

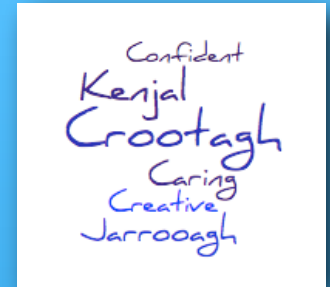


Established 1834

Arbory School • Scoill Chairbre

Accessibility Statement

Coontys Entreilagh



Arbory School is located in Ballabeg.

There are regular buses to the area and a bus stop is located about 200 yds from the school on the main road near to Vicarage Close. School bus services stop at the school gates

The school site can be accessed on foot following a pedestrian pathway to the main entrance and round the side of the school to the rear playgrounds.

Early Years Foundation Stage exit is at the front of the school to the side of the old school and all other children exit at home time through the main hall doors.

All classrooms can be accessed by external classroom doors apart from Year 2 which can be accessed from the front of the school or through the Year 1 classroom.

The site is accessible to wheelchair users from the external doors but the Key Stage 2 area is not accessible internally. There is a lift available between the lower and middle level of the school.

There is a car park that includes a Blue Badge parking space.

There is one general disabled toilet located on the middle level which can be accessed by the external doors or via the lift from the lower level.

The Reception class is in a mobile that can be accessed from the front, or from the back by a ramp and a step. There is no disabled toilet available in the mobile classroom.

Accessibility Plan

Schools are required to make 'reasonable adjustments' for children with disabilities under the Isle of Man Equality Act 2017, to alleviate any substantial disadvantage that a disabled child faces in comparison to non-disabled children. This can include, for example, the provision of staff support, specialist equipment and resources or adjustments to premises. A copy of the school's Accessibility Plan can be found below:



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Accessibility Provision and Plan

Kiarail as Cummey Entreilagh



ARBORY SCHOOL ACCESSIBILITY PROVISION AND PLAN

Arbory 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 Arbory 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 One - Access to the Curriculum

Aim	Good Practice	Objective(s)
Our curriculum is designed to cater for the needs of pupils with Additional Educational Needs and Disabilities (AEND)	<ul style="list-style-type: none"> • Our schools offer a differentiated curriculum for all pupils. • Our schools 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, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • 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

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<p>Teachers and Support Staff access training and Continued Professional Development (CPD) to support pupils with differing needs and disabilities.</p>	<ul style="list-style-type: none"> • Special Educational Needs (SEN) Co-ordinator and Class teachers produce information for individual pupils in relation to their needs, including speech and language, 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 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 regularly and shared with staff • All pupils with Complex Needs have their Individual Educational Plan's (IEP's) reviewed termly. • Teachers consider learning styles favoured by pupils with disabilities and plan lessons accordingly where there is a need. • Professional development opportunities ensure high quality teaching, adapted for individuals 	<p>Teaching and support staff aware of pupils AEND and have a deep understanding of disability issues specific to the pupils that are in attendance. SP6</p>

Aim	Good Practice	Objective(s)
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 schools SEN Policy and Inclusion Policy	<p>The SenCo offers training and gives regular updates to all teachers and support staff.</p> <p>Governors have access to all policies and are updated as required during the regular meetings of the governing body.</p> <p>Policies are available for parents.</p>	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.	<ul style="list-style-type: none"> • 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 Two - Access to the Physical Environment

Aim	Good Practice	Objective(s)
<p>Ensure that emergency evacuation procedures take account of the needs of pupils with disabilities.</p>	<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). 	<p>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</p>
<p>Improve and maintain access to the physical environment.</p>	<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 	<p>Accessibility is permitted to all pupils. SP4</p>
<p>Monitor level access to ground floor facilities. Monitor lifts/stairs to upper floors (where used) and ensure access is appropriate.</p>	<ul style="list-style-type: none"> • 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. 	<p>No restriction to entrance and exit of any building on the school site. SP4</p>

Part Two - Access to the Physical Environment

Aim	Good Practice	Objective(s)
Apply a no-cost curriculum planning solution to providing classroom accessibility to pupils with disabilities.	<ul style="list-style-type: none"> • Timetable modified where necessary so that a particular teaching group can be located in rooms with easy access, i.e. ground floor. 	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 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. Where practical, 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 Three - Access to written documents

Aim	Good Practice	Objective(s)
<p>To make written information more accessible to pupils with disabilities.</p>	<p>Where appropriate, the school plan for the provision of:</p> <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. • Enlarged written communication with home. • An electronic version of all school / home communication. 	<p>Pupils with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats. SP3</p>
<p>Improve the delivery of information to pupils with a disability.</p>	<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 a • Picture exchange communication system (PECS) • Sign-A-Long 	

School Action Plan

An Accessibility Audit took place at the school in March 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.

