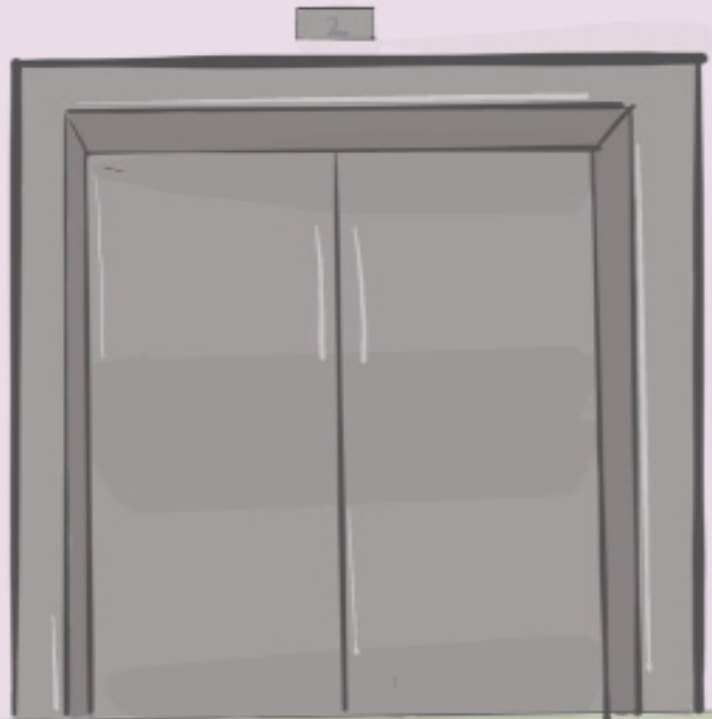
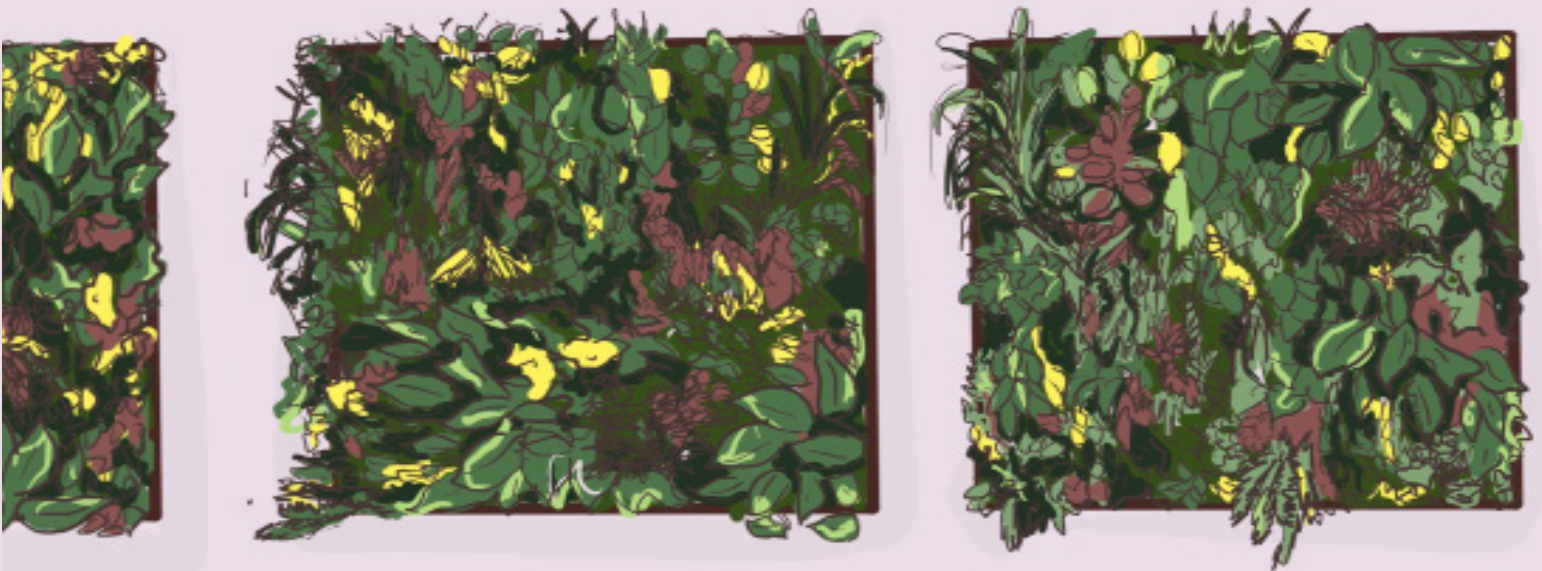


# Inclusive Environments: Physical and Sensory

Student Service Disability Toolkit



# Physical Environments

Trinity is committed to provide reasonable access to all of its services, information and facilities. Inclusive building design addresses the legal responsibility to anticipate the needs of disabled people and eliminate organisational barriers.

