



St Paul's School
FOUNDED 1509

Accessibility Policy and Plan 2022-25

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This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to policyquery@stpaulsschool.org.uk

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1. Introduction

The School's (Senior and Junior) Accessibility Plan covers the period from October 2022 to October 2025. The plan will be kept under review during this period by the Accessibility and Disability Committee and progress will be monitored termly. It will also be reviewed annually by the Governing Body through their nominated representative. The Policy and Plan will be presented at the Health and Safety Committee which has Governor Representation, and then will be formally approved by the Full Governing Body.

The School's Accessibility and Disability Committee consists of Senior Leaders from both the Senior and Junior School who oversee Teaching and Learning, the Head of Learning Support for SPS and SPJ, the Operations Director and the Head of Diversity, Equality and Inclusion. The Committee will invite additional members whose expertise in any field would be of assistance.

Definition of 'disability'

[The Equality Act \(2010\)](#) defines a 'disability' as a person having 'a physical or mental impairment which has a substantial and long-term adverse impact on their ability to carry out normal everyday activities'.

This has some overlap with the definition of 'Special Educational Needs' (SEN) in the Children and Families Act (2014), but not all pupils are disabled by their SEN and vice versa. Pupils with disabilities, for the purpose of this policy, refers not only to those pupils with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability'.

The Accessibility Policy and Plan should be read in conjunction with the School's Equal Opportunities Policy, Admissions Policy and LS and SEND Policy as linked below.

2. Purpose

This Accessibility Plan outlines how we ensure that we are working to remove barriers to learning and access in our school, and to ensure that pupils and staff are not limited in their ability to engage with all aspects of the St Paul's community because of accessibility needs. The plan is reviewed every three years.

3. Ethos and Aims

St Paul's School (Junior and Senior) is committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We value the diversity of our school community and appreciate the contribution that pupils and staff with Learning Support Needs/ Special Educational Needs (SEN) and/or disabilities can bring to school life. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness and inclusion.

The School seeks to remove barriers to entry to our school for pupils with Special Educational Needs and/or disabilities: the Admissions Policy is available on the School's [website](#) and states the criteria for entry. The School also seeks to create an environment free of barriers for its staff with accessibility and/or disability needs, both current and prospective.

4. Physical Access

In April 2012, an audit of the SPJ estate was conducted, and in October 2015, an audit of the SPS estate was conducted. SPJ has temporarily relocated into the old science building, now named "Ichthys," to enable the redevelopment of the Junior School and North Sports buildings between 2023 -2025. The results of the audit and subsequent surveys by the Estates team have helped inform the subsequent accessibility plan for 2023-25.

The School monitors its physical environment and will seek to take reasonable steps to improve it in order to increase the extent to which pupils with disabilities are able to take advantage of its education and associated services, and staff are able to access our facilities to the full extent of necessity. All new buildings and any refurbishments will comply with the Equality Act (2010). Any persons with impaired mobility will have a Personal Emergency Evacuation Plan (PEEP) in accordance with the [Fire Safety Policy and Procedures](#).

An analysis of the accessibility of each building on the school site is included at Annex E. The School looks to address issues of access as part of the Capital Development Plan.

5. Staff Reviews

Our staff consider their teaching strategies to ensure that any potential barriers to learning and participation by pupils with disabilities are removed. We promote the importance of using inclusive and inoffensive language amongst both our staff (through the [Code of Conduct](#)) and our pupils (through our Pupil Commitment) and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

Expectations of Staff

All staff have a responsibility to:

- Ensure that they do not treat a person with a disability less favourably than someone else for a reason relating to the person's disability

- Not indirectly discriminate against a pupil with a disability by failing to make a reasonable adjustment when a disabled pupil is placed, or is likely to be placed, at a substantial disadvantage in comparison with a person who is not disabled
- Implement reasonable adjustments where possible
- Ensure that if a pupil discloses a disability, the member of staff should request their permission, where appropriate, to share this information with relevant colleague

6. Learning Support

The Head of Learning Support for St Paul's School and Head of Learning Support for St Paul's Juniors provide relevant information on all pupils on the 'Learning Support List' on iSAMS (the School's Management Information System (MIS)) which is regularly reviewed and updated.

