# Accessibility Plan

Ballasalla Primary School

**Ballasalla School Accessibility Plan**
Ballasalla Schools prides itself on being 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 plan outlines the good provision and practice already in place at Ballasalla School, as well as actions we hope to implement, over time, to increase the accessibility of our school for all pupils, parents, staff and visitors.  This plan should be read in conjunction with our other school policies and procedures. The School Plan identifies how actions are connected to the Specific Priorities (**SP's**) outlined in the Department of Education Sport and Culture Accessibility Strategy 2024-2027 which can be found at the following link:
https://www.gov.im/media/1382069/accessibility-strategy-january-2024uploaded-310124_compressed.pdf

**Access to the Curriculum**

| Aim | Good Practice | Objective(s) |
|---|---|---|
| Our curriculum is designed to cater for the needs of pupils with Additional Educational Needs and Disabilities (AEND). | Our school offers a differentiated curriculum for all pupils. Our schools 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, including those with a disability. Targets are set effectively and are appropriate for pupils with SEND. The curriculum is regularly reviewed to make sure it meets the needs of all pupils. Our curriculum permits access for all and where reasonable adjustments are necessary, these are then 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 with differing needs and disabilities. | Class teachers with Support Staff produce information for individual pupils in relation to their needs, including speech and language, ASC support, cognitive, physical difficulties etc. <br> Transition meetings across all phases are completed and for transition between schools, both schools discuss AEN and Disabilities of pupils. <br> Staff attend End of Key Stage Reviews for pupils with complex needs. <br> Staff liaise with outside agencies to support pupils with AEND including PSAC where appropriate <br> Appropriate and necessary information is shared with staff. <br> The Additional Educational Needs (AEN) Register is updated and shared with staff regularly. <br> All pupils with Complex Needs have their Individual Educational Plan's (IEP's) reviewed termly. <br> Teachers consider learning styles favoured by pupils with disabilities and plan lessons accordingly. <br> Professional development opportunities ensure high quality teaching, adapted for individuals. | Teaching and support staff aware of pupils AEND and have a deep understanding of disability issues, including those specific to the pupils that are in attendance. **SP6** |
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| Learning resources are accessible to pupils with differing needs and disabilities. | SENCO/ Class teachers liaise with other agencies in if any specialist equipment is needed for pupils in their lessons. Continued liaison with external agencies (i.e., Occupational Therapy, Sensory Service) to ensure that the right equipment is sourced specific to a pupil's needs. Sensory advice and guidance are followed for individuals as directed by external agencies. | Pupils with disabilities have increased access to curriculum materials and are not disadvantaged in their learning. **SP4** |
| Staff, Governors and parents are made aware of the AEN Policy and Inclusion Policy of the school | Additional Educational Needs Lead (SENCO) arranges training, trains and offers regular updates to 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. | The Trip Leader and Education Visits Coordinator (EVC) will undertake a risk assessment relating to any group member with an impairment or disability. Amendments to an itinerary, staffing arrangements, activities and transport should all be carefully considered when considering a pupil with a disability. Where necessary a Parent or family member may be requested to join a visit to enable a pupil to participate In relation to children within the SPC and those with Complex Needs Parents are regularly consulted regarding life skill visits that will support next steps in individual progress | All pupils, where possible, with a disability/impairment will have the opportunity to take part in school visits, including residential trips. **SP5** |

**Access to the Physical Environment**

| Aim | Good Practice | Objective(s) |
|---|---|---|
| Ensure that emergency evacuation procedures take account of the needs of pupils, staff and visitors with additional needs and disabilities. | Identify pupils and review their needs as necessary. Ensure that appropriate planning including places of safety and staff responsibilities have been established. Complete a Personal Emergency Evacuation Plan (PEEP) for all pupils with accessibility issues (through disability, impairment or temporary injury) and review these in a timely manner (dictated by level of need and period of impairment). | Ensure 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. | The environment is adapted to the needs of pupils as required. This may include: <br> ·   Ramps <br> ·   Corridor width <br> ·   Accessible toilets and changing facilities | Accessibility is permitted to all pupils. **SP4** |
| Monitor level access to lower level floor facilities. Monitor lifts/stairs to upper floor (where used) and ensure access is appropriate. | Through site inspection ensure that all entrances are accessible, and any remedial work carried out effectively. Site inspections carried out alongside checks on lifts/stairs. | No restriction to entrance and exit of any building on the school site. **SP4** |
| Apply a no-cost curriculum planning solution to providing classroom accessibility to pupils with disabilities. | Timetable modified where necessary so that a particular teaching group can be located in rooms with easy access. Make a reasonable short term adjustment where required to enable a pupil to learn due to a medical intervention. | Where possible, pupils with disabilities have full access to teaching areas because they are in accessible rooms. **SP4** |
| Provide appropriate furniture/equipment where necessary for pupils with disabilities. | Wherever possible, we plan for the purchase of furniture/equipment to meet the needs of | School is able to respond rapidly in providing appropriate furniture/ equipment. **SP5** |

