

Ballakermeen High School

Accessibility plan



Approved by: Graeme Corrin (Headteacher)

Date 29th February 2024

Last reviewed on: 29th February 2024

Next review due by: 28th February 2025

Aims

Schools are required under the Isle of Man Equality Act 2017 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

BHS aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The plan will be made available online on the Ballakermeen website, and paper copies are available upon request.

Ballakermeen High 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.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2017 and the DESC Accessibility Strategy 2024 – 2027.

The Equality Act 2017 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2017, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Links with other policies

This accessibility plan is links to many school policies and documents, particularly:

Health and safety Policy

Special Educational Needs Policy

Teaching and Learning Policy

Baseline Audit

Curriculum:

- Our school offers a broad curriculum for all students with modifications on an individual student basis
- We use resources tailored to the needs of students who require support to access the curriculum
- Targets are set effectively and are appropriate for students with additional needs
- SEND students are identified as a specific group for data analysis
- The curriculum is reviewed to make sure it meets the needs of all students
- Information obtained on future students to facilitate advanced planning gathered by ensuring that a primary school visit is carried out to all prospective students
- We have well established procedures for the identification and support of students with Special Educational Needs
- Detailed student information on SEND students is provided for relevant staff
- 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. writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources
- Specialist arrangements for assessments i.e. exams (eg extra time applied for, use of amanuensis, large print papers if necessary).
- High quality curriculum to enable all students to feel secure and make progress.
- Specific medical training for staff in relation to student needs when required
- All staff have received training on ACEs
- Learning Support Assistants and teachers 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
- Medical plans in place for students as appropriate.
- Halal food provided in canteen

Physical Environment:

- Ramps allow wheelchair access
- Disabled toilet with shower room
- Braille and corridor marking to support visual impairment
- The school will take account of the needs of students, staff and visitors with physical disabilities and sensory impairments when working with Department of Infrastructure to plan and undertake 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
- All staff are Epipen trained

- A number of staff are Buccolum trained
- Teaching staff experienced and trained to support children with ASC/D.
- Several staff are trained on Teamteach
- Staff training led by SENDCO, includes training for ECT's and support staff
- Letters available at request in large print or home language

Provision of information to students with a disability:

- This is currently provided by reports, Academic Tutoring meetings 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 children with Complex Learning Needs due to attend Ballakermeen are invited to a transition visits to discuss their child's particular needs prior to the student starting with us
- It is our aim to ensure that the transition of students with a disability is well-planned for

Targets and outcomes

Intent:

Strand 1

Further ensure access for disabled students to the curriculum

- Ensure that curriculums are fully accessible to all learners
- Embed high quality teaching for all
- Provide 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
- Scrutinise progress and attainment data for students with SEND and address any barriers in a timely manner.
- Ensuring that all staff are provided with training on disability issues.
- Personalised autism drop-in sessions for students
- To improve explicit tracking of SEN achievement and feeding back to teachers

Strand 2

Improving access to the physical environment

The physical environment of the school has a differential impact on access for different groups of disabled students. Different aspects of the physical environment need to be considered in relation to different groups of students.

- The SENDCO undertakes an assessment of accessibility needs based on Year 6 induction
- Ballakermeen High School complies with DDA access requirements as much as it can
- Some first and second floor areas are accessible by lift
- Disabled toilets are provided in the main teaching block and throughout the school
- Fully equipped changing and toilet facilities enables personal care for wheelchair users
- Key members of staff are trained in restraint techniques and this is refreshed annually
- All site accessibility work will be assessed annually on the basis of need of intake and progression by students through the school.

