Braddan School Accessibility Provision and Plan

Braddan School is an inclusive school that sees a wide range of pupils with additional needs attending. We treat all members of our school community with respect, we learn together and try our best. We provide access and opportunities for all pupils without discrimination of any kind by being committed to offering an inclusive curriculum, and a fully accessible environment which values and includes all pupils, staff, families and visitors, regardless of their physical, intellectual, social, sensory, spiritual, cultural or emotional needs. We are committed to challenging negative attitudes to disability and accessibility and embracing a culture of awareness, tolerance and inclusion.

This Accessibility Plan outlines the good provision and practice already in place and then details actions to be taken to increase the accessibility to our school for all members of our community. It is compliant with current legislation and requirements specified in The Isle of Man Equality Act 2017.

The plan identifies how actions are connected to the Specific Priorities (SPs) detailed in the Department of Education Sport and Culture Accessibility plan 2024-27 (https://www.gov.im/media/1382069/accessibility-strategy-january-2024uploaded-310124_compressed.pdf.)

This plan is available online on the school website, and paper copies are available upon request.

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.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

PART 1 – Access to the Curriculum

AIM	GOOD PRACTICE	OBJECTIVE(S)
Our curriculum is designed to cater for the needs of all pupils with additional educational needs (AEN)	We 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. 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 necessary, these are implemented.	Pupils have access to a broad and balanced curriculum that demonstrates diversity and inclusion in its content. (SP5)
Professional development opportunities are provided so staff can support pupils with differing needs and abilities.	Staff liaise with outside agencies to support pupils with AEN and information provided by external agencies is shared with relevant staff so provision can be adapted. SEN register updated and shared with staff termly. Staff consider learning styles favoured by pupils with additional needs and plan lessons accordingly. Professional development opportunities ensure high quality teaching, adapted for individuals.	Teaching, support and ancillary staff are aware of pupils with AEN and have an understanding of disability issues, including those specific to the pupils in their care. (SP6)

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 AEN have increased access to curriculum materials and are not disadvantaged in their learning. (SP4)
Staff, Governors and parents are made aware of the AEN/Inclusion Policy of the school	Headteacher and SENCO (Special needs co-ordinator) update all teachers, support staff and Governors 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 access to the experience.	The Trip Leader and Education Visits Coordinator (EVC) 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 considering a pupil with a disability.	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	OBJECTIVE(S)
Ensure that emergency evacuation procedures take account of the needs of pupils with additional needs or 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: • Ramps • Elevators • Lighting • Hearing loops/sound bars • Blue badge parking bays • Accessible toilets and changing facilities • Storage 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 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) 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 Information

AIM	GOOD PRACTICE	OBJECTIVE(S)
To make written information more accessible to pupils with AEN.	Where appropriate, the school plan for the provision of: • Dyslexia friendly font used on all school materials (Arial, Comic Sans or Tahoma) • Enlarged resource materials available. • Papers copied onto coloured/buff paper. • Enlarged written communication with home available in request. • An electronic version of all school/home communication.	Pupils with AEN have greater access to information. The school is able to respond quickly to requests for information in alternative formats. (SP3 & SP5)
Improve the delivery of information to pupils with AEN.	As a school we use a range of communication methods to make sure information is accessible. This may include: • Internal signage	Pupils with AEN have greater access to information. The school is able to respond quickly to requests for information in alternative formats. (SP3 & SP5)

	• Large print resources • Portable / Induction loops • Visual Timetables • Pictorial or symbolic representations; for example a Picture exchange communication system (PECS) • Sign-A-Long	

School Action Plan A

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 building and site and can then decide if they need to include recommendations in their future plans for the school. The School Plan works 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 Physical Environment

Identified issue	Responsibility		Strategy/Action	Priority	Time Scale	Review
	School	DOI				
Accessible car parking spaces not required size or location.		x	Spaces should be painted as per the BS8300 diagram with a transition area around the space (at the sides and the back). There should also be a sign at eye level to show a blue badge parking space Move one of the spaces nearer to main entrance.	Priority B	when funds allow	
Lack of signage from the car park to the main entrance	x		Add additional signage to improve directions to the front door of the school	Priority B	By the end of the Summer 1 half-term 2023/24	
The internal front door is heavy when trying to push it open		x	Have the door opener adjusted or add power action to the opening door	Priority B	when funds allow	
No handrails in the standard toilet cubicles.	x	x	Add handrails to one of the toilets and for it to colour contrast to aid any pupils with mobility and/or sight impairments.	Priority B	when funds allow.	

Issue			Recommendation	Priority	Timeframe	
Disabled toilet: 1. No shelving 2. One rail around the sink 3. Toilet seat and rail don't contrast 4. Bin is in the transitional area 5. The flush is high up and on the opposite side of transition 6. No alarm in the facility 7. Toilet pan doesn't extend to 750mm	x	x	1. Add a shelf to the facility near the toilet. 2. Add an additional rail around the other side of the sink area. 3. Ensure the toilet seat and rails contrast. 4. Move the bin and items from the transition area. 5. Change the flush and add to the transition side. 6. Add an alarm to the facility 7. Change the toilet pan so that it extends out 750mm to allow for manouverability.	Priority B	When funds allow, except for point 4	
Signs were up high in the school and people may struggle to see these from a seating position.	x		Lower or duplicate signs at a lower level. Start to include signs that are tactile and/or in Braille as this will increase access around the building.	Priority C	When funds allow	
Some external steps had nosings but some don't.v		x	Add nosings to all steps at 55mm at the end of each step.	Priority C	When funds allow	
Flooring inbetween the two front doors is dipped restricting wheelchair access.		x	Level up this area of flooring.	Priority B	When funds allow	

Identified issue	Responsibility		Strategy/Action	Priority	Time Scale	Review
	School	DOI				
The school doesn't have baby changing facilities	x	x	Consider adding such facilities for mothers and fathers with babies while on site.	Priority C	When funds allow	
Flooring and benching in the dining hall doesn't contrast for those with sight impairments	x		Consider changing the colour scheme	Priority C	When funds allow	

Access to Information

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. There are also no portable induction loops available.	x	x	A permanent fixed induction loop be installed at the reception (or a portable one) as minimum. This will allow for any visitors at reception or any pupils with a hearing impairment. Signage to be provided indicating the availability of the facility and staff members have an awareness how to use the system.	Priority A	By September 2024	
The school currently has one child with a hearing impairment but there are no PEEPs in place	x		Create a PEEP for each individual pupil or staff member with a special need such as mobility or sight impairment around evacuation.	Priority A	By September 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		Put together alternative formats, such as a diagram and/or an audio version of information on the school building.	Priority C	By January 2025	
The school's website doesn't highlight accessibility that might answer a person's questions when trying to access the building.	x		Update the school website to this effect.	Priority B	By September 2024	
The sign for the access bell wasn't in tactile or braille.	x		Uppgrade the signage for the access bell	Priority C	When funds allow	