VICTORIA ROAD SCHOOL ACCESSIBILITY PROVISION AND PLAN

At Victoria Road School, inclusivity is at the heart of our ethos. We are committed to treating every member of our school community with fairness and ensuring that no one faces significant disadvantages, whenever feasible, in accordance with the Isle of Man Equality Act 2017. Furthermore, our plan aligns with the Specific Priorities (SPs) delineated in the Department of Education, Sport, and Culture Accessibility Plan 2024-2027. This strategic alignment ensures that our actions are interconnected with broader accessibility initiatives. You can access the Department of Education's Accessibility Plan for 2024-2027 at the following [link].

Our Accessibility Plan outlines the current provisions and practices that promote inclusivity at Victoria Road School, alongside our ongoing efforts to enhance accessibility for all pupils, parents, staff, and visitors. It is essential to view this plan in conjunction with our school's other policies and procedures.

PART 1 – Access to the Curriculum

AIM	GOOD PRACTICE	OBJECTIVE(S)
Our curriculum is designed to cater for the needs of pupils with Additional Educational Needs and Disabilities (AEND).	• Our schools offer a differentiated curriculum for all pupils. • Our schools 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, 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. • Our curriculum is flexible so that 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

| Teachers' and Support Staff access training and Continued Professional Development (CPD) to support pupils with differing needs and disabilities. | • Transition meetings across all phases are completed and for transition between schools, both schools discuss Additional Educational Needs and Disabilities of pupils.
• 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 reviewed on a termly basis, in conjunction with the school SENCo.
• Teachers consider learning styles favoured by pupils with disabilities and plan lessons accordingly.
• Professional development opportunities ensure high quality teaching, adapted for individuals. | Teaching and support staff aware of pupils AEND and have a deep understanding of disability issues, including those specific to the pupils that are in attendance. SP6 |

Learning resources are accessible to pupils with differing needs and disabilities.	• SENCo/ Staff liaise with other agencies 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 disabilities have increased access to curriculum materials and are not disadvantaged in their learning. SP4
Staff, governors and parents are made aware of school policies.	The SENCO and staff offer regular updates to all teachers, support staff and Governors.	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

AIM	GOOD PRACTICE	OBJECTIVE(S)
Ensure that emergency evacuation procedures take account of the needs of pupils with 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	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
	timely manner (dictated by level of need and period of impairment).	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 • Corridor width • Disabled 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) and ensure access is appropriate.	• 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

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. 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

AIM	GOOD PRACTICE	OBJECTIVE(S)
To make written information more accessible to pupils with disabilities.	Where appropriate, the school plan for the provision of: • Dyslexia friendly font used on all school materials • 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: • Internal signage • Large print resources • Braille • Portable / Induction loops • Visual Timetables • Pictorial or symbolic representations; for example a Picture exchange communication system (PECS)	

School Action Plan

An Accessibility Audit took place at the school in March 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.

AREA OF ACCESSIBILITY	RESPONSIBILITY		PLAN TIME SCALE	ACTION
	SCHOOL	DOI		
Access to the curriculum		✔	As needed	Installation of Induction Loop System in the school reception (A) SP5
	✔		As needed	Personal Induction Loop system in class and communal areas (A) SP5
	✔		As needed	PEEPS – Personal Emergency Evacuation Plans -= for staff or pupils who have a disability that increases their risk in an emergency.

Access to the physical environment		✔	When funds allow	Increase the space sizing in length plus adding transitional area to the rear of each space. Add an eye level sign highlighting the blue badge space. (B) SP^4
(C)	✔		Summer 2024	Adding tactile markers to the top and bottom of each step outside of the school building. SP4 (C)
	✔	✔	When funding is available.	Adding contrasting nosings at 55mm to the external steps. (C) SP4

Extending the handrails to 300mm after the last and before the first step. (C) SP4 |
| | ✔ | | If required. | Alternative format diagram and/or an audio version information on the school building. (C) SP4 |
| | ✔ | ✔ | If feasible | Upgrade lift buttons – tactile/braille C) SP4 |

	✓		Summer 2024	Alarm Cord to be lengthened in accessible toilet. (C) SP4
				Add a shelf to the facility. (C) SP4
				Change the toilet seat and consider adding contrast in colour. (C) SP4
	✓		Summer 2024	The way finding from the cark to the school lack signage. (C) SP4
	✓	✓	When funds allow	To reduce the gradient at the front entrance to the school. (D) SP4
				Widen the front entrance to improve access to the school. (D) SP4
				Extending handrails in places adding tactile markers at the top and bottom of stairs. (D) SP4