Teachers are expected to keep themselves abreast of the access needs of their pupils and to review their progress and to discuss any concerns with tutors, Under Masters and the LS Department, and are able to liaise with the LS Department for further training as needed.

We have pupils with a variety of disabilities in both SPS and SPJ. These include, but are not limited to: physical disabilities, hearing and visual impairments, and learning disabilities. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

7. The Health Centre

Where pupils or colleagues have specific accessibility needs, the Health Centre (and specifically the Head Nurse and School Doctor) are available to offer clinical advice and make specific accessibility arrangements. This is often the case when a pupil or colleague experiences short term accessibility needs as a result of illness or injury but may also apply to longer-term concerns. Ordinarily, when an injury or illness to a pupil requires that accessibility needs be considered, the relevant Undermaster will notify the Head Nurse. The Head Nurse is then responsible for creating a Health Care plan for the pupil, ordinarily in consultation with relevant members of the pastoral team, the pupil and their parents and/or carers. If the pupil is experiencing mobility issues, the Health Care plan will also include arrangements for emergency evacuation. The Head Nurse will continue to review the Healthcare plan with the relevant Undermaster and pupil to ensure the pupil's accessibility needs are being fully met. The school counsellors work in close collaboration with the school nurses and doctors and are available to all members of the school community inclusive of those with any kind of disability or access need.

8. English as an Additional Language (EAL)

The School is committed to making adequate provision for the teaching and learning of pupils for whom English is an additional language. St Paul's currently has a number of pupils for whom English is not necessarily the primary language spoken at home. The Heads of Learning Support for St Paul's School and St Paul's Junior School inform teachers of all pupils that have English as an Additional Language via the SPS/SPJ EAL List on iSAMS.

The rigorous screening and entry process seeks to admit only those pupils whose language skills enable them to meet the required academic standards. At 13+ admission, these will generally be pupils at stage 3-4 (QCA Descriptors). Although the majority of pupils on the EAL list fall within the stage 4 category, the occasional candidate at stage 3 will require additional support with a specialist Learning Support teacher.

At entrance to the Eighth Form for A-level study, applicants are expected to have the equivalent of the IELTS Level 7.5 overall mark (academic route) in order to be able to access the academic curriculum. EAL support is made available when teachers express concerns that a pupil's English needs some extra support, so that they can achieve their full potential in their chosen subject.

9. Equal Opportunities

The School has an [Equal Opportunity Policy](#) which has been designed, and is reviewed, to ensure that everyone at St Paul's is treated fairly and equally. The policy ensures that the entire employee life cycle (including recruitment, selection, training, development and promotion) and student life cycle (including admission, academic and extra-curricular experience, examination, pastoral care, and preparation for life after school) is free of discrimination, bias and unfair treatment.

10. ACTION PLAN

The following areas will be considered by the school's Accessibility and Disability Committee and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment (Projects/Operations)

- Selection and recruitment of staff
- Sporting education and activities
- Staff experience (including training)
- Welfare

The Action Plan for whole school Overarching Principles is attached as Annex A. The Action Plans for both SPS and SPJ are attached as Annex B and C. The results of the audit and continuous monitoring of the above has informed the action plan below which relates to Schedule 10 in the Equality Act 2010:

Schedule 10	Description
3. (2)(a)	Increasing the extent to which disabled pupils can participate in the school's curriculum;
3. (2)(b)	Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
3. (2)(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Annexes:

- A. Overarching Principles
- B. SPJ Accessibility Action Plan
- C. SPS Accessibility Action Plan
- D: Staff Accessibility Action Plan
- E: Accessibility by Building
- F: Whole School Accessibility Map

Related Documents:

[Learning Support \(LS\) and Special Educational Needs and Disabilities \(SEND\) Policy](#)

[Admissions Policy](#)

[Equal Opportunities Policy](#)

[EAL Policy](#)

ANNEX A

OVERARCHING PRINCIPLES - WHOLE SCHOOL

The following provides information on the overarching principles in relation to accessibility which govern different departments and areas across the School. Given the varied nature of experience for pupils and staff with disabilities and access needs, and the different educational and extra-curricular activities we offer at the School, there is no one specific way to ensure inclusion for everyone. Thus, we have listed suggested overarching principles regarding accessibility inclusion for different areas which may necessitate further thinking and planning.

