

ST JOHNS SCHOOL ACCESSIBILITY PROVISION AND PLAN



St Johns 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 outlines the good provision and practice already in place at St Johns 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 school's other 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 Plan 2024-2027 which can be found at the following link:https://www.gov.im/media/1382069/accessibility-strategy-january-2024uploaded-310124_compressed.pdf

PART 1 - Access to the Curriculum		
Aim	Good Practice	Objectives
The curriculum is designed to cater for the needs of pupils with additional educational needs and disabilities.	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils. • Our SPC pupils have a specifically designed curriculum - Equals. • Our curriculum is flexible so that SPC pupils can access mainstream learning when appropriate. • Our school uses 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 disabilities. • 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 	Pupils have access to a broad and balanced curriculum that demonstrates diversity and inclusion in its content. SP5

<p>Teachers and Support Staff access training and professional development in order to support pupils with differing needs and disabilities.</p>	<ul style="list-style-type: none"> • The Specialist Provision Centre (SPC) managers, Special Needs Coordinator (Senco) and class teachers produce information for individual pupils in relation to their needs, including speech and language, ASC support, cognitive and physical difficulties. • Transition meetings across all phases are completed and for transitions between schools, both schools discuss Additional Educational needs and disabilities of pupils. • SPC staff attend end of key stage review meetings for pupils with complex needs. • Staff liaise with outside agencies to support pupils with Additional Educational Needs and Disabilities. (AEND) and information provided by external agencies if shared with relevant staff so provision can be adapted. • The Additional Educational Needs Register is updated and shared with staff termly. • All pupils with complex needs have their Individual Education Plan (IEP) reviewed and updated termly. • Teachers consider learning styles favoured by pupils with additional needs and disabilities and plan lessons accordingly. • Professional development opportunities ensure high quality teaching, adapted for individuals. 	<p>Teaching and support staff are aware of pupils with additional needs and disabilities and have an understanding of disability issues, including those specific to the children in attendance. SP6</p>
<p>Learning resources are accessible to pupils with differing needs and disabilities.</p>	<ul style="list-style-type: none"> • The Specialist Provision Centre (SPC) managers, Special Needs Coordinator (Senco) and class teachers liaise with other agencies if any specialist equipment is needed for pupils in their lessons. 	<p>Pupils with additional needs and disabilities have increased access to curriculum materials and are not disadvantaged in their learning. SP4</p>

	<ul style="list-style-type: none"> Continued liaison with external agencies (e.g. Occupational Therapy, Speech & Language Support, Visual Impairment Service, Hearing Supports Service) to ensure that the right equipment is sourced specific to a pupils needs. Sensory advice and and guidance are followed for individuals as directed by external agencies 	
Staff, Governors and parents are made aware of the Additional Needs and inclusion policy of the school	<ul style="list-style-type: none"> The Headteacher, the Specialist Provision Centre (SPC) managers and the Special Needs Coordinator (Senco) update all staff and Governors at least annually. 	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 to access the experience.	<ul style="list-style-type: none"> The trip leader and Educational Visits Coordinator (EVC) will undertake a risk assessment relating to any group member with an impairment or disability. Any reasonable expenditure necessary to accommodate the 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 school trips, including residential visits. SP5
To support and promote pupil well-being.	<ul style="list-style-type: none"> Early intervention and referrals for pupils' well-being when identified. Liaison with other agencies to support well-being (e.g. Isle Listen). Willow Room (nurture) to provide extra well-being support when possible for identified children. Activities held in school - assemblies, Isle Listen sessions in class. 	Share information to promote pupils' well-being. SP3

PART 2 - Access to the Physical Environment

Aim	Good Practice	Objectives
Ensure that emergency evacuation procedures take account of the needs of pupils with 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 responsible 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 the level of need and period of	Identify 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 the pupils as required. This may include: <ul style="list-style-type: none">• Ramps• Lighting• Hearing loops/sound bars• Blue Badge parking bays• Accessible toilets and changing facilities• Storage and shelving at wheelchair-accessible height	Accessibility is permitted to all pupils. SP4
Provide appropriate furniture/equipment where necessary for pupils with disabilities.	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 furniture/equipment. SP5

Provide environments that are conducive to learning.	Where, for example, sensory difference if a factor affecting learning, undertake sensory audits for pupils (ie some ADHD ASD pupils may require this) and make adjustments to allow pupils to learn. This may require low arousal (limited wall decoration, neutral colours, dim lighting) and/or calming mechanisms (eg ear defenders)	Pupils can learn in the surrounding environments. SP5
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PART 3 - Access to written documents