This approach has also been described by disabled people as adopting the social model of disability, which places the emphasis on making the environment accessible rather than focusing on a person's individual circumstances.

The Universal Accessibility Policy Guidelines has been produced in order to provide guidance on how to implement the Universal Accessibility Policy and sources of supporting information regarding best practice.



University Strategic Plan 2020-25 Objective 7.11 Ensure that our built structures accommodate staff and students in an inclusive manner.



**This toolkit will outline some of the key points to ensure that services are accessible to disabled students and staff.**



# What is an accessible space?

## 1. Accessible Facilities

like toilets and changing spaces.

## 2. Clear Signs

making it easy to navigate the space.

## 3. Elevator to higher levels.

Ensure access to all levels of space.

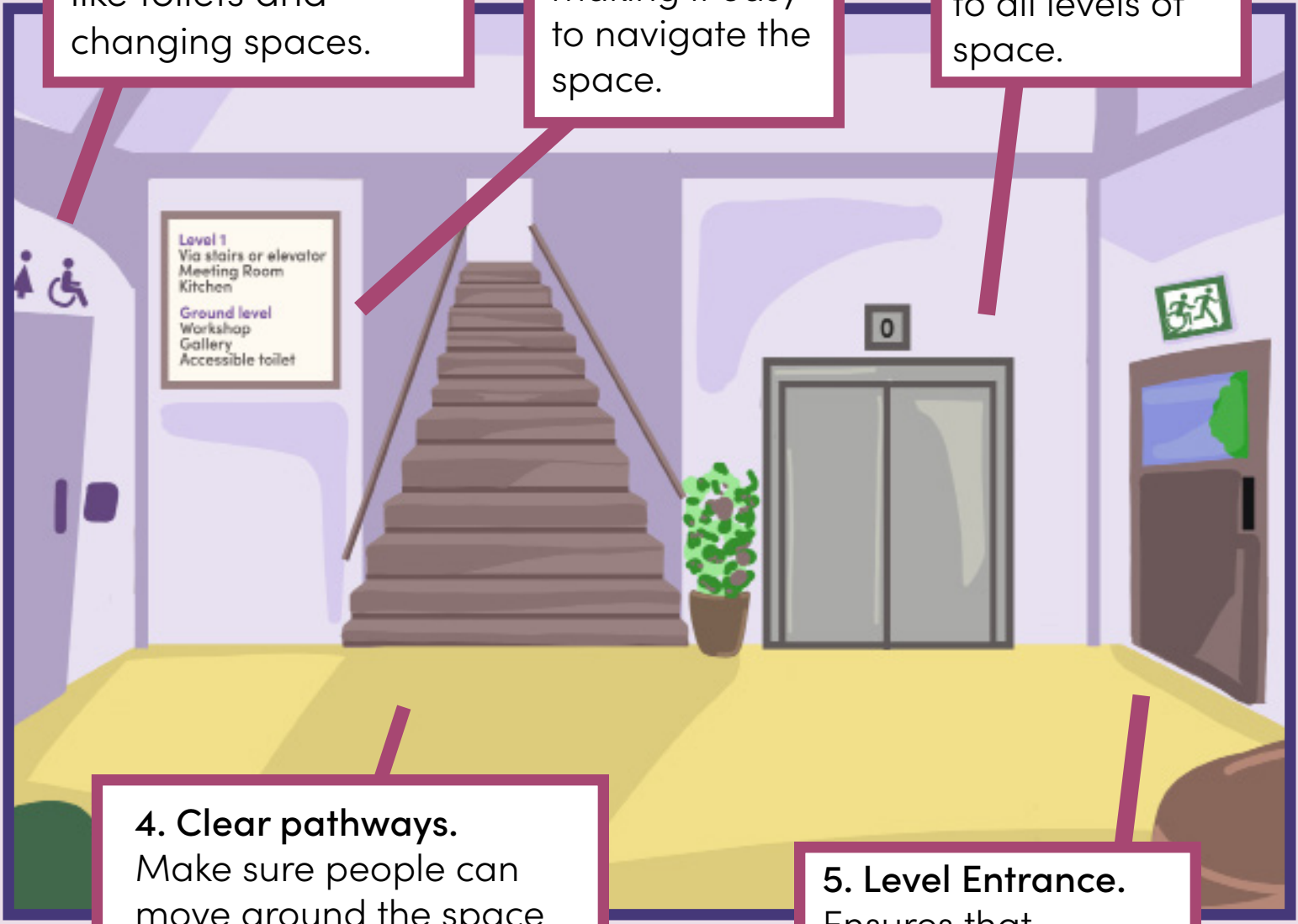


## 4. Clear pathways.

Make sure people can move around the space with no barriers. This is important for disabled people (for example; wheelchair users and people who are blind/visually impaired).