Reasonable Adjustments

According to the Equality and Human Rights Commission, there is no generic definition of what constitutes a 'reasonable adjustment'; the key test is reasonableness, which will always be specific to the (person) and context¹.

The duty to make 'reasonable adjustments' does not include a duty to change physical features. This means that we would not be required to, for example, install elevators or build new facilities to accommodate someone's access requirements. An example of what the School would be required to do is 'provide auxiliary aids where a disabled person would, but for the provision of the auxiliary aids, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled'.

For further information about reasonable adjustments, please also see the School's Learning Support and SEND Policy and the School's Equal Opportunities Policy.

For members of staff, we would encourage you to speak with your line manager if you have specific queries or reasonable adjustments, so they can support you where possible.

Participation in the School's curriculum for pupils with disabilities

Teachers will need to set high expectations and provide opportunities for all pupils to succeed, including pupils with disabilities. They should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To create effective learning environments this will include:

- valuing all contributions;
- ensuring pupils feel secure and able to contribute appropriately;
- ensuring that all forms of bullying will be challenged;

¹ The Equality and Human Rights commission offers the Technical Guidance for Schools in England Reasonable Adjustments for Disabled Pupils

Many pupils with disabilities are able to learn alongside their peers with only the occasional need for additional resources beyond the aids which they use every day (e.g. a wheelchair, a hearing aid or equipment to aid vision). However, teachers must proactively take into account potential barriers to learning and where necessary, plan provisions to support individuals or groups of pupils to enable them to participate as fully and effectively as possible in the curriculum and assessments. These provisions could include but are not limited to:

- Employing specialist aids and equipment to ensure equality of experience
- The provision of support from adults and/peers when needed, particularly if a pupil is working with an external agency
- Adapting tasks, environments or requirements for pupils with disabilities and access needs
- Providing alternative examination arrangements (including alternative tasks and additional timing)
- Providing printed copies of teaching materials that are accessible in colour, layout and size
- Being sensitive to the physical and emotional impact that navigating the School environment might take on pupils with disabilities and access needs, and being accommodating of action pupils may need to take to counter this.

Sports

The PE Department will need to make plans to consider provision for pupils with disabilities. For those pupils who cannot access an activity, teachers will need to provide one or all of the following:

- Adapted, modified or alternative activities that have integrity and equivalence to the activities followed by other pupils and that enable the pupils to make progress.
- Specific support to enable the pupils to participate in certain activities or types of movement with safety and enjoyment
- Careful management of the pupils' physical regime to allow for specific medical conditions.

Drama

Where Drama lessons and other activities often take place (e.g the Milton Block Studio or the Dorfman Theatre), reasonable adjustments will be made for disabled pupils to enable them to access drama activities. Similar to Sports provision, these must include:

- Adapted, modified or alternative activities that have integrity and equivalence to the activities followed by other pupils and that enable the pupils to make progress.
- Specific support to enable the pupils to participate in certain activities or types of movement with safety and enjoyment
- Careful management of the pupils' physical regime to allow for specific medical conditions.

Recreational activities and School clubs and societies

Most recreational areas for break and lunchtimes are accessible. Most after-school clubs will be accessible.

Access to school trips may require alternative forms of transport (e.g. a taxi instead of use of the London Underground).

For further information about the School's curriculum, co-curricular provision and approaches to teaching, please see the School's Curriculum and Teaching and Learning Policy and the School's Learning Support and SEND Policy

Written information provided to pupils in School :

The curriculum material provided through visual presentations (for example, textbooks and worksheets) can be complemented by written information on white boards, flip charts or interactive technologies. Accessibility issues are considered when new equipment is acquired by the School to ensure that the current and future needs of all pupils are met as far as is reasonable.

In addition to curriculum information, there is a wide variety of other information provided by the Schools to its pupils (e.g. class timetable, Google To Do List, Google Classrooms, a letter about a class excursion, etc.) Where reasonable, this information will be provided in an accessible way to pupils with disabilities, recognising the individual needs of different pupils in individual circumstances.

When introducing new ICT hardware (e.g. interactive whiteboards / display screens), peripherals and software accessibility for all pupils according to their individual needs will be provided.

Admissions Procedures

The Admissions Department notifies prospective pupils and feeder schools of the School's policy regarding exam access arrangements for any admissions tests to the School.

