



Trust-Education Group Ltd

Accessibility Policy and Accessibility Plan



Introduction

Trust-Education Group Ltd is an independent school for pupils with Social, Emotional and Mental Health needs. Our provision is designed for learners who require a highly supportive, relational and therapeutic approach to education. Many of our pupils have experienced significant barriers to learning arising from trauma, disrupted educational journeys, neurodiversity, sensory needs, social vulnerability or mental health challenges. As such, we are committed to creating a school environment that is emotionally safe, accessible and responsive to the complex needs of every learner.

As a trauma-informed and attachment-aware organisation, accessibility is deeply embedded in our ethos, pedagogy and daily practice. We recognise that accessibility extends far beyond physical adjustments. It includes emotional safety, predictable routines, sensory regulation, communication clarity, therapeutic support and the provision of learning environments that reduce anxiety, build trust and promote engagement.

This policy outlines how Trust-Education Group Ltd meets the duties set out by the Equality Act, the SEND Code of Practice and the Independent School Standards. It also sets out our ongoing commitment to increasing participation in the curriculum, improving the physical environment and ensuring information is accessible to pupils and families. The associated Accessibility Plan provides a detailed account of the actions we take to reduce barriers, support SEMH needs and develop accessibility across all aspects of our school.

Purpose of the Accessibility Policy

This policy sets out Trust-Education Group Ltd intentions to identify, understand and reduce barriers to learning. Accessibility is seen as a continuous and reflective process, shaped by the needs of our pupils and grounded in therapeutic, relational and adaptive practice.

The purpose of this policy is to explain how we will:

- Provide a curriculum that is adaptable, trauma-informed and responsive to individual needs

- Create a physical environment that feels calm, safe and supportive
- Communicate information in ways that are accessible, predictable and meaningful
- Remove barriers arising from trauma, emotional distress, anxiety, communication differences or sensory overload
- Ensure that pupils with disabilities, SEND or SEMH needs can participate fully in education

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Our Commitment to Equality and Inclusion

Trust–Education Group Ltd embraces the belief that every pupil deserves the opportunity to thrive emotionally, socially and academically. We are committed to an inclusive and relational approach that values each young person's individuality.

We commit to:

- An inclusive curriculum that adapts to pupils' strengths and needs
- Trauma-informed, attachment-aware teaching and support
- Learning spaces that promote emotional safety and regulation
- Accessible communication for pupils and families
- Collaborative partnership working with families, therapists, external agencies and health professionals
- Continuous improvement informed by pupil voice, staff expertise and research into SEMH practice

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Accessibility is a central component of safeguarding, wellbeing and educational excellence at Trust–Education Group Ltd.

Legal and Statutory Framework

Statutory and Legal Framework

This policy complies with and is informed by the following legislation and statutory guidance:

- Equality Act 2010 including the duty to make reasonable adjustments and the requirements of the Accessibility Regulations
- Public Sector Equality Duty (PSED) Equality Act 2010, Section 149
- Children and Families Act 2014 Part 3 (SEND)
- SEND Code of Practice (2015)

- The Special Educational Needs and Disability Regulations 2014
- Independent School Standards (ISS), 2014 (updated 2023) particularly Part 1 (Quality of Education), Part 2 (Spiritual, Moral, Social and Cultural Development) and Part 3 (Welfare, Health and Safety)
- Health and Safety at Work Act 1974
- Supporting Pupils at School with Medical Conditions (DfE, 2015)
- Human Rights Act 1998



The school recognises both visible and non-visible disabilities including:

- SEMH needs
- Neurodivergent profiles, for example, autism, ADHD
- Sensory impairments
- Chronic medical conditions
- Communication differences
- Mental health disorders
- Disabilities with fluctuating or hidden impact



Aims of the Accessibility Policy

This policy aims to ensure that the curriculum, the environment and the information provided by the school are accessible to all learners.

Trust-Education Group Ltd aims to:



- Offer a flexible, relational and therapeutic curriculum
- Create low-arousal, emotionally secure learning environments
- Provide information in forms that reduce anxiety and support understanding
- Remove barriers arising from SEMH needs, trauma, sensory overload or communication challenges
- Equip staff to support SEMH learners confidently and compassionately
- Promote independence, resilience and emotional stability for all pupils

Roles and Responsibilities

The Governing Body monitors compliance with statutory duties, approves the Accessibility Policy and evaluates progress.

The Senior Leadership Team oversees implementation and ensures that resources, training and development prioritise accessibility and inclusive practice.

The SENDCo coordinates assessment, provision and personalised planning for pupils with SEND or SEMH needs. The SENDCo supports staff in adapting teaching, creating regulation plans and collaborating with external agencies.

The Holistic Family Therapy Team and Transitional Life Coach provide therapeutic intervention that reduces barriers to learning and supports emotional wellbeing.

Teachers and Key Workers deliver trauma-informed, adaptive teaching and provide relational, mentoring and regulation support. They model attuned communication and create predictable routines.

The Site Manager and Health and Safety Lead ensure the physical environment is safe, low-arousal and appropriate for pupils with sensory, emotional and physical needs.

Families and carers provide important information that shapes personalised support and strengthens collaboration.

