



Castle Rushen High School

ACCESSIBILITY PLAN

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Legislation and Guidance

This document meets the requirements of the Isle of Man Equality Act 2017. The Isle of Man Equality Act 2017 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

The Department of Education, Sport & Culture's Accessibility Strategy 2024-2027 can be viewed here - https://www.gov.im/media/1382069/accessibility-strategy-january-2024uploaded-310124_compressed.pdf

Definition of Special Educational Needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The Education Act 2001 s18(1) states, 'a child has special educational needs if he [or she] has a learning difficulty which calls for special educational provision to be made for him [or her]'.

For the purposes of the Act, a child has a learning difficulty if they:

- a) has a significantly greater difficulty in learning than the majority of children of his [or her] age;
- b) has a disability which prevents or hinders him [or her] from making use of educational facilities of a kind generally provided for children of his [or her] age in provided schools; or
- c) is below compulsory school age and is, or if special educational provision were not made for him [or her] would be, likely to fall within paragraph (a) or (b) when he [or she] is of compulsory school age.

A person is considered to have a disability for the purposes of the Equality Act 2017 s7(1)(a) and (b) if he or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Aims

Castle Rushen High School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone. We aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. We have audited our provision for disability access and made suitable plans in line with the 2017 Equality Act. The purpose of this plan is to show how Castle Rushen High School intends, over time, to increase the accessibility of our school for disabled pupils, parents and carers, staff and visitors to the school.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Schools are required under the Equality Act 2017 to have an accessibility plan. The Castle Rushen High School Accessibility Plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

3. Improve the availability of accessible information to disabled pupils

The Accessibility Plan will be published on the school website.

The Castle Rushen High School Accessibility Plan should be read in conjunction with the following school policies:

- DESC SEND Policy
- DESC Inclusive Education Policy
- CRHS SEN & Inclusion Policy
- CRHS Teaching and Learning Policy
- CRHS Behaviour Policy
- DESC Health and Safety Policy
- DESC Guidance for Schools on the Administration of Medication and Medical Care

CASTLE RUSHEN HIGH SCHOOL ACCESSIBILITY PLAN 2024-2027

1. Increase the extent to which disabled pupils can participate in the curriculum				
<i>To increase the extent to which disabled pupils can participate in the school curriculum. Our aim at Castle Rushen High School is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.</i>				
Target/Issue	Lead	Strategy/Action	Timescale	Success Indicator
A curriculum designed to cater for the needs of pupils with Additional Educational Needs and Disabilities (AEND)	Headteacher Leadership Team SENCo Subject Leads	School offers an inclusive broad and balanced curriculum that is accessible to all. <i>*(SP4)</i>	Ongoing – curriculum development is a constant area for development.	Lesson Observation data shows consistent adaptations to meet Childrens' needs – Explicit routines, Matching activities to abilities, ensuring instructions are clear, different ways to participate, use of pre-learning, pre-warning of changes, and differentiation by support, process, outcome and assessment.
		CRHS to ensure that incoming DESC Inclusive Education Policy is followed, including the offer of a flexible curriculum, personalised learning paths, literacy, numeracy and wellbeing support, use of ICT and reasonable adjustment. <i>*(SP2 & SP8)</i>	2024 - DESC has distributed first draft of policy for feedback and review. Timescale for implementation tbc.	CRHS designs and implements its own school inclusion policy in 2021. QA activity reveals evidence of inclusive practice.
Elements of our curriculum are designed to foster a culture of respect and belonging in school where accepting individual differences is the norm	Leadership Team, PSHE Lead	Our curriculum demonstrates that students are taught values of diversity awareness and inclusion in its design and delivery. <i>*(SP4)</i>	Ongoing – curriculum development is a constant area for development.	QA activity reveals evidence of our inclusive school culture. Reduced levels of protected characteristic-based bullying and discrimination