Public Exams

The School's policy and procedures with regard to Access Arrangements in Public Examinations is notified to all prospective parents in the year of their child's entry to the Senior School. Where any significant changes are announced by the awarding bodies, parents will be notified as necessary in subsequent years.

Staff Training

Staff training and development will take place on an ongoing basis to ensure that the ability of all students to access the curriculum to the best of their ability is optimised.

ANNEX A2 - Table

OVERARCHING PRINCIPLES - WHOLE SCHOOL

Area	Target Improvement including Time Frame	Actions and Resources Required for Implementation	Lead	Budget Tracking <i>(please identify funding source for Action/Resources)</i>	Success Criteria and Evaluation
Participation in the Whole Curriculum - Schedule 10 3. (2) (a)					
Physical Access to Education, Benefits, Facilities and Services Provided/Offered by the School - Schedule 10. 3. (2) (b)					
External areas	All external spaces fully accessible	Review ramps and steps. Consider further improvements to lighting, signage and play spaces to identify areas for improvement	Ops Team	Maintenance budgets and annual capital bids	External facilities are fully accessible to all
Internal areas	All internal spaces fully accessible	Review and prioritisation of internal spaces that have not been part of master planning to date. To consider how improvements can be made and plan for them	Ops Team and users	Maintenance budgets and annual capital bids	All internal facilities are fully accessible.
Improve the physical	Sports facilities that are fully accessible	Review existing facilities to allow for upgrade and	Ops Team/	Fundraising/ Capital funding	Main pavilion and boathouse accessible and fit for purpose

accessibility of Main Pavilion and Boathouse and any additional accessibility improvements within the school where possible		improvement. Plan for major works and engage with stakeholders	Development Team		
Car parks	Improved surfaces to allow for easy access	Review of front and bowl car parks. Surfaces and ramps to be reviewed, potential further lighting improvements.	Ops Team	Capital bids	Car parks accessible for all users
Accessibility to Written and Other Information - Schedule 10 3. (2) (c)					
					<i>See annexes B and C, below</i>

ANNEX B

ST PAUL'S JUNIORS ACCESSIBILITY PLAN

Area	Target Improvement including Time Frame	Actions and Resources Required for Implementation	Lead	Budget Tracking <i>(please identify funding source for Action/Resources)</i>	Success Criteria and Evaluation
Participation in the Whole Curriculum - Schedule 10 3. (2) (a)					
Education	Introduction of new Learning Support module for iSAMS	Evaluate current data held on iSAMS Identify data required & how to present it in the new module, liaising closely with SPJ - Summer 23 Deliver training for staff on how to effectively use the new module in INSET - Autumn 23 Evaluation of module's use - on-going	HLS/D HA/IT	IT Committee	Staff readily have access to appropriate data Staff use the Learning Support Module on iSAMS to support the provision for pupils The data stored on iSAMS is clear and easy to access (on-going)
Attainment	Enhance staff awareness of successful teaching practices for pupils diagnosed with a neurodivergence (e.g. autism, ADHD)	Audit where further provision might be best targeted Provide resources and materials for staff to learn about the different types of neurodivergence.	HLS/D HA	SPJ INSET budget	Pupils' diagnosed with SpLD make good progress academically & feel supported Staff understand successful teaching practices for pupils diagnosed with SpLD and feel confident implementing these approaches

		<p>Organise further training for staff via INSETs/staff meetings/TLCs.</p> <p>Provide ongoing support, mentoring and coaching for staff in implementing strategies & practices.</p> <p>Evaluate effectiveness of support provided & make adjustments as needed.</p>			
Education	Raise awareness of neurodiversity for pupils	<p>Explore the curriculum to assess where & how neurodiversity has been incorporated.</p> <p>Provide further opportunities for pupils to learn about and celebrate neurodiversity through activities, events and projects.</p> <p>Take part in Neurodiversity Celebration Week.</p> <p>Invite guest speakers to speak to pupils & lead workshops</p>	HLS/D HA	SPJ INSET/Dep Pastoral budget	<p>Pupils gain greater understanding & acceptance of neurodivergence</p> <p>Pupils' feel more confident to share own experiences & perspectives related to neurodiversity</p>
Physical Access to Education, Benefits, Facilities and Services Provided/Offered by the School - Schedule 10. 3. (2) (b)					
Main SPJ	New and completely	Full project team appointed to	DoO/	Capital funding	Accessible building delivered.