Monitoring and Review

The Accessibility Plan is reviewed continuously through SEND reviews, SLT monitoring, behaviour and safeguarding analysis and feedback from pupils and families. A formal annual review is completed by leadership and governors, and the plan is renewed every three years or sooner if required.



Accessibility Plan

Aim: Increase Access to the Curriculum

Objective	Actions	Responsibility	Time Frame	Success Criteria
Ensure every learner can access a relational, trauma-informed curriculum	Trauma-informed and attachment-aware teaching; predictable routines; relational practice embedded in all lessons and interactions	Senior Leadership Team, Teachers, SENDCo	Ongoing	Pupils experience greater emotional safety, reduced anxiety and improved engagement
Remove emotional barriers that affect learning	Therapeutic support including Holistic Child and Family Therapy, Transitional Life Coach sessions, SEMH interventions and restorative	Therapy Team, Transitional Life Coach, SENDCo	Ongoing	Pupils show improved emotional regulation and fewer crisis incidents
Offer flexible and personalised access to learning	Personalised timetables; phased transitions; reduced-demand curriculum during periods of distress; supported reintegration	Senior Leadership Team, SENDCo	Ongoing	Pupils engage more consistently and reintegrate more successfully after crisis
Provide sensory and emotional regulation strategies	Individual sensory regulation plans; sensory toolkits; movement breaks; mindfulness practices; daily regulation check-ins	SENDCo, Key Workers	Ongoing	Pupils increasingly apply regulation tools independently and recover more quickly from dysregulation

Strengthen the skills and confidence of staff	Continuing professional development on trauma-informed education, relational approaches, de-escalation, self-harm awareness and mental health	Senior Leadership Team, SENDCo	Ongoing	Staff demonstrate consistent relational practice and calm, attuned responses
Develop emotional literacy and life skills	Structured emotional literacy curriculum; life skills development; coaching; community learning	Teachers, Transitional Life Coach	Ongoing	Pupils develop stronger communication, resilience, independence and self-awareness



Aim: Improve Access to the Physical Environment

Objective	Actions	Responsibility	Time Frame	Success Criteria
Create learning environments that reduce sensory overload	Low-arousal classrooms; calm lighting; dimmer switches; neutral décor; clutter-free spaces	Site Manager, Senior Leadership Team	Ongoing	Pupils experience fewer sensory triggers and feel more comfortable and settled
Provide therapeutic spaces that support regulation	Sensory room; quiet rooms; grounding zones; soft furnishings; safe de-escalation spaces	Senior Leadership Team, Therapy Team	Ongoing	Pupils make positive use of therapeutic spaces and regulate more effectively
Increase availability of sensory furniture and tools	Rocking chairs; beanbags; weighted blankets; tactile items; sensory seating; regulation equipment	SENDCo, Site Manager	Ongoing	Pupils show improved grounding, reduced stress and more frequent self-regulation
Expand outdoor opportunities for wellbeing and regulation	Forest school sessions; gardening areas; mindfulness walking routes; boxing; movement-based	Senior Leadership Team, Outdoor Learning Lead	Ongoing	Pupils use outdoor spaces to regulate, release stress and re-engage with learning
Improve pupils' ability to navigate the site independently	Clear visual and symbol-supported signage; consistent wayfinding cues	Site Manager, SENDCo	Ongoing	Pupils transition around the site with increased confidence and reduced anxiety

Promote environmental safety through trauma-informed practice	Sensory audits; trauma-informed risk assessments; adjustments to remove triggers	Health and Safety Lead, Senior Leadership Team	Ongoing	Fewer incidents linked to environmental stimuli and improved emotional wellbeing
				



Aim: Improve Access to Information

Objective	Actions	Responsibility	Time Frame	Success Criteria
Ensure pupils understand routines, expectations and learning tasks	Simplified language; clear verbal instruction; visual timetables; modelling of	Teachers, SENDCo	Ongoing	Pupils show clearer understanding, fewer anxieties and smoother transitions
Support pupils preparing for change and transition	Social stories for timetable changes, new staff, room changes and unfamiliar	SENDCo, Key Workers	Ongoing	Pupils demonstrate improved readiness and confidence
Provide staff with clear communication guidance for each pupil	Pupil passports and One page Profiles created at admission and updated regularly	SENDCo, Key Workers	At admission and ongoing	Staff quickly understand communication needs leading to better interactions
Ensure learning materials meet diverse needs	Large print, coloured backgrounds, dyslexia-friendly fonts, symbol-supported materials,	Teachers, SENDCo	Ongoing	Pupils engage more consistently and demonstrate increased understanding
Support communication for pupils who are non-verbal or have significant communication difficulties	Makaton and BSL symbols; communication boards; digital communication aids	SENDCo, BSL Interpreter	Ongoing	Pupils communicate needs more effectively and with reduced frustration

Improve accessibility of information for families	Clear, parent-friendly website information; easy-read documents; translations; personalised communication	Designated Safeguarding Lead, Administration Team	Ongoing	Parents report improved understanding and accessibility
Strengthen online safety and digital resilience	Digital resilience curriculum; safe-search filters; monitoring systems;	Online Safety Lead, IT Provider	Ongoing	Pupils demonstrate safer digital behaviours and reduced online risk

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