**Together we Learn and Grow**

**HBN Accessibility Provision and Plan 2024 – 2027**

Henry Bloom Noble School is an inclusive school that caters for a wide range of pupils with additional needs. We treat all members of our community with respect. 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**

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| **AIM**  | **GOOD PRACTICE**  | **OBJECTIVE(S)** |
| Our curriculum is designed to cater for the needs of all pupils with AEN. | We offer a differentiated curriculum for all pupils. Our SPC pupils have a specifically designed curriculum – Equals.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. Our curriculum is flexible so SPC pupils can access mainstream learning when appropriate. | 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.SEND 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 and support staff 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 | Specialist Provision Centre (SPC) Manager / 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 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, SPC manager 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**

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| **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**

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| **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
* Large print resources
* Portable / Induction loops
* Visual Timetables
* Pictorial or symbolic representations; for example a Picture exchange communication system (PECS)
* Sign-A-Long
 | Pupils with AEN have greater access to information. The school is able to respond quickly to requests for information in alternative formats. SP3 SP5 |

**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 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*

**Access to the Physical Environment**

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| **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 SP4 Move one of the spaces nearer to main entrance. SP4 | **Priority B** | **when funds allow.** |  |
| **Signage not correct for parking areas** | **x** |  | Changing the signs to say blue badge parking rather than disabled parking. SP4  | **Priority B** | **when funds allow.** |  |
| **Sign for the push pad was up high on the front door and a person in a wheelchair may struggle to see this.**  | **x** |  | Add an additional sign furtherdown on the door. SP4 | **Priority B** | **By May 2024** |  |
| **No handrails in the standard toilet cubicles.**  | **x** |  | Add handrails to one of the toilets and for it to colour contrast to aid any pupils with mobility and/or sight impairments. SP4  | **Priority B** | **when funds allow.** |  |
| **Disabled toilet. The alarm wasn’t reachable from floor level or from seated position and bin was in transition area.**  | x |  | Drop the alarm to floor level and move bin. SP4 | **Priority B** | **By Easter 2024** |  |
| **Some toilets were of standard size and pan didn’t extend 750mm**  | **x** |  | Change standard toilets so that pan extends out to 750mm and is of a contrasting colour.SP4 | **Priority B** | **When funds allow or need arises for pupil or staff member**  |  |
| **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 lowerlevel. Start to include signs that are tactile and/or in Braille as this will increase access around the building.SP4 and 5 | **Priority B** | **When funds allow**  |  |

**Access to Information**

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| **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** |  | 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. SP4Signage to be provided indicating the availability of the facility and staff members have an awareness how to use the system. SP4 | **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.**  |  |  | Put together alternative formats, such as a diagram and/or an audio version of information on the school building. SP4 | **Priority B** | **By September 2024** |  |