<p>Teachers and Support Staff access training and CPD to support students with differing needs and abilities</p>	<p>Leadership Team SENCo Subject Leads</p>	<p>Universal CPD offer for all to include training for how to cater for students with additional needs. More specialist SEN training for colleagues in certain roles – SENCo, SPC Manager, PESO and SESO working within our Skills Centres. <i>*(SP6 & SP8)</i></p>	<p>Ongoing – Staff CPD is continuous</p>	<p>Staff views – Regular CPD survey undertaken which identifies training needs and subsequent effectiveness of professional development activities. Teachers and learning support staff are aware of pupils’ SEN and understand how to support those with disabilities.</p>
<p>Transition information supports student participation</p>	<p>SENCo PESOs within Skills Centres SPC Manager SESOs within Skills Centres Class teachers</p>	<p>SENCO produces information regarding all new Year 7 SEN students and presents to all staff during September INSET each year. <i>*(SP8)</i> A reminder is also given to staff in the September INSET about individual SEN students that are most worthy of note; these are generally CLN students that have the highest degree of support by Skills Centres (SC1). <i>*(SP8)</i> Transition meetings across KS2 – 3, KS3 – 4 and KS4 - 5 are completed in the Spring term by the SENCo and SPC manager. Some students require additional transition from Year 6 to Year 7 and these are supported in the Summer term. Students transitioning to UCM may be supported during the Summer term with additional visits to UCM</p>	<p>Annual & ongoing process</p>	<p>QA evidence shows that suitable adjustments are made to support SEN students in lessons.</p>

		<p>or supported bus journeys to aid transition.</p> <p>During the Summer term, all students on the SEN register both at CRHS and feeder primary schools Year 6 will complete Pupil Profiles or update existing ones. All information relating to students with Additional Educational Needs and Disabilities are updated throughout the year on SIMs and shared with staff if appropriate. <i>*(SP8)</i></p>		
<p>Disability support and resources are accessible to pupils and others who need them. For example, exam access applications and access arrangements for those that are eligible, additional portable induction loops available to those who need them.</p>	<p>SENCo SPC Manager Finance/Office Manager PESOs/SESOs working in Skills Centres Subject Leads/Promoted post holders Class Teachers</p>	<p>Purchase portable induction loop(s). <i>*(SP4)</i></p> <p>SPC manager and SENCo will liaise with outside agencies should any students require specialist equipment. Contact with outside agencies will continue throughout the students' time at CRHS to ensure that the equipment and support continues to be relevant. Sensory advice and guidance are followed for individuals as directed by outside agencies and is co-ordinated by the SPC manager and the SENCo.</p> <p>Exam access is instigated to all Students on our SEN register in Year 9 to ensure that permissions and testing can be undertaken in a</p>	<p>2023/24</p> <p>Annually & ongoing</p>	<p>Exam access arrangements in place each year. Increased access to induction loop technology for those that need it. Other disability support resources as required.</p>

		timely manner. Testing of Year 9s takes place in the Summer term by the SENCo and Form 8s are completed and applied for by the Exam officer in year 10. Students in Years 10, 11, 12 and 13 can be referred at any time during the year for consideration, although it should be noted that application for extra time in years 11 and 13 does have a deadline of the beginning of March unless there are extenuating circumstances. Reader pens, coloured overlays and natural reader are available for all students in the school to support reading. Training for the use of these takes place via our support assistants. <i>*(SP4 & SP6)</i>		
Dedicated quiet room/space for neurodivergent students.	Headteacher Office Manager LT	Skills Centres have implemented small spaces for this purpose, both SC1 and SC4 have quieter parts. <i>*(SP5)</i>	2023/24 designated quiet zones available in Skills Centres.	Staff observation indicates that these in-room features are used and beneficial
		The school is looking at current meeting spaces with a view to having more discrete quiet spaces available for students. <i>*(SP5)</i>	2024	Neurodivergent students have a designated space they can access when necessary.
		Convert an existing classroom into a quiet room/space, with soft lighting and reduced noise levels. <i>*(SP4)</i>	<i>Dependent of the progress of the new school building, currently planned for a 2029 opening. Space limitations of</i>	

			<i>the current building means there is no capacity to convert an existing teaching room into this space given the rising school roll, without negatively impacting on universal Teaching & Learning provision across the school.</i>	
Provide books in the library for students with sight impairments.	Headteacher SENCo	2023/24 school does not have any students with visual impairments. We will talk to any incoming students re. their preference/needs. Potentially adding books in Braille or tactile to complement the audio books which are already available. <i>*(SP5)</i>	Review annually	Students with sight impairments have access to reading materials.
<p>2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</p> <p><i>To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.</i></p>				
Target/Issue	Lead	Strategy/Action	Timescale	Success Indicator
Correct the positioning of the nosing on steps outside reception. Nosing is currently near the end but not at the edge, where it should be.	Office Manager DoI Site Manager	Move the nosing to the edge of the steps. <i>*(SP4)</i>	6-12 months	Nosing is positioned correctly avoiding any confusion for people who have sight impairments.
No handrails at the steps at the front of the school.	Office Manager DoI Site Manager	Install handrails at both sets of steps in line with BS3800 guidelines. <i>*(SP4)</i>	6-12 months	Handrails installed.

