



"Inspiring minds to ignite lifelong learning"



Onchan Primary School
School Road, Onchan, Isle of Man IM3 4PD
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Onchan School Accessibility Plan

Onchan prides itself on being 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.

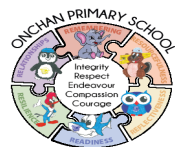
Our Accessibility Plan

This plan outlines the good provision and practice already in place at Onchan School, as well as actions we hope to implement, over time, to increase the accessibility of our school for all pupils, parents, staff and visitors. This plan should be read in conjunction with our other school 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 Strategy 2024-2027 which can be found at the following link:

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



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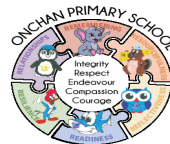
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Access to the Curriculum

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 AEND. • The curriculum is regularly reviewed to make sure it meets the needs of all pupils. • Our curriculum permits access for all and where reasonable adjustments are necessary, these are then implemented.	Pupils have access to a broad and balanced curriculum that demonstrates diversity and inclusion in its content. SP5



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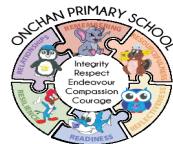


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	• Our curriculum is flexible so that SPC pupils can access mainstream learning when appropriate.	
Teachers' and Support Staff access training and Continued Professional Development (CPD) to support pupils with differing needs and disabilities.	• Specialist Provision Centre (SPC) Manager, Additional Educational Needs (SENCO) Manager and Class teachers with Support Staff produce information for individual pupils in relation to their needs, including speech and language, ASC support, cognitive, physical difficulties etc. • Transition meetings across all phases are completed and for transition between schools, both schools discuss AEN and Disabilities of pupils. • Staff attend End of Key Stage Reviews for pupils with complex needs and Specialist Provision Centre (SPC) pupils. • Staff liaise with outside agencies to support pupils with AEND • Appropriate and necessary information is shared with staff. • The Additional Educational Needs (AEN) Register is updated and shared with staff regularly.	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



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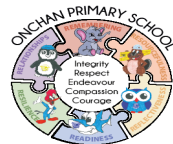


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	• All pupils with Complex Needs have their Individual Educational Plan's (IEP's) reviewed termly. • Teachers consider learning styles favoured by pupils with disabilities and plan lessons accordingly. • Professional development opportunities ensure high quality teaching, adapted for individuals.	
Learning resources are accessible to pupils with differing needs and disabilities.	• Specialist Provision Centre (SPC) Manager / SENCO/ 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 disabilities have increased access to curriculum materials and are not disadvantaged in their learning. SP4
Staff, Governors and parents are made aware of the AEN Policy and Inclusion Policy of the school	• The Specialist Provision Centre (SPC) Manager and Additional Educational Needs Lead (SENCO) trains and	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



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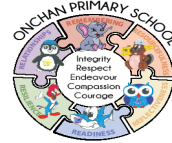


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	offers regular updates to all teachers, support staff and Governors.	
When planning school trips involving pupils with impairment or disabilities, the school will make every effort to accommodate their needs thereby allowing them access to the experience.	• The Trip Leader and Education Visits Coordinator (EVC) will undertake a risk assessment relating to any group member with an impairment or disability. • Amendments to an itinerary, staffing arrangements, activities and transport should all be carefully considered when considering a pupil with a disability. • Where necessary a Parent or family member may be requested to join a visit to enable a pupil to participate • Consideration may be made to alternate arrangements regarding a residential in sleeping arrangements • In relation to children within the SPC and those with Complex Needs Parents are regularly consulted regarding life skill visits that will support next steps in individual progress	All pupils, where possible, with a disability/impairment will have the opportunity to take part in school visits, including residential trips. SP5



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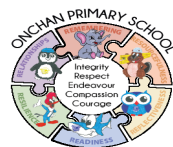
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Access to the Physical Environment

Aim	Good Practice	Objective(s)
Ensure that emergency evacuation procedures take account of the needs of pupils, staff and visitors with additional needs and 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).	Ensure 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 - Corridor width - Blue badge parking bay	Accessibility is permitted to all pupils. SP4



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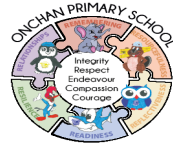


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	• Accessible toilets and changing facilities	
Monitor level access to lower level floor facilities. Monitor lifts/stairs to upper floor (where used) and ensure access is appropriate.	• Through site inspection ensure that all entrances are accessible, 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. not in the lower level classrooms. • Make a reasonable short term adjustment where required to enable a pupil to learn due to a medical intervention.	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.	Wherever possible, we 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



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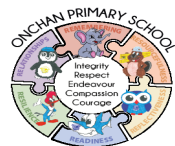
Provide environments that are conducive to learning.