| | known pupils with disabilities based on specialist advice received. | |
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| Provide environments that are conducive to learning. | 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 (limited wall decoration, neutral colours, dim lighting) and calming mechanisms (ear defenders). | Pupils' can learn in their surrounding environment. **SP5** |

**Access to Information**

| Aim | Good Practice | Objective(s) |
|---|---|---|
| To make written information more accessible to pupils and Parents with disabilities. | Where appropriate, the school plan for the provision of: <br> Dyslexia friendly fonts made available where identified (Lexie readable).  Correspondence is usually in the Tahoma font, recognised by https://www.bdadyslexia.org.uk as a suitable font. <br> Enlarged resource materials available. <br> Papers copied onto coloured/buff paper. <br> Enlarged written communication with home. <br> An electronic version of all school/home communication e.g. email being available. | Pupils with disabilities 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 a disability. | All schools use a range of communication methods to make sure information is accessible. This may include: <br> · Internal signage <br> · Large print resources | |

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| | ·    Visual Timetables<br>·    Pictorial or symbolic representations; for example a Picture exchange communication system (PECS)<br>·    Sign-A-Long<br>·    Accessibility to appropriate adult intervention | |

**School Action Plan**

An Accessibility Audit took place at the school in March 2024 (**SP7**) 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 Strategy 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 | Responsibility | | Priority | Plan Time Scale | Action |
|---|---|---|---|---|---|
| | School | DOI | | | |
| Access to the curriculum | | X | A | When funds allow. | Installation of Induction Loop System SP5 |
| | X | | A | 2025 | The school doesn't have PEEPS and GEEPs in place and would appreciate guidance. SP5 |
| Access to the physical environment | X | X | B | Completed | Change of the parking spaces to a blue badge parking space. **SP4** |
| | X | | B | Completed | School's website to be updated to include directions on getting to the school and any information on public transport. **SP4** |
| | | X | B | When funds allow. | Handrails to be added to in the standard toilet cubicles **SP4** |
| Access to the physical environment | X | | C | As required | Braille signs around the school. **SP4** |
| | | X | C | As required | Make staff room facilities lower, add lever taps and review location of fridge. **SP4** |
| | X | X | C | To be reviewed along with DESC electronic door project. | Review if school bell can be lowered or additional bell added. **SP4** |
| | | X | C | As required | Upgrade taps to a lever type to improve access. **SP4** |
| | X | | C | Completed | Drop alarm rope to floor level in disabled toilets **SP4** |

| | | X | | As required | Add shelving in disabled toilets **SP4** |
|---|---|---|---|---|---|
| | | X | C | As required | Change contrasting grab rails and toilet seat from the wall colour in disabled toilet. **SP4** |
| | | X | C | As required | Add a rail on other side of sink in disabled toilet. **SP4** |
| | X | | C | **Completed** | Move bin out of transition area in disabled toilet. **SP4** |
| | | X | C | As required | Add a mechanism to the door to alleviate the weight in disabled toilet. **SP4** |
| | | X | C | When funds allow. | School to discuss with DOI Side adding hand rails to and contrasting nosing to steps. **SP4** |
| | X | X | C | As required | Side exits consider installing an evac chair and training or installing small ramps to exits. **SP4** |
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**Version Control and Review**

| <<School>> Version | Revision Author | Sections Changed | Sign-off By | Date |
|---|---|---|---|---|
| V1.0 | JC | New Document | SLT | May 2024 |
| V1.1 | JC | Reviewed and Action plan updates | SLT | Nov 2025 |