



Accessibility Policy

Policy Number	New or Reviewed	Date of next Review	Responsibility
HCP033	Nov 2019	Nov 2020	Principal

HORIZONS COLLEGE

Empowering learners to shape their future

ACCESSIBILITY POLICY

1. Introduction

- 1.1 Horizons College wants a world where all people living with Special Needs (SN) get to lead the life they choose. Horizons College's mission is to ensure all learners receive the support they need thus empowering them to shape their future.
- 1.2 Horizons College is committed to removing the barriers to learning and achievements to all young people and vulnerable adults it supports. Horizons College supports and values the learning journey and aspirations of every learner.
- 1.3 This plan focuses on improving accessibility for all stakeholders including learners, staff, parents / carers and other visitors.
- 1.4 At Horizons College, learners and their families can expect:
 - a. A vibrant and caring community where independent life and learning skills are developed to ensure learners reach their full potential.
 - b. Innovative and stimulating learning experiences and opportunities.
 - c. A truly inclusive College where all contributions are celebrated and valued.
 - d. Effective communication to be at the heart of all the College does.
 - e. Exceptional care, support and guidance in a safe and nurturing community.
 - f. A unique and flexible curriculum, designed to maximise learner engagement and progress.
 - g. To be supported and young people / vulnerable adults to be enabled to contribute to their own lives and their community.
 - h. Excellent partnerships and transitions during their learning journey into adult life.
 - i. Exceptional staff to learner ratios with highly experienced specialist staff.

2. Definition of Special Needs

- 2.1 A learner has SN if any of various difficulties (such as a physical, emotional, behavioural, or learning disability or impairment) that causes a learner to require additional or specialized services or accommodations (such as in education or recreation).

3. Aims

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- 3.1 Improving the quality of teaching and learning lies at the heart of Horizons College's work. Through self-review and Continuous Professional Development (CPD), Horizons College aims to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all young people and vulnerable adults. Horizons College aims to meet every young person's and vulnerable adult's needs within cohorts that are specifically geared up to meet the needs of the individual learner in an inclusive College community.
- 3.2 The core values of Horizons College are to promote independence and interdependence for each member of the College community. This includes ensuring that all learners are enabled to participate fully in the broader life of the College. Consequently, all learners have always been permitted to attend age-related after College clubs, leisure and cultural activities and educational visits. The only exception would occur if a learner was deemed too poorly to attend, or if a learner's behaviour was of such a high risk, that it would put themselves or others in danger.
- 3.3 Horizons College is committed to providing a fully accessible environment which values and includes all learners, staff, parents / carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Horizons College is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 3.4 In seeking to enhance opportunities for all to develop their academic and social skills whilst addressing their emotional, physical, moral and spiritual needs Horizons College will:
 - a. Provide a curriculum that is accessible to all learners.
 - b. Provide an environment which is accessible to everyone.
 - c. Provide access to information for learners and parents / carers.

4. Admissions & Recruitment

- 4.1 Horizons College admissions policy states Horizons College specialises in supporting young people and vulnerable adults who have SN.
- 4.2 All staff receive Safeguarding training during induction. Horizons College staff team includes access to specialist staff such as Speech and Language Therapist, Occupational Therapist (OT), and Psychologists where specific and targeted needs identified. Horizons College have small class groups of learners supported by a Tutor and at least one Support Learning Assistant (SLA).

5. Information Access

- 5.1 All learners have their own timetable. Horizons College has regular College Council meetings that involve learners in key decisions regarding Horizons College where there are barriers to learning identified. Horizons College adopts a non-aversive approach to behaviour management. Horizons College's aim is to ensure that every learner and parent / carer has access to all lesson plans, curriculum information targeting / outcome grades for every learner. To achieve this target, the following steps have been taken:

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- a. Statements / Education, Health and Care Plans (EHCP), Combined records and other hard data will be available to all learners and parents / carers.
- b. The Horizons College Based Guarantee, parents / carers and learners will have access to 'hard' copies.
- c. Horizons College website will contain all relevant College information, in an accessible format.
- d. Horizons College will ensure Information Technology (IT) and Communications are effective and up to date.

6. Curriculum Access

- 6.1 Horizons College's curriculum includes both a national curriculum based entitlement and a more specialist curriculum which focus on areas of development deficit such as social skills programmes, as well as areas of strength and talent for future destination enrichment and links to external providers as appropriate.
- 6.2 Horizons College is committed to ensuring all learners have regular opportunities to experience success and that these are celebrated. All learners have a regularly reviewed Individual Passport Plan (ILP). Learner achievement data is carefully monitored and analysed to check no group of learners are progressing less well. Tutors and Learning Coaches (LCs) attend courses as appropriate to support specific need and individual requirements
- 6.3 Tutors work closely with LCs to address learners' Statement / EHCPs and ILP targets and liaise with multi agency support services.
- 6.4 Access to information within the classroom is enabled using visual timetables and visual labelling of equipment and resources.
- 6.5 Furniture and equipment have been carefully selected as appropriate to the needs of learners with SN. College visits, are made accessible to all learners irrespective of difficulties.
- 6.6 Horizons College has a clear policy on the administration of medicines, with staff trained to administer epi-pens. There is a register of learners with medical needs.