Aim	Good Practice	Objectives
To make written information more accessible for pupils with AEN.	Where appropriate the school play for the provision of:- Dyslexia friendly font used on school materials and resources.(Arial, Comic Sans, Tahoma) Enlarged resource materials available. Papers copied onto coloured / buff paper) Enlarged written communication with home available on request. An electronic version of all school/home communication.	Pupils with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats. SP3
Improve 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:- Internat signage Large print resources Braille Portable induction loops Visual timetables Pictorial or symbolic representations e.g. PECs Sign -A- Long Eye gaze technology	Pupils with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats. SP3

School Action Plan A

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

Access to the Curriculum

Identified Issue	Responsibility		Strategy Action	Priority	Time Scale	Review
	School	DOI				
The school reception does not have a fixed induction loop to accommodate hearing aid users who may struggle when there is background noise.		X	It is recommended that the school may consider adding a permanent fixed induction loop be installed at the reception as a minimum.	A	when funds allow	
PEEPs and GEEPs are not checked annually to review effectiveness.	X		The school may consider annually checking all documents to ensure that they are still effective. PEEPs are checked regularly for all children within the Specialist Provision Centre. PEEPs for 'mainstream' children & GEEP	A	SPC - already in place by Sept 2024	

Access to the Physical Environment

Identified Issue	Responsibility		Strategy Action	Priority	Time Scale	Review
	School	DOI				
Accessible Car Parking spaces not required size.	X	X	<p>The width of the spaces did not conform to guidance sizing. Length should be OG 6000mm in length and 3600mm in width. Also consider adding transition paint as per the guidance BS8300.</p> <p>Consider changing signs to say Blue Badge Space.</p>	B	<p>inform DOI to address this by remarking - unsure of their timescales.</p> <p>In place by Sept 2024</p>	
<p><u>Accessible Toilet</u></p> <ul style="list-style-type: none"> Toilets had grab rails but could be improved by adding an additional rail on both sides of the sink There was no shelving There was a bin on the transition side. Lock is a turn button which may be challenging for people with manual dexterity. Alarm didn't reach the floor Flush on opposite side of transition area 		X	<p>The school may consider</p> <ul style="list-style-type: none"> adding a second handrail around the sink adding a shelf to each facility moving the bin to another area of facility changing the locks to a slide version lowering the alarm so it can be reached from floor level moving the flush to the transition side 	B	<p>when funds allow</p> <p>bin can be moved & alarm cord lowered by site manager by June 2024</p>	

Access to the Physical Environment

Identified Issue	Responsibility		Strategy Action	Priority	Time Scale	Review
	School	DOI				
There were no handrails in the toilet cubicles. Some of the taps were turning faucet which may prove difficult for children with manual dexterity implications.		X	The school may consider adding handrails to one or all of the toilets and for it to contrast to aid pupils with mobility and/or sight impairments. The school may also consider changing the taps to lever or push versions.	B	when funds allow	
There are no facilities for changing or baby feeding for parents and staff.			The school may wish to consider providing such a facility.	C	school to cost & consider possible purchase by Sept 2024	
The light around the school can be bright which may impact students, staff or visitors who are neurodivergent.			The school may consider dimming lights in areas to help with this.	C	when funds allow & as lighting needs replacing.	
Some facilities were up high in the staff room. Door to the staff room was heavy and the slide locks in the toilets were stiff.			The school may consider lowering facilities in the staff room, look at the M staff room door and consider making it easier to open and give the locks in the staff room (and in other toilets) attention to enable locks to slide more freely.	C	when funds allow or when need arises for staff member.	

Access to written documents / communication

Identified Issue	Responsibility		Strategy Action	Priority	Time Scale	Review
	School	DOI				
School's website doesn't have directions on getting to the school, accessibility parking or any information on public transport.	X		The school's website doesn't have directions on getting to the school, accessibility N parking (if applicable) or any information on public transport. The school may consider adding this	B	added to website. May 2024	
The school doesn't have a diagram of the school building in tactile/Braille. There isn't an audio version of information about the building/services/activities.	X		The school may consider looking at putting together an alternative format diagram and/or an audio version information on the school building.	C	when funds allow or when need arises for any new children, parents.	