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).

Pupils' can learn in their surrounding environment. **SP5**



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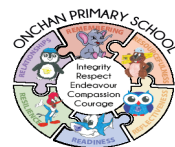
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Access to Information

<i>Aim</i>	<i>Good Practice</i>	<i>Objective(s)</i>
To make written information more accessible to pupils and Parents with disabilities.	Where appropriate, the school plan for the provision of: • Dyslexia friendly font used on all school materials (Lexie readable) • Enlarged resource materials available. • Papers copied onto coloured/buff paper. • Enlarged written communication with home. • An electronic version of all school/home communication e.g. email.	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 • Visual Timetables	



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|--|---|--|
| | <ul style="list-style-type: none">• Pictorial or symbolic representations; for example a Picture exchange communication system (PECS)• Sign-A-Long• Accessibility to appropriate adult intervention | |
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School Action Plan

An Accessibility Audit took place at the school in January 2024 (**SP7**) 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 Strategy 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:

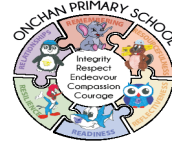
Where action is recommended within 12 - 24 months to improve access.

Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long- term plan.



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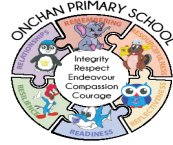


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Access to the Curriculum	Responsibility School		Plan Timescale	Action
	School	DOI		
	✓		Done-ongoing due to changing needs	Curriculum-Ensure AEN register and assessments are updated regularly on the schools data management system
	✓		Done-Ongoing due to changing needs	Liaise with Parents of children with AEN regularly to ensure progress and next steps are monitored and planned
	✓		Done-ongoing due to changing needs and pupil development	Ensure the SPC curriculum is robust and reviewed regularly.



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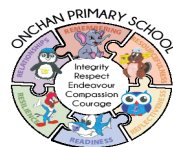


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Access to the Physical Environment	Responsibility School		Plan Timescale	Action
	School	DOI		
		✓	Not yet complete	Dropping the kerbs around the some areas of the school to improve. (B) SP4
	✓	✓	Not yet complete- car park has been being updated since August 2025 by DOI	Increase the space sizing of the disabled parking space to comply with the guidance (B) SP4
	✓		Signage changed. Signage now on wall saying Blue	Changing the signs to say blue badge parking rather than disabled parking. (B) SP4



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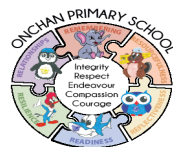


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			badge parking	
		✓	SPC remedial work began Summer 2025-ongoing due to complicating factors	Extending the outside handrails 300mm past last/before first step. (B) SP4
		✓	Remedial work began Summer 2025-ongoing due to complicating factors	Adding contrasting nosings at 55mm to the external steps. (B) SP4
		✓	Remedial work began Summer 2025-ongoing due to	Adding tactile markers before and after steps internally and externally. (B) SP4



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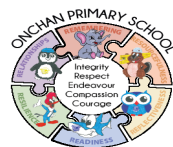


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			complicating factors	
✓			To be completed Autumn 2026	Add a handrail to one child toilet cubicle in each toilet facility to improve access (B) SP4
✓			Not yet complete	Improve contrast colours in the accessible toilet between the handrail, toilet seat and surrounding wall (B) SP4
✓			Done- New cords installed	Alarm Cord to be lengthened in accessible toilet. (B) SP4
✓			Small bin now in place	Smaller bin to be placed in accessible toilet to allow for wheelchair users to manoeuvre. (B) SP4
✓			To be completed Summer 2026	Engaged/Vacant sign to be lowered for wheelchair users in accessible toilet. (B) SP4
✓			Not feasible at current time.	Possible provision (based on costing) of a full length mirror to be provided in disabled toilets. (B) SP4
✓			Additional shelving in	Install a full length mirror and a shelf within the accessible toilet facility (B) SP4



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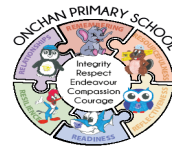


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			place- April 2026	
	✓		Not practicable due to needs of children not being safe	Door lock to be changed on accessible toilet to assist users with manual dexterity needs. (B) SP4
	✓		Completed August 2025	Colour contrast to be considered when replacing toilet seats/handrails or when painting/tiling the accessible toilets (B) SP4
	✓		Accessible area available in staffroom and meeting room	Where appropriate change the height of the work surfaces within the Staff Areas (B) SP4
	✓		Staff informed- Summer 2025- will reiterate Summer 2026	Where appropriate, remove obstacles within the transition area of the SPC bathrooms



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