

St Ninian's High School

ACCESSIBILITY PLAN



**St. Ninian's
HIGH SCHOOL**

Scoil Ard Noo Ninian

Approved by : Chris Coole (Head Teacher)

Last reviewed : 29th February 2024

Next Review due by : 28th February 2025

SNHS Accessibility Plan 2024-2027

Aims

We are an inclusive school. We aim to treat all stakeholders, including students, prospective students, staff, governors and other members of the community fairly and with respect. This involves, wherever possible, taking reasonable steps to avoid placing anyone at a substantial disadvantage.

We have audited our provision for disability access and made suitable plans in line with the Isle of Man Equality Act 2017.

The purpose of this plan is to show how St Ninian's High School intends, over time, to :

- Improve the physical environment of the school to enable students, parents and carers, staff and visitors with disabilities to have better access to and be able to take advantage of the school's services and facilities
- Increase the extent to which students with disabilities can participate in the curriculum
- Increase the availability of accessible information to students with disabilities

This plan should be read in conjunction with our school's other policies and procedures. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Isle of Man Equality Act 2017, including understanding disability issues.

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.

Links with other policies

This accessibility plan is linked to the following policies and documents:

Health & Safety Policy

Special Educational Needs Policy

Teaching and Learning Policy

Equality Policy

Baseline Audit

Curriculum:

- Our school offers a broad curriculum offer with a range of pathways for students to follow, as well as modifications on an individual student basis
- We use resources and learning strategies tailored to the needs of students who require support to access the curriculum
- SEND students are identified as a specific group for data analysis
- The curriculum is reviewed and amended regularly to make sure it meets the needs of all students
- There is a detail programme of transition that take place between feeder primary schools and St. Ninian's High School to ensure that all students are able to follow a curriculum which meets their needs once they commence their secondary education.
- Well established procedures for the identification and support of students with Special Educational Needs.
- Detailed student information on SEND students is provided to relevant staff
- All SEND students have their own personalised learning plan (SEND advice sheets, de-escalation plans) with students and parents involved in target setting
- Close working relationships are maintained with external agencies established e.g. EP CAMHS etc.
- Provision of specialist resources to support specific needs by request e.g. adapted desks, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources
- Specialist arrangements for assessments i.e. examinations (eg. extra time applied for, ICT access resources, large print papers if necessary).
- High quality curriculum to enable all students to feel secure and make progress
- Medical plans in place for students as appropriate
- Specific medical training for staff in relation to student needs when required
- Learning Support Assistants are deployed to implement specific literacy and numeracy development activities
- Risk assessments are carried out for all school trips
- Individual risk assessments are put in place for students with a high level of need
- Bespoke curriculum offer for students who are at risk of disengaging with school

Baseline Audit

Physical Environment:

- Ramps to allow wheelchair access
- Lifts available to improve accessibility to areas of the school buildings
- Disabled toilet and shower rooms
- Signage around the sites to support accessibility by those with visual impairments
- The school will take into account the needs of students, staff and visitors which physical disabilities and sensory impairments when working with the Department of Infrastructure, planning and undertaking future improvements and refurbishments of the site and premises

Other facilities / provision, including access to information

- Culture of high expectations for all
- Open door policy
- Health care plans
- Many staff are Epipen / Buccolum trained
- Teaching staff experienced and trained to support students with ASC/D
- Several staff are trained on Teamteach
- Staff training led by SENDCo, includes training for trainee teachers and support staff
- Letters available at request in large print or home language

Provision of information to pupils with a disability:

- This is currently provided by reports, parent's evenings and meetings with external agencies as required.
- The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.
- Parents of students with Complex Learning Needs due to attend St Ninian's High School are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting with us
- It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is well-planned for