Aspects of school environment to be considered against accessibility criteria when renovation 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 of ramps and lifts and improvements to doorways;
- The provision of particular furniture and equipment to improve access e.g. evacuation chairs;
- The ongoing implementation of training to staff in the use of specialist furniture in case of emergencies;
- The implementation of equipment to aid 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 information, letters, newsletters etc. this information will be made available in different preferred formats

- The SENCO and Senior Leadership Team will update the audit of accessibility annually and it will be reviewed by the Governing Body.
- The policy will be reviewed through ongoing 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	INCREASE THE EXTENT TO WHICH DISABLED STUDENTS CAN PARTICIPATE IN THE SCHOOL CURRICULUM
STRAND 1	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
<p>Offer an inclusive curriculum for all pupils: Curriculum development work currently being undertaken as a school priority. Intent statements are established and shared on school website. Implementation of sequenced learning is being evaluated during the Spring term 2024. Curriculum impact will continue to be a key aspect of school Quality Assurance processes</p>	<p>Centrally guided Curriculum development CPD Follow-up by subject leaders to develop curriculum intent statements, broad and detailed curriculum maps Quality Assurance (QA) cycle established</p>	<p>SLT Team and Subject Leaders (TSL's) SLT TSL's</p>	<p>Published curriculum intent statements Published broad curriculum maps Centralised detailed curriculum statements QA evidence and evaluation</p>	<p>December 2023 April 2024 Ongoing</p>
<p>Teaching is tailored to the needs of pupils who require support to access the curriculum</p>	<p>CPD and Optional CPD sessions SEND/Medical advice sheets provided for staff</p>	<p>SLT T&L Leader SENDCO</p>	<p>Developed pedagogy evidenced in classroom practice Evidence of training Student information is applied in lesson planning and delivery</p>	<p>Ongoing cycle Ongoing</p>
<p>Curriculum resources include examples of people with disabilities</p>	<p>Curriculum audit to be conducted</p>	<p>TSL's</p>	<p>Response to audit to include representation as required and appropriate.</p>	<p>From September 2024</p>

Curriculum progress is tracked for all pupils, including those with a disability	'Data on a page' analysis LSS reviews	TSL's / SLT SENDCO	Action points identified and implemented	Ongoing
Targets are set effectively and are appropriate for pupils with additional needs	Use of CAT4 from Y7 2023 Specific SEND targets set and monitored	SENDCO	Provision reviewed	Ongoing
To improve explicit tracking of SEND achievement and feeding back to teachers	Communication of SEND progress data	SENDCO Teachers	Achievement tracker further developed and analysis applied in teacher planning Provision maps updated half-termly and scrutinised by SENDCO and SLT	From September 2024
To review patterns of participation in extra-curricular clubs for students with SEND	Development of extra-curricular activities for all	Staff	Analysis shows that children with SEN are well-represented in extra-curricular provision	From September 2024
To ensure we hear the student voice of those children with SEND	Explicit focus on gathering SEND feedback Individual SEND reviews	SLT SENDCO	Students with SEND feel that they are being heard and have a say in their support and provision. Reviewed on a termly basis with students, families and relevant staff.	Ongoing

ACCESSIBILITY PLAN	IMPROVING THE PHYSICAL ENVIRONMENT
STRAND 2	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary	Evacuation chairs to be considered for all fire exits where there are stairs	Business manager Site Manager SENDCO	Evacuation plan in place to ensure emergency procedures protect all adults and young people	March 2023
	Lack of evacuation chair trained staff on site			
	Lack of fixed induction loops to accommodate hearing aid users across the site			Ongoing
	Potential lack of signage outside directing visitors to reception		Clear, well displayed signage is available and the school is accessible for all	Summer 2024
	Braille signs may be located too high to be used in a seated position	SLT and governors and premises staff	Clear, well displayed signage is available and the school is accessible for all	Summer 2024
	Lift location isn't clearly marked out with visual and tactile information			Summer 2024
	Improve wheel chair access to the Sports Hall			In liaison with Dol
	One lift has audible floor indication one has tactile/braille numbers			In liaison with Dol
			For all students and staff to be able to move around outside the building easily and safely Equal access to a broad and balanced curriculum Both lifts to have both provisions	

ACCESSIBILITY PLAN	IMPROVING THE DELIVERY OF INFORMATION TO DISABLED STUDENTS
STRAND 3	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Improve the delivery of information to students with a disability	Ensure the efficient use of visual resources	Teachers Support stff 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 students 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	Teacher 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

