

# Kewaigue Primary School



Kewaigue 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](https://www.gov.im/media/1382069/accessibility-strategy-january-2024uploaded-310124_compressed.pdf)

## PART 1 – Access to the Curriculum

| Aim  | Good Practise  | Objective   |
|--|--|---|
| <p>Our curriculum is designed to cater for the needs of pupils with Additional Educational Needs and Disabilities (AEND).</p>  | <p>Our schools offer an adapted curriculum for all pupils.</p> <ul style="list-style-type: none"> <li>•Our schools use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>•Curriculum resources include examples of people with disabilities.</li> <li>•Curriculum progress is teacher assessed for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>•The curriculum is regularly reviewed to make sure it meets the needs of all pupils.</li> <li>•Our curriculum permits access to all and where reasonable adjustments are necessary, these are implemented.</li> <li>•Transition meetings across all phases are completed and for transition between schools.</li> </ul> <p>Staff attend End of Key Stage Reviews for pupils with complex needs<br/>Schools discuss Additional Educational Needs and Disabilities of pupils.</p> <ul style="list-style-type: none"> <li>•Staff liaise with outside agencies to support pupils with Additional Educational Needs and Disabilities (AEND)</li> <li>•Appropriate and necessary information is shared with staff.</li> <li>•The Additional Educational Needs (AEN) Register is updated and shared with staff termly.</li> <li>•All pupils with Special Needs have their Individual Educational Plan's (IEP's) reviewed half termly.</li> <li>•Teachers consider learning styles favoured by pupils with disabilities and plan lessons accordingly.</li> <li>•Professional development opportunities ensure high quality teaching, adapted for individuals.</li> </ul> | <p>Pupils have access to a broad and balanced curriculum that demonstrates diversity and inclusion in its content. SP5</p>  |
| <p>Staff, Governors and parents are made aware of the AEN Policy and Inclusion Policy of the school</p>  | <p>Additional Educational Needs (AEN) Lead trains and offers regular updates to all teachers, support staff and Governors.</p>   | <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 their needs thereby allowing them access to the experience.</p> | <p>The Trip Leader and Education Visits Coordinator (EVC) will undertake a risk assessment relating to any group member with an impairment or disability.</p> <ul style="list-style-type: none"> <li>•Any reasonable additional expenditure necessary to accommodate pupils with a disability/impairment must be considered.</li> <li>•Amendments to an itinerary, staffing arrangements and transport are carefully considered when considering a pupil with a disability.</li> </ul>   | <p>All pupils, where possible, with a disability/impairment will have the opportunity to take part in a school trip, including residential trips. SP5</p>                 |

## PART 2 – Access to the Physical Environment

| Aim   | Good Practise  | Objective  |
|---|--|--|
| Ensure that emergency evacuation procedures take account of the needs of pupils with disabilities.                                  | <p>Identify pupils and review their needs as necessary. •Ensure that appropriate planning including places of safety and staff responsibilities have been established.</p> <p>•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. <a href="#">SP4</a> |
| Improve and maintain access to the physical environment.  | <p>The environment is adapted to the needs of pupils as required. This may include:</p> <ul style="list-style-type: none"> <li>•Ramps</li> <li>•Elevators</li> <li>•Corridor width</li> <li>•Blue badge parking bays</li> <li>•Accessible toilets and changing facilities</li> <li>•Library shelves at wheelchair-accessible height</li> </ul>   | Accessibility is permitted to all pupils. <a href="#">SP4</a>  |
| Monitor level access to ground floor facilities. Monitor lifts/stairs to upper floor (where used) and ensure access is appropriate. | <ul style="list-style-type: none"> <li>•Through site inspection ensure that all entrances are accessible, and any remedial work carried out effectively.</li> <li>•Site inspections carried out alongside checks on lifts/stairs.</li> </ul>   | No restriction to entrance and exit of any building on the school site. <a href="#">SP4</a>  |
| 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 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. <a href="#">SP4</a>  |
| 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. <a href="#">SP5</a>   |
| 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. <a href="#">SP5</a>  |