Targets and outcomes

Strand 1

Further ensure access for disabled pupils to the curriculum

- Ensure the new curricula are fully accessible to all learners
- Embed high quality teaching for all
- Providing information/access to resources for new staff re: inclusive practice in classroom organisation, teaching and learning strategies
- Investment in CPD to continue to raise the awareness of SEND for all staff
- Scrutinising progress and attainment data for pupils with SEND and address any barriers in a timely manner.
- Analysing extra-curricular provision to encourage participation for children with SEND
- Ensuring that all staff are provided with training on disability issues
- Personalised autism drop-in sessions for students
- Curriculum resources include examples of people with disabilities
- Improve SEND Pupil Voice
- To improve explicit tracking of SEND achievement and feeding back to teachers

Strand 2

Improving access to the physical environment

- Consideration to be given to the differential impact on access for different groups of disabled students
- The SENDCo undertakes an assessment of accessibility needs based on Year 6 induction
- All site accessibility work to be assessed annually on the basis of intake, changing needs and progression by students through the school
- The school aims to comply with the DDA access requirements as far as it can
- The majority of learning spaces on both sites are accessible by lift
- Key members of staff are trained in the use of evacuation chairs
- Disabled toilet facilities are provided throughout the school sites
- Fully equipped changing and toilet facilities enabling personal care for wheelchair users available and easily accessible on both sites
- Highlighting accessibility to staff purchasing decisions and refurbishment
- Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary

Strand 2

Improving access to the physical environment

Aspects of the school environment to be considered against accessibility criteria when renovation and refurbishment work is undertaken, to include:

- Improvements to lighting, signage, the acoustic environment, floor coverings
- Improvements to toilets, washing and changing facilities
- Changes to the infrastructure of the external areas of the school and other common areas
- The provision and improvement of ramps, lifts and doorways
- The provision of specialist furniture and equipment to improve access eg evacuation chairs
- The on-going implementation of training to staff in the use of specialist furniture in the case of emergencies
- The implementation of equipment to assist hearing aid users

Strand 3

Improving the delivery of written information to disabled students

- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, newsletters etc. this information will be made available on request in different preferred formats
- The SENDCo and Senior Leadership Team will update the audit of accessibility annually and it will be reviewed by the Governing Body
- The accessibility plan will be kept under review through yearly monitoring and evaluation processes

Monitoring and Evaluation

Analysis of progress and attainment data – reported to governors annually

Feedback from parents and health professionals

SIP and self-evaluation (QA) scrutiny

Review progress annually

ACCESSIBILITY PLAN STRAND 2	IMPROVING THE PHYSICAL ENVIRONMENT
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TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary	Walkways around the school are kept clear of hazards and the site will clearly signpost visitors, pupils and parents to where they need to be.	Premises staff & SLT	For all student, staff and visitors to be able to move around outside the building easily and safely. Clear, well displayed signage is available and the school is accessible for all. The school looks well-cared for and smart	Ongoing
	To review availability of information on the school website to assist individuals when planning their visit to the school, this will include up to date details of public transport, parking facilities and access points.	Bursar	Clear and easily comprehensible information available on-line to assist persons planning their visit to the school sites.	September 2024
	To review Disabled / Blue Badge parking spaces with particular attention given to ensuring that there is clear signage, the facilities meet the needs of visitors in terms of size and accessibility, and that there is a safe and level access route to the entrance.	Bursar & Site Manager	All persons needing to use the parking facilities find them easy to locate and access.	September 2024
	To ensure that all main access points to the building have suitable level access or ramps, where in addition there are steps these are clearly defined and hand rails are in place to assist users. Recommendations for improvements to be made to DOI/DESC.	Bursar & Site Manager	All main entrances to the buildings are full accessible to all students, staff and visitors.	September 2024

