



St Mary's RC School – Accessibility Provision and Plan

St Mary's RC Primary 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 St Mary's 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		SP1
Aim	Good Practice	Objectives
The school's curriculum intent is aspirational for all learners.	<ul style="list-style-type: none">• 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 pupils access learning. A curriculum is broad and balanced which demonstrates diversity and inclusion in its content.



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	<ul style="list-style-type: none">• All children can access mainstream provision with reasonable adjustments being made, if necessary.	
<ul style="list-style-type: none">• Teachers' and Support Staff access training and Continued Professional Development (CPD) to support pupils with differing needs and disabilities.	<ul style="list-style-type: none">• 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 termly 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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	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The Trip Leader and Education Visits Coordinator (EVC) will undertake a risk assessment 	All pupils, where possible, with a disability/impairment will have the



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<p>accommodate their needs thereby allowing them access to the experience.</p>	<p>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>opportunity to take part in a school trip, including residential trips. SP5</p>
<p>Engage children and parents around diversity and inclusion</p>	<ul style="list-style-type: none"> • Assemblies are frequent around the themes of diversity and inclusion. • Parent resources are diverse in image etc. • Parental communication is send out in first language (if not English)n when appropriate. 	<p>Engage children and parents around diversity and inclusion (SP1)</p>
<p>To support and promote pupils' wellbeing</p>	<ul style="list-style-type: none"> • Early interventions and referrals for pupils' wellbeing when identified. • Liaison with other agencies to support pupils' wellbeing. • Activities held within school to promote wellbeing – isle listen sessions / mental health weeks etc • Thrive room to provide extra wellbeing support when needed. 	<p>Share information to promote pupils' wellbeing (SP3)</p>



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	<ul style="list-style-type: none"> • Staff training in supporting pupil's wellbeing. 	
Part 2 – Access to the Physical Environment		
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 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.	<p>The environment is adapted to the needs of pupils as required. This may include:</p> <ul style="list-style-type: none"> •Ramps •Elevators •Corridor width •Blue badge parking bays •Accessible toilets and changing facilities •Library shelves at wheelchair-accessible height 	Accessibility is permitted to all pupils. SP4



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<p>Monitor level access to ground floor facilities. Monitor lifts/stairs to upper floor (where used) and ensure access is appropriate.</p>	<p>Through site inspection ensure that all entrances are accessible, and any remedial work carried out effectively.</p> <ul style="list-style-type: none"> •Site inspections carried out alongside checks on lifts/stairs. 	<p>No restriction to entrance and exit of any building on the school site. SP4</p>
<p>Apply a no-cost curriculum planning solution to providing classroom accessibility to pupils with disabilities.</p>	<p>Timetable modified where necessary so that a particular teaching group can be located in rooms with easy access, i.e., ground floor.</p>	<p>Where possible, pupils with disabilities have full access to teaching areas because they are in accessible rooms. SP4</p>
<p>Provide appropriate furniture/equipment where necessary for pupils with disabilities.</p>	<p>Plan for the purchase of furniture/equipment to meet the needs of known pupils with disabilities based on specialist advice received.</p>	<p>School is able to respond rapidly in providing appropriate furniture/equipment. SP5</p>
<p>Provide environments that are conducive to learning.</p>	<p>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)</p>	<p>Pupils' can learn in their surrounding environment. SP5</p>
<p>Part 3 – Access to Written Documents</p>		
<p>To make written information more accessible to pupils with disabilities.</p>	<p>Where appropriate, the school plan for the provision of:</p>	<p>Pupils with disabilities have greater access to information. The school is able to</p>



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	<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. <p>Enlarged written communication with home.</p> <ul style="list-style-type: none">•An electronic version of all school/home communication.	respond quickly to requests for information in alternative formats. SP3
Improve the delivery of information to pupils with a disability.	<p>All schools 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•Braille•Portable / Induction loops•Visual Timetables•Pictorial or symbolic representations; for example <p>Picture exchange communication system (PECS) •Sign-A-Long</p>	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 December 2023 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:

(SP7)

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.



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Area of Accessibility	Responsibility of		Time Scale	Action
	DOI	School		
Access to the curriculum	DOI		When funds allow	Installation of Induction Loop System (A) SP5
	School		By September 24	PEEPS and GEEPS to be written down for any disables pupils or staff members (A) (SP5)
Access to the physical environment	DOI		By September 24	Resizing of blue badge parking spaces in staff car park to ensure they are standard size. Additional signage needed to call office to access the parking spaces (B) SP4
	School			
	DOI		When funds allow	Add additional handrails on external steps down to kitchen and from Reception area to the playground. Add additional lights to areas (B) SP4
	DOI		When funds allow	Internal handrails to be extended to finish 300mm after last step. (B) SP4
	DOI		As parts need replacing over time.	When rails and toilet seats need replacing – replace with a contrasting colour. (B) SP4
	School		Summer 24	Adding a full-length mirror to the disabled toilets – x 4 (B) SP4
	School		Immediately	Drop the alarm cord to the floor level. Move bins from transition areas. (B) SP4
	DOI		As funds allow – replace current markers when needed.	To ensure all stairs have tactile markers at the top and bottom of stairs indicating presence of steps. (B) SP4
	School		By Summer 24	Update the school's website to highlight access to the school building for all users. (B) SP4



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	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) SP4
	School	Ongoing	Consider lighting in classes. Teachers to not have lights on when classrooms are bright without lights. (C) SP4
	DOI	As funds allow	Improve access to the main office by adding a ramp at the front. This would require major structural work. (D) SP4
	School	By Summer 24	Add signage to school barrier so all users have office number for access. (D) SP4