



ACCESSIBILITY POLICY

Bloomfield & Dudley Port school

Policy Number:

Date of Issue: April 2018

Date Reviewed: Sept 2019

Frequency & Date of 12 Months/ Sept 2020

Next Review:

Legislation: Equality Act 2013: Schedule 10, Paragraph 3.
Disability Discrimination (prescribed times and

periods for Accessibility strategies and plans for school) (England) Regulations 2005

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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 schools' curriculums;
- Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to 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 is committed to the promotion of inclusive education and this gives priority to identifying and removing barriers to learning.

Horizon believes that promoting inclusive education involves identifying and removing barriers to the attendance, participation and achievement of all young people.

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.

Horizon Schools are independent special schools primarily for learners with an Education Health Care Plan identifying needs for social, emotional and behavioural difficulties.

Horizon Schools are committed to providing a high quality educational experience for all its learners and by adopting a flexible approach to curriculum delivery and the learning setting. Horizon aims to create an inclusive school environment. The school environment provides learners 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 students, staff, families and the wider community. Each learner has an individual learning 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.

3. PHYSICAL ACCESS SPECIFIC TO BLOOMFIELD & DUDLEY PORT SCHOOL

Time Scale	Targets	Outcome	By when	By whom
Short Term/On-going	Assess and maintain access to the building for those with disabilities	There is convenient and appropriate access to the building for learners, staff and/or visitors with disabilities.	Sept 2019	Head Teacher / Site manager
Short Term/On-going	Teaching spaces are flexible and able to adapt to learner need on a day to day basis	There are a number of flexible and versatile teaching spaces which can be adapted on a day to day basis. However there are several specialist rooms which are housed on the upper floor with no access, an alternate space can be provided on the lower floor however as equipment is portable	April 2019	Head Teacher
Short Term/On-going	Communication signage is clear and appropriate	Important information is clearly communicated to all visitors, all visitors feel welcome, all visitors are given written information on arrival.	April 2018	Head Teacher
Short Term/On-going	There is a safe and secure outdoor space accessible to all	All learners have access to an outdoor space for relaxation/time out	April 2018	Head Teacher
Short Term/On-going	Ensure there are clearly marked disabled parking areas	Whilst at present there is only one marked disabled parking space, there are always spaces directly outside the school entrance which are kept available. Signage for disabled spaces on both sites is planned for August 2019.	April 2018 (amendment to be made by August 2019)	Head Teacher

Short Term/On-going	Ensure there are appropriate evacuation procedures and written plans in place	Effective procedures in place and practice evacuations run successfully PEEPs are in place for staff or students that require them.	April 2018	Head Teacher
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Addendum

For pupils with a variety of anxiety related disorders and other mental health issues or conditions such as Autism Spectrum Conditions, there are particular 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 Bloomfield & Dudley port school we recognise that these disabling features of schools themselves may have contributed significantly to the difficulties in accessing mainstream education our students have experienced.

We aim to remove these potential disabling features as far as possible for our students. We recognise that our students may not yet have received a particular diagnosis, though they are 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 learners with a variety of mental health, anxiety and ASC needs.

We aim to achieve this by:

- Creating Learning Environments that reflect the TEACCH approach to working with students with ASC's
- 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
- Embedding these principles in our rationale for our behaviour policy and practices

We monitor the effectiveness of these approaches through:

- Learning walks
- Lesson Observations
- Engagement and Task completion data
- Progression and attainment data

Training delivered at Bloomfield & Dudley port schools to address 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 child feel safe. It is based upon how parents and other adults connect with their very young infants. As with young toddlers, with safety the child can begin to explore and develop. Many of our students 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)

TEACCH Approaches (Treatment and Education of Autistic and Communication Disadvantaged Children)

SPELL Approaches (Structure, Positive self-esteem, Empathy, Low Arousal, Links)

Autism Spectrum Conditions: The Triad and Sensory Issues

Autism Spectrum Conditions: Central Coherence and Executive Functioning