	To review all secondary access points to the buildings, identify and prioritise those that level access /ramps to be installed and make recommendations to DOI/DESC.	Bursar & Site Manager	Improve accessibility to the buildings	Progress review March 2026.
	To improve signage within the buildings a programme to be initiated, prioritising directing individuals to key facilities and considering the wide range of users' needs.	SLT & Site Manager	Improve ease of independent access around the sites by all.	March 2025
	To improve facilities for hearing aid users across both sites, in the reception areas and main assembly rooms.	Bursar & ICT Technician	Improve communication for those with hearing impairments.	September 2025
	To review the height of door furniture and the ease of use by those in wheelchairs. Ensure that upgrading this is considered in any forthcoming refurbishment programmes.	Bursar & Premises staff	Improve ease of independent access around the sites by all.	Progress review March 2026.
	Lift signage to be Improved. Signage to be placed at a lower level and replicated in tactile / Braille.	Bursar & Premises staff	Improve ease of independent access around the sites by all.	Progress review March 2026
	To review and improve the quality of the floor covering around the site during any forth-coming refurbishment programmes. Improvements should meet the current standards eg. use of colour and tactile flooring to identify approaching stairs	Bursar & Site Manager	Improve ease of independent access around the sites by all.	Progress review March 2026
	To review and recommend improvements to the provision of handrails on staircases within the school buildings.	Bursar & Site Manager	Improve ease and safety of independent access around the sites by all.	September 2024

	<p>To regularly review and make recommendations for the update of the disabled toilet facilities.</p> <p>To allocate a spaces on both sites which can, when required, be made available for</p> <ul style="list-style-type: none"> - baby changing and feeding area - quiet reflection/ prayer <p>To ensure that all persons accessing he site with severe hearing impairments are made aware that the buildings fire/emergency evacuation alarm is only audible</p> <p>To ensure that in any future refurbishment/ upgrade of the canteen's servery units, considers height of canteen's servery units, so that they meet the needs of those in wheelchairs</p> <p>Liaise with external professions to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</p> <p>Headteacher, Bursar and Governors along with premises staff, to complete a an complete an annual tour of the school sites to review the facilities.</p> <p>Look at improving signage for different year groups collection points (including</p>	<p>Bursar & Site Manager</p> <p>Bursar & Site Manager</p> <p>Bursar & SENCO</p> <p>SLT and governors and premises staff</p> <p>SLT and</p>	<p>Improve the quality and accessibility of toilet facilities on both school sites.</p> <p>Facilities available on request for personal needs.</p> <p>All pupils have equal access to a broad and balanced curriculum</p>	<p>On-going</p>
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	arrows to show direction or other visual pictorial aides.)	governors and premises staff		
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ACCESSIBILITY PLAN	IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS
STRAND 3	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Improve the delivery of information to pupils with a disability	Ensure the efficient use of visual resources	Teachers Support staff SENDCO	Students will be able to access curriculum via effective teaching materials and approaches	Summer term 2024
	To use a variety of real objects/photos/symbols to support children at their different levels of communicative need.	Teachers Support staff SENDCO	Students will be supported in their language development	Ongoing
	Social Stories to be used as necessary to aid children's transitions and as required at other times	Teachers Support staff SENDCO	Students will be supported during times of change.	By Dec 21 and on-going
Update the audit of accessibility annually, to keep it under review through monitoring and evaluation processes	SEND Governor to be nominated SEND Governor and SENCO will update this audit of accessibility annually	SEND Governor SENDCO	Accessibility plan is regularly reviewed and updated	July 2024

Identifying Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X	
Are your classrooms optimally organised for disabled pupils?	X	
Do lessons provide opportunities for all pupils to achieve?	X	
Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X	
Are all pupils encouraged to take part in music, drama and physical activities?	X	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X	
Do staff recognise and allow for the additional time required by some disabled pupil to use equipment in practical work?	X	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	X	
Do you provide access to computer technology appropriate for students with disabilities?	X	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X	
Are there high expectations of all pupils?	X	
Do staff seek to remove all barriers to learning and participation?	X	

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	x	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	x	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	x	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	x	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		x
Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?		x
Are areas to which pupils should have access well lit?	x	
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment?	x	
Is furniture and equipment selected, adjusted and located appropriately?	x	

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	x	
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, e.g. by reading aloud overhead projections and describing diagrams?	x	
Do you have the facilities such as ICT to produce written information in different formats?	x	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	x	