7. Physical Access (Buildings / Vehicles)

- 7.1 Horizon College uses the SPELL (Structure, Positive approaches and expectations, Empathy, Low arousal, Links) approach at the heart of which is a low arousal environment. Horizons College makes significant adjustments to the College physical environment to meet the needs of all young people and vulnerable adults that the College support where appropriate.
- 7.2 Horizons College adopts an approach that ensures a clearly structured environment to reduce anxiety for the young people and vulnerable adults the College supports.

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- 7.3 Horizons College provides easy access to those in the community who have physical impairments. Horizons College consists of two campuses:
- a. Stratton Road Campus – this is on two levels with the ground level available to wheeled chair users. This campus has toilet facilities with wheelchair access and fire doors in internal corridors.
 - b. Headlands Campus – this is on two level with toilet facilities with the ground level available to wheelchaired access and fire doors in internal corridors.
 - c. Pathways of travel around both campuses and parking arrangements are safe. All outside recreational areas are fenced off the car parks or are sited to the side and rear of the buildings away from the car parks.
- 7.4 Emergency and evacuation procedures are accessible to all. Alarms are auditory and the assembly points are clearly identified throughout both campuses.
- 7.5 Horizons College provides access to minibuses with tail lifts and appropriate safety equipment to enable our physically impaired learners to be able to travel to various locations within the local and wider community to give them the same opportunities for outdoor learning as their able-bodied peers.
- 7.6 Horizons College also aims to improve access to physical aids and other therapeutic equipment to enable learners to access education.

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8. Improving Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of learners and strategies to support them	Staff training requirements identified (Performance Management) Training booked to address needs	All Tutors fully meet the requirements of SN young person's / vulnerable adult's needs with regards to accessing the curriculum Monitored by Principal	Continuous	Increased access to an appropriate curriculum for all learners
All enrichment activities are planned to ensure the participation of the whole range of learners	Review of provision	All enrichment activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements Monitored by Principal	Continuous	Horizons College learners can access a whole range of enrichment activities
To ensure Cohorts are optimally organised to promote the participation and independence of all learners	Review and implement a preferred layout of furniture and equipment to support the learning process in individual Cohort bases	Lessons start on time without the need to adjust to accommodate the needs of individual learners Monitored by Principal	Continuous	More time is available for learners to participate in curriculum activities
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for Governors	Whole Horizons College community aware of issues relating to Access Monitored by Chair of Governors	Continuous	Society will benefit by a more inclusive Horizons College and social environment

Target	Strategy	Outcome	Timeframe	Achievement
To deploy SLAs effectively to support learners' participation	Review needs of learners within each class and staff accordingly Ensure staff skills are	Learners needs are appropriately met through effective deployment of skilled support staff	Continuous	All learners are supported to achieve their full potential

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	matched to learners needs	Monitored by Principal		
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9. Improving Environmental Access

9.1 TBA

Location	Item to Improve Physical Access	Activity	Timeframe	Cost (Est)

10. Improving Access to Written Information

10.1 This will include planning to make written information that is normally provided by Horizons College to its learners is available in different formats to cater for learners / parents / carers / governors who have specific needs. Examples might include merits, questionnaires, letters home, and information about College events. The information should take account of learners' disabilities and learners' and parents' / carers' preferred formats and are made available within a reasonable timeframe.

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	Horizons College will make itself aware of the services available for converting written information into alternative formats	Horizons College will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or augmentative communication technology, contrasting colours	Continuous	Delivery of information to learners and parents / carers improved
Make available Horizons College brochures, Horizons College newsletters and other information for parents in alternative formats	Review all current Horizons College publications and promote the availability in different formats for those that require it	All Horizons College information available for all through hard copy and website	Continuous	Delivery of Horizons College information to parents / carers and the local community improved
Raise the awareness of adults working at and for Horizons	Advice from SALT On-going Performance	Awareness of target group raised	Continuous	Horizons College is more effective in meeting the needs of learners

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College on the importance of using a range of communications systems according to individual need	Management Arrangements Training on range of issues such as functional use of language and managing SALT plans Other training as required			
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Signed Principal

Signed Chair of Governors

Date