access learning. A wide range of teaching materials, approaches and technological aids are used to ensure equal opportunities. The college ensures resources are available with a variety of role models/representations. Imaginative drama and role-play is also used to explore equality of opportunity, as well as the concept of access to achievement. For those students from homes where English is the second language every support is given through access to a flexible and individual curriculum.

Core therapies

Many of our students require additional therapies within their timetable due to their medical or sensory needs. These are normally outlined within their EHCP. These are identified through our therapists or therapy referrals. As part of attendance at Camphill Wakefield students have access to a team of onsite therapists including Speech and Language Therapy, Occupational Therapy, Therapy Assistants and Assistant Psychologists. The therapy input is based upon a student's EHCP outcomes and provision, initial assessment and ongoing review of student progress. We provide person centred, evidence-based therapy.

Speech and Language therapy

Speech and Language Therapy is commonly used to help people with language or communication difficulties, although it can also be used to help individuals with difficulty swallowing, eating or drinking. Speech and Language Therapists are trained to assess and treat speech, language and communication problems in people of all ages to enable them to communicate to the best of their ability. They may also work with people who have eating and swallowing problems and work directly with the child and provide support to them and their carers. In a case where communication is the problem the aim of the therapist is to aid the child to communicate as best as they can. In order to do this the therapist first assesses the extent of their problem by considering factors such as how they produce sounds and whether they are able to comprehend spoken language. Once the therapist has made a diagnosis a programme of care is developed for the student in conjunction with their family, and other individuals such as tutors and social workers and other healthcare professionals. At Camphill Wakefield, this is then delivered either by SALT or by the highly trained class teams and monitored at intervals by the Speech and Language Therapist. Some of the communication systems used by students at Camphill Wakefield and supported by the Speech and Language Therapists include:

- Objects of Reference (OOR)
- Photographs for recognition and choice making
- Symbol exchange systems, including PECs
- High tech communication systems including electronic devices and iPads with specific software
- Makaton signing
- Verbal communication

Occupational Therapy

Occupational Therapy (OT) treatment focuses on helping people with a physical, sensory, or cognitive disability to be as independent as possible in all areas of their lives. OT can help children/ young people with various needs improve their cognitive, physical, sensory, and motor skills and enhance their self-esteem and sense of accomplishment. In addition to dealing with someone's physical well-being, OT practitioners address psychological, social, and environmental factors that can affect functioning in different ways. This approach makes OT a vital part of health care for some students.

Educational Support Team

The Education Support Team are first aid trained and trained to respond to any medical alert or issue across Camphill Wakefield. They are trained in administration of medication and

also have bespoke training for specific students' medical needs, alongside extensive training in other areas such as administering medication for seizures and allergies.

Expertise and CPD

Where possible staff are recruited to Camphill Wakefield who have additional qualifications or who demonstrate experience in the education of students with special educational needs. Staffing arrangements are reviewed annually to ensure the balance between teaching and non-teaching staff is as effective as possible in providing for the needs of students or dual placements where appropriate. It is recognised that the most valuable resource is staffing and there is a commitment to use every available resource to retain and recruit skilled tutors and assistants. There is a need to provide on-going staff development, in order to meet children's needs effectively. All staff have an interest in meeting the needs of students with learning difficulties and physical disabilities and are supported by continuing professional development.

All staff are encouraged to enhance their knowledge and skills as relevant to individual and whole college development needs through on-going staff training and development. If staff wish to complete certain training they may request this via a training request form and submit this to their line manager. There is a wide range of training available to staff at Camphill Wakefield depending on their role and which cohort of students they work with. Some of this includes, but is not limited to:

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- Moving and Handling
- Tube/Peg feeding
- Mental Health First Aid
- First Aid
- Admin of Medication
- Defibrillator
- Epi Pen
- Fire Warden
- Safer Recruitment training
- Children in Care / PEPS
- EVC training
- PECS
- Makaton
- Trauma Informed Practice

Student voice

We develop our student voice throughout the College by:

- Student Council
- Feedback forms and questionnaires
- Debriefs
- Enterprise opportunities

Working with other agencies

At Camphill Wakefield we work very closely with a range of other professionals and agencies including health, social care, local authority and voluntary sector organisations. From a health perspective, we work very closely with our college onsite therapy team. This ensures

we have a clear and consistent approach to information sharing and understanding the medical needs of our students.

Our core therapy offer (SALT, Physio and OT) ensures we are able to provide our students with the support they need to develop skills and support them, both in College and at home. The Head of College and wider CMT meets regularly with the therapists to discuss caseloads, referrals and targets, which in turn are delivered by a dedicated therapy team within Camphill Wakefield.

Through these therapists, our therapy team can access training around supporting meeting the therapeutic needs of the students e.g. hydro, physio regimes, PECS, Makaton, etc. As a college we are heavily involved with many channels of social services, who offer support to families and young people within Camphill Wakefield. We have students on CP and CIN plans, and many students who receive direct payments and respite services through social care. We then also work closely with these respite providers to ensure a consistent approach to wellbeing for our students/residents.

We work closely with local authority and other bordering local authorities to support students as best we can, identifying provision needs and applying for top-up funding. We seek guidance of local safeguarding bodies such as Wakefield Safeguarding Partnership. We also attend regular conferences, webinars and training updates to ensure safeguarding and child protection remains at the heart of our college. We work closely with our educational support staff to support attendance concerns and offer advice and suggestions to improve attendance and punctuality. Tutors also work closely with other external partners such as CAMHs, and other services which are available to our students, usually through a referral process.

Evaluating the effectiveness of SEN provision

Reviewing students' individual and group progress towards their individual targets

- Reviewing the impact of interventions through Pastoral Support Plans and Therapy Plans.
- Seeking student, parent and staff voice and feedback through questionnaires, student council and regular audits.
- Monitoring of budgets and top-up funding to ensure we are meeting the provision needs of our students.
- EHCP analysis and Annual Reviews to ensure progress towards targets and appropriate provision is in place.
- Whole College provision mapping alongside individual provision maps.
- A robust and supportive governing body.
- Analysis of training needs and next steps through a rigorous appraisal system.
- An excellent CPD offer.
- Work scrutiny, lesson observation and learning walks.
- Appropriate, individualised and bespoke resources.
- Risk assessments, department audits and health and safety walks.
- An equality plan and policy to ensure equal opportunities for all and next steps.
- Mid and end of year data reports.
- Regularly updated, compliant and ratified policies and procedures.
- Equipment checks when appropriate.
- Working closely with health to ensure equipment e.g. wheelchairs, hoists, shunts, etc. are appropriate and suitable for students in order to need their therapeutic needs.
- Health and safety procedures to ensure safety of staff and students / residents.

Camphill Wakefield

Review and Monitoring

This policy will be reviewed on an annual basis. It will also be updated if any changes to the information are made during the year.