



Ballaugh Primary School

Accessibility Plan

Last Review June 2024

Next Review June 2025

Aims

Ballaugh School is an inclusive school. We aim to treat everyone in our school community fairly and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage in line with the Isle of Man equality Act 2017.

Our Accessibility Plan

This accessibility plan outlines the good provision and practice already in place at Ballaugh Primary School and details actions to be taken to increase the accessibility to our school for all members of our community.

This plan should be read in conjunction with our school's other policies and procedures. The plan will be made available online on the school website, and paper copies are available upon request.

This plan identifies how actions are connected to the Specific Priorities (SP's) detailed in the Department of Education Sport and Culture Accessibility Plan 2024 – 27

(https://www.gov.im/media/1382069/accessibility-strategy-january-2024uploaded-310124_compressed.pdf)

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

ACCESSIBILITY PLAN	Access to the Curriculum
Part 1	

Aim	Good Practice	Objectives
Our curriculum is designed to cater for the needs of all pupils with Additional Educational Needs and Disabilities (AEND).	<ul style="list-style-type: none"> • We offer a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils. • The curriculum is regularly reviewed to make sure it meets the needs of all pupils. • Our curriculum permits access to all and where reasonable adjustments are necessary, these are implemented. 	Pupils have access to a broad and balanced curriculum that demonstrates diversity and inclusion in its content. (SP5)
Teachers' and Support staff access training and Continued Professional Development (CPD) to support pupils needs with differing needs and disabilities	<ul style="list-style-type: none"> • Staff liaise with outside agencies to support pupils with AEN and information provided by external agencies is shared with relevant staff so provision can be adapted. • Transition meetings across all phases/year groups take place each year. Transition meetings between schools include discussions about AEND pupils. • Staff consider learning styles favoured by pupils with additional needs and plan lessons accordingly. • Professional development opportunities ensure high quality teaching, adapted for individuals. 	Teaching and support staff aware of pupils with AEN and have an understanding of disability issues, including those specific to the pupils in their care. (SP6)
Learning resources are accessible to pupils with differing needs and disabilities	<ul style="list-style-type: none"> • Class teachers liaise with other agencies if any specialist equipment is needed for pupils in their lessons. • Continued liaison with external agencies (ie, Occupational Therapy, Sensory Service) to ensure that 	Pupils with AEN have increased access to curriculum materials and are not disadvantaged in their learning. SP4

	<p>the right equipment is sourced specific to a pupil's needs.</p> <ul style="list-style-type: none"> • Sensory advice and guidance are followed for individuals as directed by external agencies. 	
Staff and Governors have regular updates about children with AEN (Additional Educational Needs)	<ul style="list-style-type: none"> • Headteacher and SENCO (Special needs co-ordinator) offer regular updates for all teachers, support staff and Governors. 	All staff and Governors are aware of the obligation placed upon the school to provide, wherever possible, an education that is fully accessible to all pupils. SP2
When planning school trips involving pupils with impairment or disabilities, the school will make every effort to accommodate their needs thereby allowing them access to the experience.	<ul style="list-style-type: none"> • The Trip Leader and Education Visits Coordinator (EVC) will undertake a risk assessment relating to any group member with an impairment or disability. • Any reasonable additional expenditure necessary to accommodate pupils with a disability/impairment must be considered. • Amendments to an itinerary, staffing arrangements and transport should all be carefully considered when considering a pupil with a disability. 	All pupils, where possible, with a disability/impairment will have the opportunity to take part in a school trip, including residential trips. SP5