Priority A

Details / Issue	Recommendation
<p><i>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 no induction loops in other areas either such as the hall for assemblies that could be linked to any AV equipment. There are also no portable induction loops available.</i></p>	<p><i>It is recommended that the school may consider adding a permanent fixed induction loop be installed at the reception as a minimum. Signage could be provided indicating the availability of the facility and staff members have an awareness how to use the system. BS 8300: Buildings Code of Practice 2018 states “A hearing enhancement system, using induction loop, infrared or radio transmission, should be installed in rooms and spaces used for meetings, lectures, classes, performances, spectator sport or films, and at service or reception counters where the background noise level is high or where glazed screens are used.” The EQA stipulates providing auxiliary aids as a reasonable adjustment.</i></p>
<p><i>The school doesn't have PEEPS in place.</i></p>	<p><i>PEEPs are Personal Emergency Evacuation Plans. So a member of staff or pupil has a disability (such as deaf and they can't hear the fire alarm) what does the school do? It's about documenting the procedure for evacuating this person as they can't hear the alarm. It would be individual to each person with a disability. Should the school enroll or employ anyone with a disability, they should put in place an individual PEEP.</i></p>
<p><i>The school responded to one question that they don't routinely check evacuation routes for freedom from combustible materials/obstacles/locked doors.</i></p>	<p><i>The school may consider checking these routes routinely to ensure no obstacles/locked doors/combustible materials block exits.</i></p>

Priority B

Details / Issue	Recommendation
<p><i>There is one blue badge space at the school.</i></p>	<p><i>The school may consider adding an eye level blue badge space to the car park space following the BS8300 guidance. The guidance also states that the space should be marked out on the ground with transition paint around the space. The guidance states that an eye level sign highlighting the blue badge space should be evident and signs directing people to this space. The size of the space was smaller than the recommended guidance (current size 4826 x 3073mm). The school may consider increasing the size to 6000mm long and 3600mm wide. Kerbs around the space are not dropped. The school may consider dropping these to improve accessibility.</i></p>
<p><i>School's website doesn't have directions on getting to the school, accessibility parking or any information on public transport.</i></p>	<p><i>The school's website doesn't have directions on getting to the school and any information on public transport. The school may consider adding this (look at Ballacottier as an example).</i></p>
<p><i>There was no wayfinding from the car park to the front reception.</i></p>	<p><i>The school may consider adding signage to show the way to the main door</i></p>

Priority C

Details / Issue	Recommendation
<i>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.</i>	<i>The school may consider looking at putting together an alternative format diagram and/or an audio version information on the school building.</i>
<i>There are no facilities for changing or baby feeding for parents and staff.</i>	<i>The school may wish to consider providing such a facility within the school, if possible.</i>
<i>The staff room facilities were up high and may not be reached from a seated position. Taps are the turn model. Locks in staff toilet are button and door to enter is quite heavy.</i>	<i>The school may consider looking at the access and lowering some of the facilities so people can access from a seated position. The school may also consider changing the taps to a lever model, looking at the door mechanism to make lighter to enter the toilets and change locks from button to slide.</i>
<i>The bell at the front of the school, the signage and bell is high and the bell could be confusing to use for anyone with a sight impairment. Door is also heavy to enter.</i>	<i>The school may consider adding clear signage (tactile/braille) and lowering the bell and sign so it can be reached from a sitting position. The school may wish to consider a mechanism on the door to enable easy access.</i>

Priority C

Details / Issue	Recommendation
<i>Some of the taps at the school were turn variety</i>	<i>The school may consider upgrading the taps to a lever type to improve access.</i>
<p><i>The school has one accessible toilet however this facility hasn't been used as an accessible toilet for many years. :</i></p> <p><i>Alarm cannot be accessed from floor</i></p> <p><i>No rails and toilet seat that contrast</i></p> <p><i>Button lock</i></p>	<p><i>The school may wish to:</i></p> <p><i>Drop the alarm cord so that can be reached from the floor</i></p> <p><i>Add contrasting rails and toilet seat.</i></p> <p><i>Upgrade the facility.</i></p>
<p><i>No handrail on both sides of steps and no contrasting nosing. Handrails didn't finish 300mm before first and after last step.</i></p>	<p><i>The school may consider adding a handrail on both sides of the steps and add a contrasting nosing to improve access.</i></p>
<p><i>No tactile slabs to indicate the start of a ramp.</i></p>	<p><i>The school may consider adding tactile slabs before a ramp to indicate its presence.</i></p>
<p><i>Some exits had stepped access.</i></p>	<p><i>The school may consider installing small ramps to exits that are stepped.</i></p>
<p><i>Some books are placed up high and could be inaccessible to people from a seated position or small in stature.</i></p>	<p><i>The school may consider lowering books so that they are more accessible</i></p>
<p><i>Signage are up high.</i></p>	<p><i>The school may consider lowering signage and making them tactile / Braille.</i></p>
<p><i>No handrails on both sides or stairs and no contrasting nosing.</i></p>	<p><i>The school may consider adding handrails to both sides and upgrade contrasting nosing.</i></p>