



ACCESSIBILITY POLICY

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1. UNDERLYING PRINCIPLES

Horizon Schools' accessibility strategy is a strategy for, over a prescribed period -

- Increasing the extent to which disabled pupils can participate in the school curriculums;
- Improving the physical environment of Trinity College for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the schools;
- Improving the delivery to disabled pupils of information that is readily accessible to pupils who are not disabled.
- Horizon believes that promoting inclusive education involves identifying and removing barriers to the attendance, participation and achievement of all pupils.

2. OVERVIEW

This **Accessibility Plan** sets out our intentions towards achieving an inclusive environment. It is intended that short-term targets will be achieved from publication over the first academic year, medium term targets achieved by the second academic year and long-term targets achieved by the end of the third academic year.

Trinity College is an independent special school primarily for pupils with an Education Health Care Plan identifying needs for social, emotional and mental health.

Horizon Schools are committed to providing a high-quality educational experience for all its pupils and by adopting a flexible approach to curriculum delivery and the learning setting. Trinity College creates an inclusive school environment. The school environment provides pupils with the opportunity to access a range of curriculum opportunities and the flexibility of approach will ensure we meet the needs of every individual.

Classrooms are designed to be multi-functional learning spaces that can adapt to needs of pupils, staff, families and the wider community. Most pupils have an EHC plan that reflects their specific needs, and this is then implemented by a flexible approach for delivery both in the School and in the community.

All subjects can be delivered in multi-function spaces across the school. This is supported by a robust and high-quality ICT strategy which includes the use of wireless laptops. Staff and pupils can access the same content anywhere in the building and at any other location with

an Internet connection. The aim of this approach is to ensure Horizon Schools have a flexible, high quality learning environment.

3. PHYSICAL ACCESS SPECIFIC TO TRINITY COLLEGE

Time Scale	Targets	Outcome	By when	By whom
Short term	Ensure there are clearly marked disabled parking areas	At present there are no marked disabled parking spaces, there are always spaces directly outside the school entrance which are always kept available. Signage for disabled spaces is planned for July 2020.	July 2020 (amendment to be made by July 2020)	Head Teacher/Site Manager
Short Term/On-going	Ensure there are appropriate evacuation procedures and written plans in place	Effective procedures in place and practice evacuation drills successfully	Half-termly	Head Teacher/Site Manager

4. ADDENDUM

For pupils with a variety of anxiety related disorders and other social, emotional and mental health issues or conditions such as Autism Spectrum Conditions, there are aspects of school environments, curriculum, teaching and learning approaches and approaches to managing behaviour that can themselves be disabling to pupils with these needs.

At Trinity College we recognise these disabling features of schools themselves may have contributed significantly to the difficulties in accessing mainstream education our pupils have experienced.

We aim to remove these potential disabling features as far as possible for our pupils. We recognise that our pupils may not yet have received a particular diagnosis, though they may be undergoing referral processes to that end, and so aim to structure our learning environments, approaches to supporting positive behaviour, teaching and learning approaches, curriculum and communication to meet the needs of pupils with a variety of mental health, anxiety and ASC needs.

We aim to achieve this by:

- Presenting information such as timetables, work schedules, lesson objectives and work visually, in easily accessible formats.
- Incorporating training round the above conditions and strategies for minimising the impact of these conditions on learning

Training delivered at Trinity College addresses potential disabling environmental and other potential disabling features round curriculum, teaching and learning approaches and communication:

PACE: Playfulness, acceptance, curiosity and empathy. PACE is a way of thinking, feeling, communicating and behaving that aims to make the pupil feel safe. It is based upon how parents and other adults connect with their very young infants. As with young toddlers, with safety the pupil can begin to explore and develop. Many of our pupils have not experienced parenting in a positive way, with resultant attachment disorders. This approach seeks to enable our pupils learn again to make secure, appropriate and positive attachments and relationships

(PACE is delivered by Horizon Care and Education's Clinical Psychology Team)