Door handles are high and may be inaccessible from a seated position.	Office Manager DoI Site Manager	Consider dropping or extending door handles down to allow them to be opened from a seated position. <i>*(SP4)</i>	<i>Dependent on the progress of the new school and need.</i>	Doors can be opened from a seated position.
Some staircases didn't have handrails on both sides, and/or handrails didn't finish 300mm before/after the first/last step.	Office Manager DoI Site Manager	Add rails to both sides of the stairs. <i>*(SP4)</i> Extend the handrails so they finish 300mm before/after the first/last step. <i>*(SP4)</i>	6-12 months	All staircases have handrails on both sides that finish 300mm before/after the first/last step, to support people with sight or mobility impairments.
Lack of tactile flooring around stairs to indicate that a set of stairs was there.	Office Manager DoI Site Manager	Add tactile flooring to highlight stairs starting/finishing. <i>*(SP4)</i>	12+ months <i>(depending on the progress of the new school)</i>	Tactile flooring installed to aid those with sight impairments that they are approaching a set of stairs.
Restrict the use of corridors to store items.	Site Manager	All corridors are kept clear to allow for passage for any students or staff with any sight or mobility issues. <i>*(SP4)</i>	<i>Dependent of the progress of the new school. Space limitations of the current building means that storage in corridors is necessary at this time.</i>	Users of the school with sight or mobility issues can move around the building unimpeded. Some items that were temporarily in a corridor (exam desks) have been removed.
Accessible parking spaces fall short of the required sizing as per guidance.	DOI	Changing the current accessible parking spaces to meet guidance. Consider absorbing other spaces to allow or the necessary dimensions. <i>*(SP4)</i>	<i>Dependent on the progress of the new school.</i>	Accessible parking spaces meet the guidelines, making them suitable for users.
Canteen servery is quite narrow, and people with mobility issues, sight impairments or in a wheelchair may struggle to navigate around.	Headteacher Office Manager	Relocate the tills outside of the serving area to free up more space. <i>*(SP4)</i>	<i>Dependent on the progress of the new school. Limitations of the space in the dining room prevents this action currently.</i>	More space to move around in the servery.

The ground outside around the Special Provision Centre (SC3) isn't flat.	Dol	Level the area to reduce the risks of slip, trips and falls. <i>*(SP4)</i>	<i>Dependent on the progress of the new school.</i>	Ground is level, making it more accessible for any users with a sight impairment or in a wheelchair.
Nosing on some of the steps in school were inconsistent in colour.	Office Manager Site Manager	Make the colour of the nosing consistent. <i>*(SP4)</i>	12+ months	Nosing across all staircases is consistent, reducing any possible confusion for anyone with a sight impairment.
Different issues across accessible toilets: a) Bins in the transition area of both accessible toilets which would mean a wheelchair user would not be able to use the facility. b) No shelves in one of the toilets for users to place their belongings. c) Neither toilet has floor length mirrors. d) Alarm in both toilets isn't accessible from floor level. e) One of the toilets has no contrast; white walls, white grab rails and light coloured floor. f) The soap and toilet roll dispensers in one	Dol	a) Move the position of the bins. b) Install some shelves. c) Install floor length mirrors. d) Extend the alarm pull cord so it reaches the floor. e) Change colours so that walls, Floor, grab rails and toilet seats contrast. f) Lower the soap and toilet roll dispenser. g) Move the sinks so they are positioned closer to the toilet. <i>*(SP4)</i>	a) <1 month b) 1-3 months c) 3-6 months d) 3-6 months e) <i>Dependent on the progress of the new school</i> f) 3-6 months g) <i>Dependent on the progress of the new school</i>	a) Bins no longer restrict access for wheelchair users. b) Users have somewhere to place their belongings. c) Mirrors are installed for wheelchair users. d) Alarm pull cord can be reached from the floor in case of emergency. e) Contrasting colours aides users with sight impairments. f) Soap and toilet roll is accessible to all. g) Users can wash their hands while seated on the toilet.