ACCESSIBILITY PLAN	Access to the Physical Environment
Part 2	

Aim	Good Practice	Objectives
Ensure that emergency evacuation procedures take account of the needs of pupils with additional needs or disabilities.	<ul style="list-style-type: none"> Identify pupils and review their needs as necessary. Ensure that appropriate planning including places of safety and staff responsibilities have been established. 	Identified pupils are safe and have a clearly recognised set of procedures in place to meet their individual needs in case of a fire, or other emergencies, requiring evacuation. Where required, staff can assist in an efficient evacuation procedure. SP4
Improve and maintain access to the physical environment.	<p>The environment is adapted to the needs of pupils as required. This may include:</p> <ul style="list-style-type: none"> Ramps Lighting Hearing loops/sound bars Blue badge parking bays Accessible toilets and changing facilities Library shelves at wheelchair-accessible height 	Accessibility is permitted to all pupils. SP4
Provide appropriate furniture/equipment where necessary for pupils with disabilities.	<ul style="list-style-type: none"> Plan for the purchase of furniture/equipment to meet the needs of known pupils with disabilities based on specialist advice received. 	School is able to respond rapidly in providing appropriate furniture/ equipment. SP5
Provide environments that are conducive to learning.	<ul style="list-style-type: none"> Where, for example, sensory difference is a factor affecting learning, undertake sensory audits for pupils (i.e. some attention deficit hyperactive disorder (ADHD), autistic spectrum disorder (ASD) pupils may require this) and make adjustments to allow the pupils to learn. This may require low arousal and calming mechanisms (limited decoration, neutral colours, dim lights, ear defenders, room acoustic consideration) 	Pupils' can learn in their surrounding environment. SP5

ACCESSIBILITY PLAN	Access to Written Documents
Part 3	

Aim	Good Practice	Objectives
To make written information more accessible to pupils with AEN.	<p>Where appropriate, the school plan for the provision of:</p> <ul style="list-style-type: none"> • Dyslexia friendly font used on all school materials (Arial, Comic Sans or Tahoma) • Enlarged resource materials available. • Papers copied onto coloured/buff paper. • Enlarged written communication with home available in request. • An electronic version of all school/home communication. 	Pupils with AEN have greater access to information. The school is able to respond quickly to requests for information in alternative formats. SP3
Improve the delivery of information to pupils with AEN.	<p>As a school we use a range of communication methods to make sure information is accessible. This may include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Portable / Induction loops • Visual Timetables • Pictorial or symbolic representations; for example a Picture exchange communication system (PECS) • Sign-A-Long 	Pupils with AEN have greater access to information. The school is able to respond quickly to requests for information in alternative formats. SP3

An Accessibility Audit took place at the school in February 2024, highlighting aspects for improvement. A copy of the audit has been shared with Department of Infrastructure (DOI) who are responsible for the maintenance of the building and site and can then decide if they need to include recommendations in their future plans for the school. The School Plan identifies how actions are connected to the Specific Priorities (SP) outlined in the Department of Education Sport and Culture Accessibility Plan 2024 – 2027 working to the following priority timescales:

Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C:

Where action is recommended within 12 - 24 months to improve access.

Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long- term plan.

Area of Accessibility	Identified issue	Area of School	Priority	Responsibility		Action	Time Scale
				School	DOI		
Access to the curriculum and school community	No Induction Loop system installed restricting	Whole School	Priority A		X	Installation of fixed Induction Loop System	When funds allow
		Foyer	Priority A	X		Personal / portable induction loop system	By October 2024
Access to the curriculum and school community	No PEEP and GEEPS in place at the school		Priority A	X		Draft a Personal Emergency Evacuation Plan (PEEP) for all pupils and staff with accessibility issues. Draft a GEEP for anyone who visits the school with a disability and review these in	By September 2024

						a timely manner (dictated by level of need and period of impairment).	
Access to the physical environment (outdoor)	The school doesn't have a car park and there are no blue badge parking bay outside the school.	Layby / front of school	Priority B		X	The school will liaise with DOI and Commissioners about the possibility of installing a blue badge parking space at the front of the school following the BS8300 guidance to improve access at the school.	When funds allow
Access to the Curriculum and school community	Lack of information on school website	online	Priority B	X		Update school website to include information on public transport, directions to school and parking	By September 2024
Access to the physical environment (indoor)	No handrails in the standard toilet cubicles.	Pupil and staff toilets	Priority B	X		Add handrails to one of the toilets and for it to colour contrast to aid any pupils with mobility and/or sight impairments.	When funds allow (consideration during planned toilet upgrade 2024)
Access to the physical environment (indoor)	No Diagram of school in tactile/braille	Foyer / School Hall	Priority C	X		Alternative format diagram and/or audio version information	When funds allow
Access to the physical environment (indoor)	There are no facilities for changing or baby feeding for parents and staff.	Whole School	Priority C		X	Install Baby changing facilities and designate a breastfeeding area for when required, identifying with sign.	When funds allow
Access to the physical environment	Staff room is up a set of stairs and may not be accessible for anyone with a sight	1 st floor	Priority C	x		Provide facility downstairs when staff develop or require adjustments due to mobility or sight impairments. Consider a	When required for relocation or when funds allow for stairlift