Building	accessible building for SPJ to be completed by Summer 2025	deliver the project. Funding agreed with the Governing Board. All elements of design to be accessible and time given to review plans with all stakeholders	Project team	approved by the Governing Board	
Centenary Building and SPJ Music School	Remaining SPJ buildings to reflect the designs of the redeveloped SPJ to allow access for all. Provide lifts where possible and improve accessibility Ongoing to 2025 and beyond	To be reviewed during the re-build programme and consider options for existing buildings	DoO and Estates Mgr	Annual capital bid process	Improvements to existing buildings to mirror redeveloped facilities
Current SPJ buildings and proposed new building	Consider appropriate colour schemes to benefit pupils with visual impairments and install window blinds where appropriate Summer 2025	Include in all refurbishment and redecoration plans for SPJ	DoO/Project teams	Maintenance budget Annual capital bids Major capital development	Comfortable working environment, suitable to all that positively impact upon learning and outcomes
Current SPJ Ichthys building	Consider any potential ways to improve access in temporary accommodation over occupation period	Consultation with users and feedback whilst understanding that the accommodation is temporary	SPJ SLT/Ops Team	Maintenance budgets	Best use of Ichthys building for all, during redevelopment
Accessibility to Written and Other Information - Schedule 10 3. (2) (c)					
Attainment	Digital resources are consistently and effectively utilised to support pupils	Identify and evaluate how current resources are being used and their impact Determine accessibility needs	DoC/HLSDH A	Annual ICT budget where applicable	Staff are aware of the resources available and how to use these to support pupils' accessibility needs

		<p>of users</p> <p>Review & update digital resources to ensure that they continue to meet accessibility needs</p> <p>Regular IT training for staff - regular needs assessment and more flexible and more frequent training options</p>			Pupils with accessibility needs receive the appropriate & necessary support
Admissions	HLS role remains prominent in providing support for candidates with SEND during admissions interview	HLS to continue to review arrangements for interview assessments/tasks to ensure appropriate accessibility measures in place for pupils with SEND	HLS/D oA	N/A	Adjustments continue to be made and support continues to be in-place where appropriate.

ANNEX C

ST PAUL'S SCHOOL - ACCESSIBILITY ACTION PLAN

Area	Target Improvement including Time Frame	Actions and Resources Required for Implementation	Lead	Budget Tracking <i>(please identify funding source for Action/Resources)</i>	Success Criteria and Evaluation
Participation in the Whole Curriculum - Schedule 10 3. (2) (a)					
Admissions	Policy wording needs to be updated as SPS building is much more accessible to pupils with physical disability? (Sept 23)	Review of policy wording	DoA/ DoO	N/A	Policy wording more accurately reflects more easily accessible senior school building as compared to current SPJ building
Attainment:	Use of IT in differentiated teaching: Staff training: to ensure access to text and supporting delivery of information in the three main areas of impairment (physical, hearing and visual), including through	Training of staff so that they know how to meet the needs of particular pupils disabled under the terms of the Equality Act 2010 Training of pupils as per their needs.	DoIT	N/A	Teachers and all staff feel more confident and up-to-date in how to provide access to text and how to support the delivery of information for pupils with either physical, hearing/visual disabilities Pupils feedback that they are able to fully access written material online.

	<p>the use of different media; Training will be provided on new ICT equipment to allow teachers to use special features to make teaching / resources more accessible to pupils with SEND. specialised areas (e.g. Brailing and BSL to ensure that effective communication can take place) ongoing and as and when needed basis NB braille facilities, screen reader support, screen magnifier support and voice typing facilities on Google docs which School already uses as a delivery medium for written information</p> <p>All staff during 23-24 and ongoing</p>				
Physical Access to Education, Benefits, Facilities and Services Provided/Offered by the School - Schedule 10. 3. (2) (b)					
Braille signage for pupils and visitors	To ensure accessibility for any future prospective pupils who are blind	Review of signage on site	DoO/ Head of Estate	TBC	Signage in place