## PART 3 – Access to the Written Documents

| Aim  | Good Practise   | Objective  |
|--|---|--|
| To make written information more accessible to pupils with disabilities. | <p>Where appropriate, the school plan for the provision of:</p> <p>Dyslexia friendly font used on all school materials (Lexie readable)</p> <ul style="list-style-type: none"> <li>•Enlarged resource materials available.</li> <li>•Papers copied onto coloured/buff paper.</li> <li>•Enlarged written communication with home.</li> <li>•An electronic version of all school/home communicati</li> </ul>                        | Pupils with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats. <a href="#">SP3</a> |
| Improve the delivery of information to pupils with a disability.         | <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"> <li>•Internal signage</li> <li>•Large print resources</li> <li>•Braille</li> <li>•Portable / Induction loops</li> <li>•Visual Timetables</li> <li>•Pictorial or symbolic representations; for example a Picture exchange communication system (PECS) •Sign-A-Long</li> </ul> |  |

## Kewaigue School Action Plan 2024 to 2027

An Accessibility Audit took place at the school in December 2023 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.

| AREA OF ACCESSABILITY                         | AREA OF THE SCHOOL | PRIORITY | RESPONSIBILITY |     | PLAN TIMESCALE   | ACTION   | Updates   |
|---|--------------------|----------|----------------|-----|------------------|--|---|
|   |                    |          | SCHOOL         | DOI |                  |  |   |
| Access to the curriculum and school community |                    | A        | /              |     | Completed        | Update school website to reflect access at Kewaigue  | Completed<br>Updated version published July 2026  |
|   |                    | B        | /              |     | As required      | Lower some book shelves in the library to improve access.  |   |
| Access to the Physical Environment - outdoor  | Back of school     | B        | /              |     | When funds allow | Move Blue Badge Parking Space to the back of the school.<br>Add signage for Blue Badge Space at the end of the lane. | Additional disabled space now allocated<br>More staff parking at the bottom car park to free up space at rear for staff/volunteers with disabilities. |

|   |                        |   |   |   |                  |   |  |
|---|------------------------|---|---|---|------------------|---|--|
|   | Carpark                | B |   | / | When funds allow | Smooth out pathway on the carpark   |  |
|   | Steps from carpark     | B |   | / | When funds allow | Add contrasting nosing to the steps   | Completed  |
|   |                        | B |   | / | When funds allow | Add tactile marking to each step  | Completed  |
|   |                        | B | / |   | When funds allow | Add signage to direct how to access school  |  |
| Access to the curriculum and school community | Entrance               | A |   | / | When funds allow | Installation of Induction Loop System   |  |
|   | Classroom              | A | / |   | As required      | Personal Indication Loop System   | Hearing speaker and mic installed in classroom   |
|   |                        | B | / |   | September 2024   | School to put together an alternative format of school info such as a diagram and/or an audio version information on the school building. | Increased external signage to inform school community to go to reception on arrival and playground rules<br><br>Now and next boards used for pupils with additional needs to give improved curriculum access |
|   |                        | A | / |   | March 2024       | PERSONAL EMERGENCY ESCAPE PLAN are written down for disabled pupils and staff members   | Completed: Personal emergency Escape Plans written for children with disabilities.   |
| Access to the Physical Environment - indoor   | Boys and girls toilets | B |   | / | When funds allow | Handrails added to one of the toilet cubicles in the boys and girls toilets   | Completed  |
|   | Disabled toilet        | B | / |   |                  | Add shelving in disabled toilets  | Completed  |
|   |                        | B | / |   | February 2024    | Drop alarm rope to floor level in disabled toilets  | Completed  |

|  |                           |   |   |   |                  |  |   |
|--|---------------------------|---|---|---|------------------|--|---|
|  |                           | B |   | / | As required      | Change standard toilet to one that extends out to 750mm            | Toilet is 750mm. Smaller seat + step added for access |
|  |                           | B | / |   | When funds allow | Change lock to slide lock  |   |
|  |                           | B |   | / | When funds allow | Change contrasting grab rails and toilet seat from the wall colour | Completed   |
|  | Staircase to Y4 classroom | B | / |   | When funds allow | Add tactile marking to each step                                   | Completed   |
|  | All school                | C | / |   | As required      | Braille signs around the school                                    |   |
|  | Staffroom                 | C |   | / | As required      | Lower facilities in the staffroom to improve access                |   |
|  |                           | D |   | / | As required      | Widen door access to staffroom                                     |   |
|  | All School                | C | / |   | September 24     | Posters around school to support diversity                         |   |
|  |                           | D |   | / | As required      | Installing a platform lift   |   |
|  |                           | D |   | / | As required      | Widen corridors  |   |