

Jurby Community School – Accessibility Provision and Plan

Jurby Community 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 outlines good provision and practice already in place at Jurby Community School, as well as actions we hope to implement, over time, to increase 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 school's curriculum intent is aspirational for all learners.	• Quality First Teaching (QFT) universal offer is in place across the whole school. • Resources are used to aid learning for all pupils. • Play resources are diverse from a range of cultures, backgrounds, age and disabilities. • Progress of all learners is tracked and targets set are in line with abilities. • The curriculum is reviewed to ensure all learners can access learning at their level. • All children can access mainstream provision with reasonable	All pupils access learning. A curriculum is broad and balanced which demonstrates diversity and inclusion in its content.

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	adjustments being made, if necessary.	
Teachers' and Support Staff access training and Continued Professional Development (CPD) to support pupils with differing needs and disabilities.	- Class teachers produce information for individual pupils in relation to their needs, including speech and language, ASC support, cognitive, physical difficulties etc. - Transition meetings across all phases are completed and for transition between schools, both schools discuss Additional Educational Needs and Disabilities of pupils. - Staff attend End of Key Stage Reviews for pupils with complex needs. - Staff liaise with outside agencies to support pupils with Additional Educational Needs and Disabilities (AEND) - Appropriate and necessary information is shared with staff. - The Additional Educational Needs (AEN) Register is updated and shared with staff termly. - All pupils with Complex Needs have their Individual Educational Plan's (IEP's) reviewed regularly and shared with parents.	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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	- Teachers consider learning styles favoured by pupils with disabilities and plan lessons accordingly. - Professional development opportunities ensure high quality teaching, adapted for individuals.	
Learning resources are accessible to pupils with differing needs and disabilities.	- Class teachers liaise with other agencies 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 (AEN) Leader 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	The Trip Leader and Education Visits Coordinator (EVC) will undertake a risk assessment relating to any group member with an impairment or disability.	All pupils, where possible, with a disability/impairment will have the opportunity to take part in a school trip, including residential trips. SP5

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accommodate their needs thereby allowing them access to the experience.	- 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.	
Part 2 – Access to the Physical Environment		
Ensure that emergency evacuation procedures take account of the needs of pupils with 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).	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:	Accessibility is permitted to all pupils. SP4

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	•Ramps •Corridor width •Blue badge parking bays •Accessible toilets and changing facilities •Library shelves at wheelchair-accessible height	
Monitor level access to ground floor facilities. Jurby Community School is all built on one level.	Through site inspection ensure that all entrances are accessible, and any remedial work carried out effectively. •Site inspections carried out alongside checks on steps	No restriction to entrance and exit of any building on the school site. 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 appropriate furniture/equipment. SP5
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)	Pupils' can learn in their surrounding environment. SP5
Part 3 – Access to Written Documents		
To make written information more accessible to pupils with disabilities.	Where appropriate, the school plan for the provision of:	Pupils with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats. SP3

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	•Dyslexia friendly font used on all school materials •Enlarged resource materials available. •Papers copied onto coloured/buff paper. Enlarged written communication with home. •An electronic version of all school/home communication.	
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: •Internal signage •Large print resources •Braille •Portable / Induction loops •Visual Timetables •Pictorial or symbolic representations; for example Picture exchange communication system (PECS) •Sign-A-Long	Pupils with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats. SP3

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School Action Plan

An Accessibility Audit took place at the school in February 24 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	Responsibility of		Time Scale	Action
	DOI	School		
Access to the curriculum	DOI		When funds allow	Installation of Induction Loop System (B) Not Started – July 26
	School		By September 24	PEEPS and GEEPS to be written down for any staff or pupil that needs one. (A)

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			Completed July 26
Access to the physical environment	DOI	When funds allow	Install a wall mounted sign indicating the Blue Badge Parking Bay (B) Not Started – July 26
	DOI	When funds allow	Ensure step free access from the Blue Badge parking space into the school. Currently there is a raised kerb. (C) Complete July 26
	DOI	When funds allow	Internal and external handrails to be extended to finish 300mm after last step. (B) Ongoing July 26
	DOI	As parts need replacing over time.	When rails and toilet seats need replacing – replace with a contrasting colour. (B) Ongoing July 26
	DOI	As parts need replacing over time.	When taps need replacing ensure that they are suitable for use by people with limited mobility. (B) Ongoing July 26
	DOI	When funds allow	Install a fully functioning accessible toilet and changing space is installed. (D) Not Started July 26
	DOI	As funds allow – replace current markers when needed.	To ensure all internal and external steps and stairs have tactile markers at the top and bottom of stairs indicating presence of steps. (B) Ongoing July 26
	School	If required for any new starters / parents.	Look at alternative formats for school building diagrams in tactile/braille. Audio version if required. Update signs around school in braille. (C) Not Started July 26