			s		
Review of layout of building where newbuild of SPJ and SPS meet	To ensure physical accessibility and signage in place once SPJ rebuild has been completed and connects with SPS building (by early 26)	Review of accessibility e.g. signage once new SPJ building opens and connects with SPS	DoO/ Head of Estates	Capital Budgets for SPJ Re-build	
Consider SPS buildings that have not benefited from major development following master plan	Improvements to sports centre, cabins, pavilions to be considered from 2023-25 and from 2026 onwards, when SPJ development complete	Reviews and stakeholder engagement to understand current access complexity and prioritise improvement	SPS Staff Ops Team	Maintenance and capital budgets	Facilities accessible to all
Accessibility to Written and Other Information - Schedule 10 3. (2) (c)					
In class support (e,g LSA) so that EHCP admission applicant pupils can be accommodated when their needs so	Full Time LSA to support any EHCP pupils as priority, but to offer other pupils in class support where needed because of focus/attention difficulties if EHCP hours less than full time (by Autumn Term 23)	Budgetary decision	SAH/R JG	TBC	Successful recruitment of (ideally) a higher-level teaching assistant

require.					
IT software/app for easier accessibility	<i>Check range of software/apps on offer to pupils within school to make digital information as accessible as possible by end of 22-23.</i>	Review with Director of IT, KNRD: staff INSET	TXM/HJH	IT	Positive feedback from pupils with SEND and their parents; progress in their engagement/attainment with the curriculum
IT for LS Department	IT request for two iPads so that LS teachers may demonstrate iPad compatible apps to pupils by Sept 23	Budgetary decision	KNRD /IT comm ittee?		Positive feedback and implementation of strategies by pupils who have attended LS lessons and been advised to use relevant apps.

ANNEX D

ST PAUL'S STAFF - ACCESSIBILITY ACTION PLAN

Area	Target Improvement including Time-frame	Actions and Resources Required for Implementation	Lead	Budget Tracking <i>(please identify funding source for Action/Resources)</i>	Success Criteria and Evaluation	June 2024 - Update
Reasonable adjustments	To develop a clear and accessible reasonable adjustments procedure, with guidance that clearly explains the request process, timelines, and what staff can expect (by end of 2023)	TRJ to work with JDC and KM to draft guidance and implement across community	TRJ	N/A	Positive feedback from staff Potential increase in RA requests	Reasonable Adjustments policy and guidance included in the school's Disability Policy

Mental Health and Wellbeing	To further develop the programme of mental health and wellbeing accommodations for staff, so they are preventative rather than reactive (including psychological risk assessments, training and development, etc) (ongoing until 2025)	TRJ/HR team to develop programme of activity and implement across employee lifecycle	TRJ	Dependent on activity	Increase in level of staff wellbeing Positive levels of engagement across activity	KM introduced new health cash plan in 2023 which includes range of health and wellbeing benefits TRJ continues to develop and facilitate training on DEI
Disability confidence and awareness	To develop a dedicated disability confident culture at St Paul's through training and awareness activity (ongoing until 2025)	TRJ to develop relevant activity, including training sessions TRJ and JDC to develop a dedicated disability policy for staff TRJ to apply for Disability Confident accreditation and use this across external recruitment marketing	TRJ, KM, JDC	DEI budget, dependent on activity	Positive feedback from staff re. levels of disability awareness and understanding Increase in applications from applicants with disabilities	School disability policy approved in 2023 (reviewed for 2024 without amendment). Disability Confident Scheme applied for - TRJ to share badges for marketing
Digital Accessibility	To ensure that all of our digital content - both internal and external - is accessible, and that staff	TRJ to work with Marketing and content producers to put steps in place to	TRJ, Marketing and KM	N/A	Positive feedback from staff Positive feedback re.	Delayed due to recruitment for Head of Marketing (starting summer term 2024)

	are informed about ways to make content digitally accessible (2025)	<p>ensure all external facing content is digitally accessible</p> <p>TRJ to work with KM to ensure new recruitment module is digitally accessible</p>			recruitment process from newly onboarded staff	Recruitment module delayed due to staffing in HR team (recruiting part-time resource from MHR in summer 2024)
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ANNEX E

