MANOR PARK PRIMARY SCHOOL ACCESSIBILITY PROVISION AND PLAN

Manor Park Primary 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 the good provision and practice already in place at Manor Park Primary 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's 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
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 school uses resources tailored to the needs of pupils who require support to access the curriculum. * Curriculum resources include examples of people with impairments/disabilities. * Curriculum progress is tracked for all pupils, including those with disabilities. Targets are set effectively and are appropriate for pupils with additional needs. * Our 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 necessary, these are implemented. * Our curriculum is flexible so that pupils from our Specialist Provision Centre (SPC) can access mainstream learning when appropriate.	Pupils have access to a broad and balanced curriculum that demonstrates diversity and inclusion in its content. (SP5)

AIM	GOOD PRACTICE	OBJECTIVES
Teachers and Support Staff access training and Continued Professional Development (CPD) to support pupils with differing needs and abilities.	* Our SPC Manager, Additional Educational Needs (AEN) Co-ordinator and Class Teachers produce information for individual pupils in relation to their needs, including speech and language, ASD support, cognitive, physical difficulties etc. * Transition meetings across all phases are completed and for transition between schools, both schools discuss AEN and Disabilities (AEND) of pupils. * Staff attend end of Key Stage reviews for pupils with Complex Needs and SPC pupils. * Staff liaise with outside agencies to support pupils with AEND. * Appropriate and necessary information is shared with staff. * The AEN Register is updated and shared with staff termly. * All pupils with Complex Needs have their Individual Education Plans (IEPs) reviewed termly. * Teachers consider learning styles favoured by pupils with disabilities and plan lessons accordingly. * Professional development opportunities ensure high quality teaching, adapted for individuals.	Teaching and support staff are aware of pupils AEND and have a deep understanding of disability issues, including those specific to the pupils that are in attendance. (SP6)
Learning resources are accessible to pupils with differing needs and disabilities.	* Our SPC Manager and 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 Services) to ensure that the right equipment is sourced that is specific to a pupil's needs. * Sensory advice and guidance is 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 and Inclusion Policies and Procedures of the school.	* Our SPC Manager and AEN Co-ordinator train and offer regular updates to all teachers, support staff and Governors as required.	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)

AIM	GOOD PRACTICE	OBJECTIVES
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.	* The Educational Visits Leader (EVL) and Education Visits Co-ordinator will undertake a risk assessment relating to any group member with an impairment or disability. * 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 accommodating a pupil with a disability on a school trip.	All pupils, where possible with a disability/ impairment will have the opportunity to take part in a school trip, including residential trips. (SP5)

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.	* 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 the pupils as required. This may include: - Ramps - Lifts - Corridor width - Blue badge parking provision - Accessible toilets and changing facilities - Library shelves at wheelchair accessible height	Accessibility is permitted to all pupils. (SP4)

AIM	GOOD PRACTICE	OBJECTIVES
Monitor level access to ground floor facilities. Monitor lifts/stairs to upper levels (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, i.e. floor with level access to majority of required facilities.	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.	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 difficulties is a factor affecting learning, undertake sensory audits for pupils (i.e. some Attention Deficit Hyperactivity Disorder (ADHD) and 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, room acoustic consideration).	Pupils can learn in their surrounding environment. (SP5)

Part 3 - Access to Written Documents

AIM	GOOD PRACTICE	OBJECTIVES
To make written information more accessible to pupils with disabilities.	Where appropriate the school plan for the provision of: * 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 school is able to respond quickly to requests for information in alternative formats. (SP3)

AIM	GOOD PRACTICE	OBJECTIVES
Improve the delivery of information to pupils with an impairment or disability.	School uses 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 a 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)

SCHOOL ACTION PLAN

An Accessibility Audit took place at the school in January 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 buildings 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 highly likely 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		PLAN TIME SCALE	ACTION / (PRIORITY LEVEL)
	SCHOOL	**DOI**		
Access to the curriculum		DOI	Subject to funding/ When required	Installation of Induction Loop System (A)
	SCHOOL		When required	Personal Induction Loop System (A)
Access to the physical environment		DOI	Subject to funding	Signage to direct people from the road to the car park and from these areas towards the main reception area. (B)
		DOI	Subject to funding	Liaise with DOI regarding altering the size and layout of the blue badge parking space and add appropriate signage to direct visitors towards this space. (B)
		DOI	Subject to funding	Smooth out gradient from blue badge parking space into the playground. (B) Look at smoothing out other areas around the external paths around the school. (C)

AREA OF ACCESSIBILITY	RESPONSIBILITY		PLAN TIME SCALE	ACTION / (PRIORITY LEVEL)
	SCHOOL	DOI		
	SCHOOL		Jan 2024	Update school website to have directions on getting to the school, accessibility, parking and info on public transport. (B)
	SCHOOL		When required	If a staff member or pupil requires it add signs at a lower level or in tactile/Braille. (B)
	SCHOOL		When required	If a staff member of pupil requires it ensure bookshelves are accessible at a lower level. (B)
		DOI	Subject to funding	Lower the Reception sign in shelf to 1117mm. (B)
		DOI	Subject to funding/ when required.	Add handrails to one or all of the toilets in contrasting colours to aid any pupils with mobility or sight impairments. (B)
		DOI	Subject to funding/ Priority B timescales	Upgrade the disabled toilet to meet the recommendations of the report, including: * painting the wall a different colour so rails contrast and add a different colour toilet seat * add a shelf to the facility * move the chest of drawers from the transition area * change the flush to the transition side * change the locks to be a lock that is easier to turn * add an alarm to the facility (B)
		DOI	Subject to funding/ Priority B timescales	Repaint the nosing 55mm at the end of each stair adding tactile flooring at the start and end of the steps to highlight the presence of steps starting/finishing. On steps up to different levels in school. Extend handrails and add tactile paving at the top and bottom or steps both inside and outside the building. (B)
		DOI	Subject to funding/ Priority C timescales	Addition of a baby changing/feeding facility. (C)
		DOI	Subject to funding/ Priority C timescales	Add dimmer switches in areas where the light is bright as lights require replacing. (C)
		DOI	Subject to funding/ Priority C timescales	Change taps to lever ones when they require replacing. (C)
	SCHOOL		Subject to funding/ Priority C timescales	Add an alternative format/tactile/braille diagram of the school. (C)

AREA OF ACCESSIBILITY	RESPONSIBILITY		PLAN TIME SCALE	ACTION / (PRIORITY LEVEL)
	SCHOOL	DOI		
		DOI	Subject to funding/ When required/ Priority C Timescales	Improve access and lower some facilities in the staff room. (C)