## 5. Level Entrance.

Ensures that barriers to entrance are removed for wheelchair users



# Physical access in Trinity

The Trinity Event Accessibility Generator produces an accessibility statement for your event, activity or meeting. This resource breaks down the different components of accessibility such as:

## Entry points

Ensuring that individuals can enter and exit spaces. There should be one main entrance that is accessible to all. Examples of accessible entry points:

- Level entrance
- Ramps
- Lifts



## Independent, uninterrupted use of space

Individuals should be able to navigate a space without interruption, unnecessary delays, separation, special treatment or assistance from another person. This can include;

- Clear pathways
- Power buttons on doors
- Accessible emergency exits
- High contrast, clear signage
- Loop system
- Space to sit down



## Accessible facilities

Toilet facilities, changing spaces and service desks should be accessible for a wide range of disabilities.





# Sensory environments

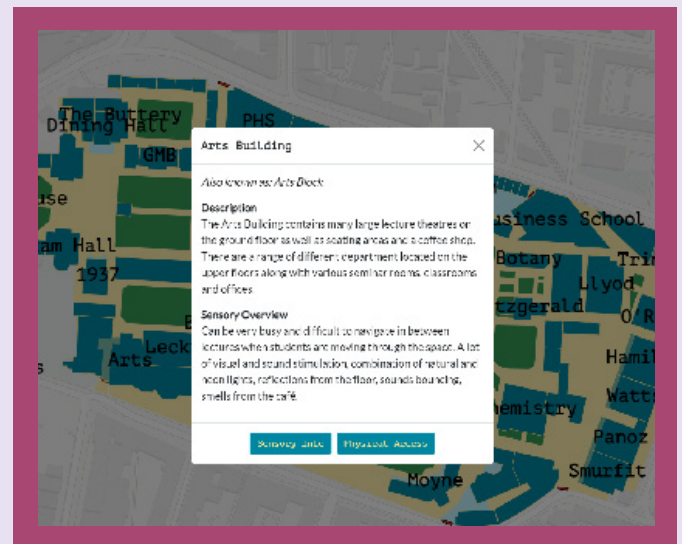
Everyone has a unique sensory system; our sensory systems dictate how we perceive the world around us. How people experience their sensory environment can change depending on time, energy and stress levels. When planning your activities, whether it is a one-on-one meeting with a student or a large event, it is essential that you consider the sensory environment.



[TCD Sense](#) a Trinity strategic initiative to create environments in Trinity that allow all students and staff with different sensory preferences to flourish, and to empower individuals to understand themselves as sensory beings. This is a significant approach to improving our environments through collaboration and co-production, to develop variety of different sensory environments, supports and resources to meet the needs of all students and staff within Trinity.

## TCD Sensory Map

The [TCD Sense Sensory Map](#) offers detailed information about the sensory environment in all Trinity buildings. Students and staff can use this map to find spaces that suit their sensory preferences and to gain a greater understanding of the sensory environments they work in. Click on a building and see the information provided.



A building description and sensory overview is given. Sensory information is further broken down by sound, sight, touch, smell, and movement. Tips are given on sensory issues with the chosen building and people can leave tips for improvements or reporting sensory issues.