ACCESSIBILITY BY BUILDING

Building	Summary of Current Accessibility	Accessibility Target	Target Date	June 2024 update
GTB 1	Accessible to wheelchair users Disabled WC Lift to all floors, via GTB2/Milton link EVC/disabled refuge system Evac chairs	Assess hearing loop effectiveness and requirement Review accessible signage requirements Disabled changing facilities	Autumn 2024	Space audit due in 2025
GTB 2	Accessible to wheelchair users, Disabled WC Lift to all floors EVC/disabled refuge system Evac chairs	Assess hearing loop effectiveness and requirement Review accessible signage requirements Disabled changing facilities	Autumn 2024	Space audit due in 2025
Science Block	Accessible to wheelchair users, Disabled WC Lift to all floors Evac chairs	Assess hearing loop effectiveness and requirement Review accessible signage requirements	Autumn 2024	

Milton Building & Gallery	Accessible to wheelchair users. No disabled WC however there is access to disabled toilets via GTB1 link.	Assess hearing loop effectiveness and requirement Review accessible signage requirements Disabled WC for the ground floor to serve Milton and Engineering	Spring 2025	Space audit due 2025
Engineering	Accessible to wheelchair users but most would need assistance with heavy doors etc	Assess hearing loop effectiveness and requirement Review accessible signage requirements This is a workshop so it would be advisable to have someone assisting at all times	Spring 2024	
Ichthys	Double entry doors but otherwise very limited access. No working lift.	Assess hearing loop effectiveness and requirement Review accessible signage requirements Accessibility to all upper floors and Disabled WC to be installed - if building is to be used long-term	Review in Summer 2025, dependent on future plans for building.	School has purchased a mobile wheelchair ramp. Space audit 2025
Dorfman Theatre & Drama	Accessibility ramp	Assess hearing loop	Spring 2024	

Centre	Access to wheelchairs Lift EVC/disabled refuge system Evac chair	effectiveness and requirement Review accessible signage requirements		
Music School & Wathen Hall	Accessibility ramp Access to wheelchairs Lift (however access to hall would be from the ground floor) Evac chair	Assess hearing loop effectiveness and requirement Review accessible signage requirements	Spring 2024	
School House	Minimal accessibility for wheelchairs. User would need assistance Ramp to doors at lower 1st entrance Disabled toilet (ground floor lower 1st side)	Assess hearing loop effectiveness and requirement Review accessible signage requirements Access to upper floors and to the boarding side of the building Disabled toilet on each floor	Review in Summer 2025 as part of ongoing refurbishment plan.	-
West House	Minimal accessibility for wheelchair users - would need to be assisted	Assess hearing loop effectiveness and requirement Review accessible signage requirements Disabled toilets Stair lift to the first floor	Review in Summer 2025 as part of ongoing refurbishment plan.	-
East House	Wheelchair access via the back door to ground floor	Assess hearing loop effectiveness and	Review in Summer 2025 as part of ongoing	-

	only	<p>requirement</p> <p>Review accessible signage requirements</p> <p>Disabled toilet</p> <p>Access to main entrance</p> <p>Review need for access to first floor</p>	refurbishment plan.	
SPJ Music & Drama	Ramp access for wheelchairs - to ground floor only	<p>Assess hearing loop effectiveness and requirement</p> <p>Review accessible signage requirements</p> <p>Disabled toilets</p> <p>Access to first floor</p>	Review in Summer 2025 as part of ongoing refurbishment plan.	-
Centenary Building		<p>Assess hearing loop effectiveness and requirement</p> <p>Review accessible signage requirements</p>	Spring 2024	
Rackets Court	<p>Double door access into sports block</p> <p>Wide door for court entrance</p> <p>Disabled toilet via the sports block</p>	<p>Assess hearing loop effectiveness and requirement</p> <p>Review accessible signage requirements</p> <p>Disabled changing room</p> <p>Consider possibility of creating wheelchair access to the viewing gallery</p>	Ongoing review of sports facilities at school being undertaken in 2023. Results of review will determine further plans.	

