

## Bunscoill Ghaelgagh's Accessibility Plan

Bunscoill Ghaelgagh is an inclusive school. We aim to treat everyone in our school community as equally and as fairly as possible. We take reasonable steps to avoid placing anyone at a substantial disadvantage in line with the Isle of Man Equality Act 2017.

Our Accessibility 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)

Bunscoill Ghaelgagh is sited on the main road from Douglas to Peel and has a bus stop outside the school and one opposite Tynwald Hill. There is parking available opposite the school or in the local car parks sited at the Arboretum and next to St Johns School on Station Road. There are two disabled bays available sited between the school and the Arboretum for access to both church halls, the Royal Chapel and the Bunscoill Ghaelgagh.

To locate the school via the, what3words app these are the three words:

**tenses**

**pestle**

**compiling**

These words should help you navigate your way to our school.

## Part 1 Access to the ~Curriculum

Aim	Good Practice	Objective(s)
<p>Our curriculum is designed to teach children through the medium of the Manx language, catering for the needs of pupils with Additional Educational Needs.</p>	<ul style="list-style-type: none"> <li>•Our school offers a broad and balanced, differentiated curriculum for all pupils.</li> <li>•Our school uses 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 tracked for all pupils. 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 are completed for transition between schools. The school discusses Additional Needs and Disabilities of pupils.</li> </ul>	<p>Pupils have access to a broad and balanced curriculum that demonstrates diversity and inclusion in its content.</p>

Aim	Good Practice	Objectives
<p>Our curriculum is designed to teach children through the medium of the Manx language, catering for the needs of pupils with Additional Educational Needs.</p>	<ul style="list-style-type: none"> <li>•Staff liaise with outside agencies to support pupils with Additional Needs and disabilities (AEND).</li> <li>•Appropriate and necessary information is shared with staff.</li> <li>•The Additional Educational Needs register is updated as required.</li> <li>•Our curriculum is flexible.</li> <li>•All pupils with Special Needs have their Individual Educational Plans (IEPs) reviewed and updated as necessary.</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>Staff, Governors and parents are made aware of the AEN and Inclusion Policy of the school.</p>	<p>•Policies are available on the website. Staff discuss needs and share ideas and look for assistance from the DESC as the need arises.</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.</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>	<ul style="list-style-type: none"> <li>•The trip leader, and Educational Visits Co-ordinator (EVC) will undertake a Risk Assessment relating to any group member with an impairment or disability.</li> <li>•Any reasonable additional expenditure necessary to accommodate pupils with an impairment or disability must be considered.</li> </ul> <p>Amendments to an itinerary, staffing arrangements and transport should all be carefully considered when considering a pupil with a disability.</p>	<p>All pupils, where possible ,with a disability / impairment will have the opportunity to take part in a school trip, including residential trips.</p>

## Part 2 - Access to the Physical Environment

Aim	Good Practice	Objective(s)
<p>Ensure that emergency evacuation procedures take account of the needs of pupils with disabilities</p>	<p>Identify pupils and review their needs as necessary.</p> <ul style="list-style-type: none"><li>•Ensure that appropriate planning including places of safety and staff responsibilities have been established.</li><li>•Complete as necessary, 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 the level of need and period of impairment).</li></ul>	<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.</p>

<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of the pupils as required. This may include</p> <ul style="list-style-type: none"> <li>•Blue badge parking bay</li> <li>•Accessible toilets and changing facilities</li> <li>•Accessibilty Disabled access at two entrances.</li> </ul>	<p>Accessibility is provided for all pupils.</p>
<p>Apply a no-cost curriculum planning solution to providing classroom accessibility to pupils with disabilities</p>	<p>Timetable activities and make provision for all children to access the curriculum and to use the most suitable facilities to enable this.</p>	<p>Where possible, all pupils have access to the teaching areas of the school most suitable for the learning at the time.</p>
<p>Provide appropriate furniture/equipment where necessary for pupils with disabilities.</p>	<p>Plan for the purchase of furniture/equipment to meet the needs of known pupils with disabilities based on specialist advice received.</p>	<p>School is able to respond rapidly in providing appropriate furniture/equipment.</p>
<p>Provide environments that are conducive to learning.</p>	<p>Where, for example, sensory difference is a factor affecting learning, undertake sensory audits for pupils (i.e., some attention deficit hyperactive order (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 colours, dim lighting) and calming mechanisms (ear defenders, room acoustic consideration).</p>	<p>Pupils can learn in their surrounding environment.</p>

### Part 3 - Access to written documents

Aim	Good Practice	Objective(s)
To make written information more accessible to pupils with disabilities	<p>Where appropriate, the school plan for the provision of:</p> <ul style="list-style-type: none"><li>• Friendly font for children with literacy difficulties</li><li>• Enlarged resource materials available</li><li>• Papers copied onto coloured/buff paper</li><li>• Children access on screen help to read texts, photograph work for easier access, use online dictionaries</li><li>• Enlarged written communication with home</li><li>• An electronic version of all home/school communications with parents</li></ul>	Pupils with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats.

	<p>All schools use a range of communication methods to make sure information is accessible. This may include:</p> <p>Internal signage</p> <p>Portable induction loops</p> <p>Visual timetables</p> <p>Pictorial or symbolic representation</p>	
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## Bunscoil Ghaelgagh Action Plan

An Accessibility Audit took place in February 2024 highlighting aspects for improvement. A copy of the audit has been shared with the 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 outlined in the DESC 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	Area of the school	Priority	Responsibility school or Dol	Timescale	Action
Access to the curriculum and school community		A	School		Update the school website to reflect access at the Bunscoil Ghaelgagh.
Access to the physical environment	Disabled parking bays	B	Dol	When funds allow	Have asked for the pavements to be lowered to allow for easier access for wheelchairs.
Fixed loop in School Office	School Office	B	School	When funds allow	Have a loop system for any pupils or visitors to school with a hearing impairment.
Outdoor signage	On the building to point visitors to School Office	B	School	When funds allow	Improve the current signage so it is more obvious.
Handrails on stairs	On the stairs to the upstairs storage room On the stairs to the upper staff room On the steps outside to the boiler house	B	Dol	When funds allow	Add an additional handrail on all stairs and steps around school.
Improve visuals in the disabled toilet	White hand rails should contrast with the walls.	C	Dol	When funds allow	Change the colour of the handrails in the disabled toilet.
Improve egress from the disabled toilet.	Change the lock so it is easier to turn	C	Dol	When funds allow	Change the lock on the toilet door so it's easier to manipulate.
Access to the curriculum	Ensure in terms of diversity we show equality	A	School	As funds allow	Each time we make or buy new resources, we will take into account the need to show more diversity.
Access to the curriculum	Develop areas for children with self regulation difficulties and/or neuro diversity	A	School	Within the year	To develop an outdoor area for children to chill-out when the need arises allowing appropriate provision and support for all needs.

