

Accessibility Plan



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1. Aims

Schools are required under the Equality Act 2017 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our schools aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school websites, and paper copies are available upon request.

Our schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2017, including understanding disability issues.

The schools support any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of the Equality Act 2017.

The Equality Act 2017 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

At Bunscoill Rhumsaa and Sulby School we use the Equality Act 2017 definitions, where 'long-term' is defined as 'at least twelve months' or 'is likely to be at least twelve months' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2017, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Current Context

Part One: Access to the curriculum.

Aim	Good Practice	Objective
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our schools 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, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	Pupils have access to a broad and balanced curriculum that demonstrates diversity and inclusion in its content. (SP5)
Staff, governors and parental community have easy access to the SEND Policy and Inclusion Policy of the schools, as well as advice and guidance to support them.	<ul style="list-style-type: none"> • At each school, we have a dedicated SEND Coordinator who ensures that our policies and practice are up to date. The coordinator also provides support and advice to staff, governors, and parents regarding the inclusion of pupils with disabilities. • There is also a Specialist Provision Leader at Bunscoil Rhumsaa who can share good practice, give advice and provide training for all staff • Policies available on website 	Teaching and support staff are aware of pupils with additional needs and have an understanding of disabilities issues, including those specific to the pupils that are in attendance (SP6)
When planning school trips involving pupils with	<ul style="list-style-type: none"> • The Trip Leader and Education Visits 	All pupils, where possible, with a

<p>impairment or disabilities, the schools will make every effort to accommodate their needs thereby allowing them access to the experience.</p>	<p>Coordinators (EVC) will undertake a risk assessment relating to any group member with an impairment or disability.</p> <ul style="list-style-type: none"> • 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. 	<p>disability/impairment will have the opportunity to take part in a school trip, including residential trips. SP5</p>
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Part Two: Access to the physical environment

Aim	Good Practice	Objective
<p>Ensure that emergency evacuation procedures take account of the needs of pupils with disabilities.</p>	<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. • 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). 	<p>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</p>
<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of pupils as required. This may include:</p> <ul style="list-style-type: none"> • Ramps 	<p>Accessibility is permitted to all pupils. SP4</p>

	<ul style="list-style-type: none"> • Elevators/Lifts • Corridor access (clear pathways, no obstacles etc) • Blue badge parking bays • Accessible toilets and changing facilities • Classroom/library etc shelving at wheelchair accessible height 	
Monitor level access to ground floor facilities. Monitor lifts/stairs to upper floor (where used) and ensure access is appropriate.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Timetable modified where necessary so that a particular teaching group can be located in rooms with easy access, i.e., ground floor. 	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.	<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 (limited wall decoration, neutral colours, dim lighting) 	Pupils' can learn in their surrounding environment. SP5

	and calming mechanisms (ear defenders, room acoustic consideration)	
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Part Three: Access to written documents

Aim	Good Practice	Objective
To make written information more accessible to pupils with disabilities.	<p>Where appropriate, the schools plan for the provision of:</p> <ul style="list-style-type: none"> • Dyslexia friendly font used on all school materials (Lexie readable) • Enlarged resource materials available. • Papers copied onto coloured/buff paper. • Enlarged written communication with home. • An electronic version of all school/home communication 	Pupils with disabilities have greater access to information. The schools can respond quickly to requests for information in alternative formats. SP3
Improve delivery of information to pupils with a disability	<p>All schools use a range of communication methods to ensure information is as accessible as possible. These may include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Portable/Induction Loops 	

	<ul style="list-style-type: none"> • Visual timetables <p>Pictorial or symbolic representations (eg Picture Exchange System (PECS))</p> <p>Sign-a-Long (Sign language)</p>	
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4. School Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2017.

Area of Accessibility	Responsibility		Action to be taken	Timescale	Priority	Cost
	School	Dept. of Infrastructure				
Access to the curriculum		*	Installation of a fixed induction loop (to the school reception as a minimum)	When funds allow.	A	M
Access to the curriculum	*		Addition of personal Induction Loop System	As required	A	M
Access to the physical environment	*		Plan and establish a General Emergency Evacuation Plan which states processes for visitors to the school in the case of an emergency eg fire alarm.	January 2024	A	N

Access to the physical environment	*		Ensure staff have received Evac chair training where possible	Subject to training being available	A	M
Access to the physical environment		*	Resize the current blue badge parking spaces to the recommended size (6 x 3.8m)	December 2024	B	M
Access to the physical environment		*	Renew signage and marking at Blue Badge spaces to meet with guidance, to improve wayfinding and visibility	December 2024	B	M
Access to the physical environment	*		Update school website to include directions on getting to the school and information on public transport links	September 2024	B	N
Access to the physical environment		*	Add handrails to existing standard toilet cubicles	When funds allow	B	M
Access to the physical environment	*		Seek and add an alternative diagram of the school building in braille.	December 2024	C	M
Access to the physical environment		*	Replace 'pull' toilet roll dispensers with easier to manipulate	December 2024	C	M

			versions			
Access to the physical environment	*		Add clearer signage for the school doorbells	September 2024	C	M
Access to the physical environment		*	Upgrade taps to a lever type to replace 'turn' variety currently in situ.	When funds allow	C	M
Access to the physical environment		*	Upgrade accessible toilets to be consistent, including: Lowering alarm cords, adding 'contrast' seats and rails, adding shelf, lightening the door weight, moving flush to transition side	When funds allow	C	OG
Access to the physical environment		*	Replace doorbell/buzzer button on entrance to Infant building (Rhumsaa)	December 2024	C	M
Access to the physical environment		*	Lower the Reception area desks to stated heights provided in the guidance	When funds allow	C	ST

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Headteacher.

It will be monitored by the school Governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- SEND policy