		(unachievable to lower the height of the viewing gallery as this would cause a risk to falling from a height)		
Swimming Pool	Double door access Disabled toilet directly outside in the sports hall corridor leading to the pool	Assess hearing loop effectiveness and requirement Review accessible signage requirements Disabled changing rooms	Ongoing review of sports facilities at school being undertaken in 2023. Results of review will determine further plans.	
Sports Centre	Double door access Disabled toilet	Assess hearing loop effectiveness and requirement Review accessible signage requirements Disabled changing rooms	Ongoing review of sports facilities at school being undertaken in 2023. Results of review will determine further plans.	
Squash, Gym & Core Room	Minimal accessibility	Assess hearing loop effectiveness and requirement Review accessible signage requirements Disabled WC and changing room	Ongoing review of sports facilities at school being undertaken in 2023. Results of review will determine further plans.	
Boat House	Minimal accessibility	Assess hearing loop effectiveness and requirement Review accessible signage requirements	Ongoing review of sports facilities at school being undertaken in 2023. Results of review will determine further plans.	In feasibility study

		Disabled WC and changing room Clearer pathway through boat bay Improve access to the gym area and equipment		
East Pavilion	Minimal	Consider accessibility within redevelopment plan	Planning application submitted in 2022 to refurbish pavilion. Includes full accessibility. Planned completion summer 2024, subject to planning approval.	Options under review following planning refusal
West Pavilion	Minimal	Assess hearing loop effectiveness and requirement Review accessible signage requirements Ramp and door access Disabled WC and changing room	Ongoing review of sports facilities at school being undertaken in 2023. Results of review will determine further plans.	
SPJ Pavilion	Ramp access to main building Disabled WC	Assess hearing loop effectiveness and requirement Review accessible signage requirements Disabled changing room Improved access through the main doors	Spring 2025	



St Paul's School

FOUNDED 1509



- SPORT**
- 1 - 10 Pitches
 - 11 3G Pitch
 - 12 Juniors Pavilion
 - 13 West Pavilion
 - 14 Multi Use Games Area (MUGA)
 - 15 Sports Centre
 - 16 Swimming Pool
 - 17 Rackets Court
 - 18 Boat House
 - 19 East Pavilion

- ST PAULS JUNIORS**
- 1 Ichthys - temporary home of St Paul's Juniors
 - 2 Music School
 - 3 Art
 - 4 Science
 - 5 Playground

- ST PAULS SCHOOL**
- 1 Science Block
 - 2 General Teaching Building 1
 - 3 Kayton Library
 - 4 The Dining Hall
 - 5 Founder's Court
 - 6 John Colet Hall and Chapel
 - 7 East House
 - 8 Engineering
 - 9 Milton Building & Gallery
 - 10 General Teaching Building 2 & Atrium
 - 11 Drama Centre
 - 12 Dorfman Theatre
 - 13 Music School
 - 14 Wathen Hall
 - 15 School House
 - 16 West House

Glossary of Terms

ADHD	Attention Deficit Hyperactivity Disorder - People with ADHD can seem restless, may have trouble concentrating and may act on impulse.
ASC	ASC is an overarching term used to describe autism, Asperger's Syndrome, pathological demand avoidance (PDA) and pervasive developmental disorder (PDD)
BSL	British Sign Language
EAL	English as an Additional Language
DoA	Director of Admissions
DoHR	Director of HR
DoOps	Director of Operations
DHA	Deputy Head, Academic
DoIT	Director of IT
HLS	Head of Learning Support
HoDEI	Head of Diversity, Equality and Inclusion
HoMH&W	Head of Mental Health & Wellbeing
ICT	Information and Communication Technology
INSET	Inservice Training Day - when teachers and support staff go into school without any pupils present in order to complete training, planning, etc
iSAMS	The School's Management Information System
LS	Learning Support
MIS	Management Information System
Neurodiversity	The range of differences in individual brain function and <u>behavioural</u>

traits, regarded as part of normal variation in the human population (used especially in the context of autistic spectrum disorders)

Ops Team	The Operations Team - including Estates and Services Management and Compliance
RA	Risk Assessment
SEND	Special Educational Needs and/or Disabilities
SLT	Senior Leadership Team
SpLD	Specific Learning Difficulty
SPJ	St Paul's Junior School
SPS	St Paul's Senior School
TLC	Teaching and Learning Co-Ordinator

References

[The Equality Act \(2010\)](#)

[The School's Website](#)

[Code of Conduct](#)

[Equal Opportunity Policy](#)

[Learning Support \(LS\) and Special Educational Needs and Disabilities \(SEND\) Policy](#)

[Admissions Policy](#)

[EAL Policy](#)