



Scoill yn Jubilee

Scoill yn Jubilee 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

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

Our values: **RESPONSIBILITY** **KINDNESS** **RESPECT** **COURAGE** **UNDERSTANDING** **HONESTY**



PART 1 – Access to the Curriculum

Aim	Good Practice	Objectives(s)
<p>Our curriculum is designed to cater for the needs of pupils with Additional Educational Needs and Disabilities (AEND).</p>	<ul style="list-style-type: none"> • 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 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. • Transition meetings across all phases are completed at the end of each academic year. For transition between schools, both schools meet and 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 AEN / Complex Needs have their IEPs / PLPs reviewed termly / half termly. • Teachers consider learning styles favoured by pupils with disabilities and plan lessons accordingly. 	<p>Pupils have access to a broad and balanced curriculum that demonstrates diversity and inclusion in its content. SP5</p>

Our values: **RESPONSIBILITY** **KINDNESS** **RESPECT** **COURAGE** **UNDERSTANDING** **HONESTY**



<p>Teaching 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"> Professional development opportunities ensure high quality teaching, adapted for individuals. 	<p>Teaching and support staff are aware of pupils AEND and have a good understanding of disability issues, including those specific to the pupils that are in attendance. SP6</p>
<p>Learning resources are accessible to pupils with differing needs and disabilities.</p>	<ul style="list-style-type: none"> Additional Needs coordinator / class teachers, liaise with other agencies if any specialist equipment is needed for pupils in their class. Continued liaison with external agencies to ensure that the correct equipment is sourced specific to a pupil's needs. Sensory advice and guidance are followed for individuals as directed by external agencies. 	<p>Pupils with disabilities have increased access to curriculum materials and are not disadvantaged in their learning. SP4</p>
<p>Staff, Governors and parents are made aware of the AEN Policy and Inclusion Policy of the school.</p>	<ul style="list-style-type: none"> Additional Educational Needs coordinator trains and offers regular updates to all teachers, support staff and Governors. 	<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</p>
<p>When planning school trips involving pupils with impairment or disabilities, the school will make every effort to accommodate</p>	<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. 	<p>All pupils, where possible, with a disability / impairment will have the opportunity to take part</p>



their needs thereby allowing them access to the experience.	<ul style="list-style-type: none">• Amendments to an itinerary, staffing arrangements and transport should all be carefully considered when considering a pupil with a disability.	in a school trip, including residential trips. SP5
---	--	--

Our values: **RESPONSIBILITY** **KINDNESS** **RESPECT** **COURAGE** **UNDERSTANDING** **HONESTY**



PART 2 – Access to the Physical Environment

Aim	Good Practice	Objectives(s)
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 the 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: <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
Monitor level access to ground floor facilities. Monitor lifts / stairs to upper floor (where used),	<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. 	No restriction to entrance and exit of any building on the school site. SP4

Our values: **RESPONSIBILITY** **KINDNESS** **RESPECT** **COURAGE** **UNDERSTANDING** **HONESTY**



and ensure access is appropriate.		
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 in rooms with easy access, i.e., ground floor.	Where possible, pupils with difficulties 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. 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 the Written Documents

Aim	Good Practice	Objectives(s)
To make written information more accessible to pupils with disabilities.	Where appropriate, the school plan for the provision of: <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. 	Pupils with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats. SP3
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: <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 	



Scoil yn Jubilee 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 the Department of Infrastructure (DOI) who are responsible for the maintenance of the building and site and can 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's 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 involved excessive costs or should be implemented as part of a long-term plan.

Our values: **RESPONSIBILITY** **KINDNESS** **RESPECT** **COURAGE** **UNDERSTANDING** **HONESTY**



Infant Site:

AREA OF ACCESSIBILITY	AREA OF THE SCHOOL	PRIORITY	RESPONSIBILITY		PLAN TIMESCALE	ACTION
			SCHOOL	DOI		
Access to the curriculum and school community		B	/			Update school website to reflect access at Scoill yn Jubilee.
	Entrance	A		/	When funds allow	Permanent fixed induction loop to be installed at reception.
		C		/	As required	Smooth the walkway between the hall and reception area.
		C	/		When funds allow	Facility for changing or baby feeding for parents / carers and staff.
	Front of school	B	/		When funds allow	School to review signage on the building directing visitors towards reception area.
		B		/	When funds allow	Accessible parking spaces near the front entrance (Blue badges).
	External steps	B	/		When funds allow	Add contrasting nosing to steps to aid mobility.
	All areas of school	B		/	When funds allow	Evening out the paths to aid mobility.
All areas of school	B		/	When funds allow	Add handrails to the steps.	
Access to the Physical Environment - indoor	All areas of school	B	/		When funds allow	Tactile / Braille signage at a lower level to enable people who move around who have sight impairments and for those in a wheelchair.
	Girls' toilets	D		/	When funds allow	Widen doors to 775mm.

Our values: **RESPONSIBILITY** **KINDNESS** **RESPECT** **COURAGE** **UNDERSTANDING** **HONESTY**



	Boys and girl's toilets	B		/	When funds allow	Add handrails to the toilets. Handrails to contrast to aid pupils with mobility or sight impairments.
		C	/		As required	Consider an optional room for quiet space with lighting that can be adjusted.
	Front of school	C	/		When funds allow	Diagram of the school building in tactile / Braille, and/or audio version information on the school building.
	All areas of school	C	/		As required	Lighting in school to be dimmed as required.
	Staffroom	B		/	As required	Lower facilities in the staffroom to improve access.
		B		/	As required	Door access to staffroom.

Our values: **RESPONSIBILITY** **KINDNESS** **RESPECT** **COURAGE** **UNDERSTANDING** **HONESTY**



Junior site:

AREA OF ACCESSIBILITY	AREA OF THE SCHOOL	PRIORITY	RESPONSIBILITY		PLAN TIMESCALE	ACTION
			SCHOOL	DOI		
Access to the curriculum and school community		B	/			Update school website to reflect access at Scoill yn Jubilee.
	Entrance	A		/	When funds allow	Permanent fixed induction loop to be installed at reception.
		D		/	As required	Adding a ramp to the front entrance.
		A	/			PEEP to be put in place disabled pupils and staff.
	All areas of school	B	/		As required	Lower some bookshelves to improve access.
		C	/		When funds allow	Facility for changing or baby feeding for parents / carers and staff.
Access to the Physical Environment - outdoor	Front of school	B		/		School to liaise with DOI and consider adding a parking space near the reception area.
		B	/		When funds allow	School to review signage on the building directing visitors towards reception area.
		D		/	When funds allow	Accessible parking spaces on Laureston Avenue (Blue badges).
	External steps	B	/		When funds allow	Add contrasting nosing to steps to aid mobility.
Access to the Physical Environment - indoor	All areas of school	B	/		When funds allow	Tactile / Braille signage at a lower level to enable people who move around who have sight impairments and for those in a wheelchair.
	Internal steps	B		/	When funds allow	Add contrasting nosing to internal steps.

Our values: **RESPONSIBILITY** **KINDNESS** **RESPECT** **COURAGE** **UNDERSTANDING** **HONESTY**



Boys and girl's toilets	B		/	When funds allow	Add handrails to the toilets. Handrails to contrast to aid pupils with mobility or sight impairments.
Disabled toilet	B		/	When funds allow	Change contrasting grab rails and toilet seat from the wall colour.
	B		/		Drop alarm to floor level.
	B		/		Add shelving or floor mirror.
	B		/		Change lock to a lock that is easier to turn.
All areas of school	B		/	When funds allow	Handrails to be dropped / extended.
	C	/		As required	Consider an optional room for quiet space with lighting that can be adjusted.
Front of school	C	/		When funds allow	Diagram of the school building in tactile / Braille, and/or audio version information on the school building.
All areas of school	C	/		As required	Lighting in school to be dimmed as required.
Staffroom	C		/	As required	Lower facilities in the staffroom to improve access.
	C		/	As required	Widen door access to staffroom.
Staircases	D		/	As required	Installing a life, foldaway stairs and or ramp to improve access.

Our values: **RESPONSIBILITY** **KINDNESS** **RESPECT** **COURAGE** **UNDERSTANDING** **HONESTY**