(indoor)	or mobility impairment.					stair lift	
Access to the physical environment (outdoor)	The entrance to the school may be hindered by the handwashing unit and flower pot.	School entrance area	Priority C	x		Move the obstructions to allow smooth passage into the school for people in a wheelchair. This has been actioned and discharged	Immediately 4/3/2024
Access to the physical environment (indoor)	Front door is heavy and one is locked so a person in a wheelchair could be prevented access.	School entrance area	Priority C		X	The school to add a power option to this door to help with opening.	When funds available. Both doors unlocked during working hours from 4/4/2024
Access to the physical environment (indoor)	Dinner tables lack colour contrast between table and bench leading to challenges for sight impaired pupils and staff	Dinner hall	Priority C	X		The school to add contrasting colour to edges of the tables to improve access.	When person with sight impairment to be using the tables.
Access to the physical environment (indoor)	The school has one accessible toilet:	School building	Priority C		X	Increase number of accessible toilets within the building	When funds allow
Access to the physical environment (indoor)	There is no alarm in the facility	Accessible toilet	Priority C		X	Have alarm installed with cord that reaches the floor. Upgrade the rails and toilet seat to improve access	If not by DOI during school toilets refurb, then when funds allow

Access to the physical environment (indoor)	The facility doesn't have a shelf for people to put items on	Accessible toilet	Priority C		X	Install shelving compliant with regulations to improve access	If not by DOI during school toilets refurb, then when funds allow
Access to the physical environment (indoor)	Key and sliding lock don't conform to guidance.	Accessible toilet	Priority C		X	Change locking mechanism to one that conforms to a lever version to improve access	If not by DOI during school toilets refurb, then when funds allow
Access to the physical environment (indoor)	Transition area had items obstructing	Accessible toilet	Priority C	X		A clearway must be maintained obstruction free. Items have now been removed and stored elsewhere to improve access	Actioned 4/3/2024
Access to the physical environment (indoor)	Flush is on opposite of transition	Accessible toilet	Priority C		X	Move flush handle to transition side of cistern to improve access	If not by DOI during school toilets refurb, then when funds allow
Access to the physical environment (indoor)	No full length mirror	Accessible toilet	Priority C		X	Install full length mirror to improve access	If not by DOI during school toilets refurb, then when funds allow
Access to the physical environment (indoor)	The size of the facility fell below guidance recommendations	Accessible toilet	Priority C		X	Extend facility and improve access	when funds allow

Access to the physical environment (outdoor)	There is no handrail installed on the ramp and no tactile markings to indicate a presence of a ramp.	Entrance to school building	Priority C		X	Install a handrail on both sides of the ramp to improve access.	when funds allow
Access to the physical environment (indoor)	Some of the taps at the school were the turn variety	Shared learning areas	Priority C		X	Convert turn variety of taps to a lever type to improve access	when funds allow
Access to the physical environment (indoor)	The internal steps to the first floor lacked contrast with nosing.	Stairs to 1 st floor	Priority C	X		The school will add high vizability grip tape to the stairs so there is more contrast on steps to improve access for visually impaired.	when funds allow
Access to the physical environment (indoor)	The handrail on the steps to the first floor didn't finish 300mm after the last step	Stairs to 1 st floor	Priority C		X	To extend the handrails at the top and bottom of stairs	when funds allow
Access to the physical environment (indoor)	There are not tactile markings highlighting the presence of steps from the first floor	1 st floor transition stairs	Priority C		X	To add and tactile markers at the top and bottom of stairs	when funds allow
Access to the physical environment (outdoor)	There are small steps outside of some of the classrooms and exits	Emergency classroom exits KS 2	Priority C		X	sdd mall ramps to improve access.	when funds allow

Access to the physical environment (indoor)	The school main reception desk is higher than the guidance states.	foyer	Priority D		X	Lower the reception desk to improve access for people in wheelchairs. This is a structural change to the fabric of the building	when funds allow
Access to the physical environment (outdoor)	The entrance into the school gate is narrow.	Fence and gates at front boundary	Priority D		X	Widen the entrance to improve access. This is a structural change to the fabric of the building boundary wall	when funds allow