toilet are too high up on the wall. g) The sinks in both toilets couldn't be reached from a seated position.				
Some of the internal ramps around the school are steep and would be hazardous for any person in a wheelchair.	DoI	Lengthen the ramps to allow for the gradient to be more gradual. <i>*(SP4)</i>	<i>Dependent on the progress of the new school.</i>	Wheelchair users are able to use the ramps more easily.
A ramp leads on to a short landing right by a door opening. A wheelchair user would struggle to open this door whilst sitting on a short landing area.	DoI	Extend the landing and lessen the gradient. <i>*(SP4)</i>	<i>Dependent on the progress of the new school.</i>	Smooth passage available for a wheelchair user.
3. Improve the availability of accessible information to disabled pupils <i>To improve the delivery of information for disabled pupils and parents.</i>				
Target/Issue	Lead	Strategy/Action	Timescale	Success Indicator
Improved signage to inform people of induction loop availability.	Office Manager Site Manager	Display appropriate signage so people know portable induction loops are available. <i>*(SP4)</i>	1-3 months	All people who require the assistance of an induction loop are aware they're available.
Lack of signage at the building directing drivers towards the car park and also to the reception area.	Office Manager DoI Site Manager	Erect signage to direct people to the car park. <i>*(SP4)</i> Erect signage to direct people to the school reception area. <i>*(SP4)</i>	3-6 months	Visitors find it easier to locate the car park and reception area. A person with a hearing impairment can manage independently without having to ask questions/directions.
Adequate signs to indicate accessible parking bays.	Office Manager DoI Site Manager	Installation of signage to indicate an accessible parking space, with	6-12 months	Drivers who use accessible parking bays can identify them easily.

		the signs stating, 'Blue Badge Parking'. <i>*(SP4)</i>		
Accessible parking bays should be marked out with transition areas at the side and at the rear of the parking space, as per BS8300.	Office Manager Dol Site Manager	Remark the accessible parking bays using the official guidance BS8300. <i>*(SP4)</i>	6-12 months	Accessible parking spaces are compliant with BS8300.
Add directions and accessibility information to the school website.	Headteacher Headteacher's EA	Add information to the website, including getting to the school, accessibility and parking, public transport options and information. <i>*(SP4)</i> Make this information available in different languages and an audio version for people with sight impairments. <i>*(SP4)</i>	1-2 months 1-6 months	Improved information is available on the school website, assisting all users and visitors to the building. Information is available to those without English as their first language, or those with sight impairments.
Signage is elevated and may not be seen from a seated position.	Office Manager Site Manger	Replicate all signs in tactile/Braille and position them at a lower level. <i>*(SP4)</i>	Priority signage to be reviewed 6-12 months	Signs are accessible to all, including students/visitors with sight impairments and those in a wheelchair.
Use signage to mark the location of the lift(s).	Office Manager Site Manager	Add signage that is tactile and in Braille to highlight the presence of the lift(s). Position the signage at a low level. <i>*(SP4)</i>	6-12 months	Location of the lift(s) is visible to all users of the school. Signage that is tactile/Braille allows those with sight impairments to understand the sign, and positioning it at a lower level aids wheelchair users.
Neither lift had audible floor indication.	Office Manager Dol Site Manager	Install audible floor indication in both lifts. <i>*(SP4)</i>	<i>Dependent on the progress of the new school.</i> Current lift is unlikely to be able to be retro-fitted with this	Those with hearing and/or sight impairments could use the lifts more confidently.

Only one lift had tactile/Braille numbers.		Install tactile/Braille numbers in the lift currently without. <i>*(SP4)</i>	functionality. School will liaise with external lift provider.	
Improved signage indicating the location of toilets.	Office Manager Site Manager	Add additional signage to direct people to the facilities. At the moment the toilets are only visible when you arrive at them. <i>*(SP4)</i>	3-6 months	All users of the school can find the toilets more easily.
No diagram of the school in tactile/Braille or audio.	Office Manager Site Manager	Put together a diagram and/or audio version. <i>*(SP4)</i>	12+ months	A plan of the school is accessible to users with sight impairments.

**Specific Strategic Priority in the DESC Accessibility Strategy*