## The TCD Sense Sensory Environment Self-Evaluation Tool

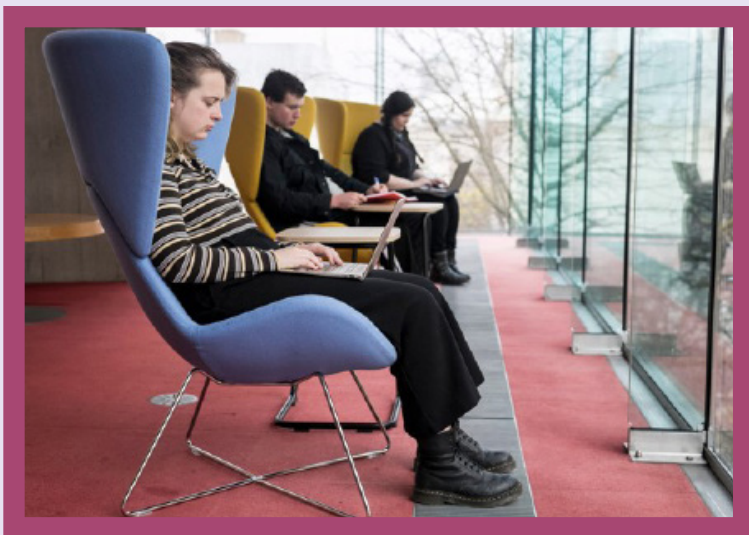
The Sensory Environment Self-Evaluation Tool is designed to enable you to evaluate your experience of your sensory environments and how they either support or create challenges for participating in the activities of your everyday student life. None of these judgments are calibrated; this worksheet structures your experience of an environment by focusing your attention on key sensory features of the context. It simply provides a place to start in understanding the relationship between you, the student, or staff and your context from a sensory point of view.

### TCD Sense spaces in Trinity

There are many different sensory spaces in Trinity, and all are developed to meet different sensory needs. Check out TCD Sense to find out more about library spaces, student spaces and respite areas on our campuses.




## Tips to make an environment sensory-friendly.





- Consider the lighting that is used in your space. Have options for alternative lighting such as lamps or natural light where possible.
- Ask students where they would prefer to meet. For example, an open plan space, an individual office, a common area, coffee shop.
- Allow students to have the option to avoid certain sounds, for example sitting away from an open window or a fan and having a quiet space at events.
- Check in with students that the seating or texture of furniture is comfortable.



# What are senses and sensory preferences?

Sight, sound, touch, smell and taste are five senses most people are familiar with. There are an additional two senses, vestibular and proprioception. Everyone has different sensory preferences, which can take the form of **seeking** or **avoiding** sensory input. Here are some examples of what that might look like:

Sense	What is it?	Sensory seeking	Sensory avoidance
<b>Sight</b> 	Receiving visual stimulation.	Some people feel overwhelmed by bright, fluorescent lights. They might work in a space with natural light, or dim lamps.	Others enjoy certain types of visual stimulation, such as plants, minimalist design or lots of colour.
<b>Sound</b> 	Receiving audio input.	Some people dislike loud noises in places like lecture halls, offices and corridors. They might wear noise cancelling headphones or avoid busy periods to help with this.	Loud music, white noise and other sounds can be preferable to others. This can help them to avoid feeling overwhelmed.
<b>Touch</b> 	The feeling of coming into contact with an object	People avoid wearing certain materials or sitting on certain types of furniture due its texture.	Others seek out certain types of tactile sensations like specific textures, temperatures or pressures.

Sense	What is it?	Sensory seeking	Sensory avoidance
<p data-bbox="77 197 191 239"><b>Taste</b></p> 	<p data-bbox="435 197 753 344">The sensation of flavour in the mouth.</p>	<p data-bbox="792 197 1101 716">Some people feel overwhelmed by bright, fluorescent lights. They might work in a space with natural light, or dim lamps.</p>	<p data-bbox="1149 197 1479 611">Others enjoy certain types of visual stimulation, such as plants, minimalist design or lots of colour.</p>
<p data-bbox="77 739 196 781"><b>Smell</b></p> 	<p data-bbox="435 739 732 940">Perceiving odours and scents through the nose.</p>	<p data-bbox="792 739 1089 886">People seek out scents like candles or oils.</p>	<p data-bbox="1149 739 1458 991">Others avoid strong scents of certain foods, cleaning products etc.</p>
<p data-bbox="77 1012 293 1054"><b>Vestibular</b></p> 	<p data-bbox="435 1012 748 1213">Moving smoothly, balancing and staying upright.</p>	<p data-bbox="792 1012 1105 1486">A loss of balance, dizziness or fear of heights leads to people avoiding activities that might lead to these feelings.</p>	<p data-bbox="1149 1012 1490 1432">Many people want to move their bodies in as many ways as they can such as spinning, rocking or jumping.</p>
<p data-bbox="77 1551 402 1593"><b>Proprioception</b></p> 	<p data-bbox="435 1551 711 1648">Awareness of the body.</p>	<p data-bbox="792 1551 1122 1698">People may avoid crowds or physical contact.</p>	<p data-bbox="1149 1551 1474 1908">Some people crave objects that put pressure on their body, such as a weighted blanket.</p>