St Paul's School
FOUNDED 1509

Accessibility Policy and Plan 2025-28

Author/reviewer responsible:	Director of Operations	Date of last review:	06/26
Reviewed by:	H&S Committee	Date of authorisation:	06/26
Authorised by resolution of:	FGB (2025) H&S Committee (annual review)	Date of Next Review:	06/27
Applicable to:	Whole School		

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 (St Paul's School (SPS) and St Paul's Prep School (SPPS)) Accessibility Plan covers the period from September 2025 to August 2028. The plan will be kept under review during this period by the Accessibility and Disability Committee and progress will be monitored annually. 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 Prep Schools who oversee Teaching and Learning, the Heads of Learning Support for SPS and SPPS, the Director of Operations 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, Disability 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 October 2015, an audit of the SPS estate was conducted. The construction of the new SPPS buildings completed in November 2025and are now fully occupied by SPPS. The results of the SPS

audit and subsequent surveys by the Estates team have helped inform the subsequent accessibility plan for 2025-28.

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 colleagues.

6. Learning Support

The Head of Learning Support for SPS and Head of Learning Support for SPPS 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 can liaise with the LS Department for further training as needed.

We have pupils with a variety of disabilities in both SPS and SPPS. 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 because of illness or injurybut 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, tutor or parent will notify the Health Centre. The Health Centreis 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 Centre will, in consultation with the operations and compliance manager, create a Pupil Emergency Evacuation Plan (PEEP) The Head Nurse will continue to review the Health Care 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 several pupils for whom English is not necessarily the primary language spoken at home. The Heads of Learning Support for SPS and SPPSinform teachers of all pupils that have English as an Additional Language via the SPS/SPPS 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 most 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 test) 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 are 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 SPPS 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 pupils with disabilities 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 pupils with disabilities can take advantage of education and benefits, facilities or services provided or offered by the school.
3. (2)(c)	Improving the delivery to pupils with disabilities of information which is readily accessible to pupils who do not have disabilities.

Annexes:

A. Overarching Principles
B SPPS 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

DEI Policy

EAL Policy

Disability 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 context[1].

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, the School's Equal Opportunities Policy, and the School's Disability 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 can 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 consider 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. Like 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, Microsoft Teams for Education, Teams Classes, Assignments in Teams or Microsoft To-Do, 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.

For more information about the accessibility of the Admissions process, please refer to the Admissions Policy and/or the Disability Policy.

Public Exams

The School's policy and procedures regarding 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** *(please identify funding source for Action/Resources)*	**Success Criteria and Evaluation**	**Summer 2026 Status**
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	Upgrades have been made in some areas; opportunities reconsidered with every repair or refurbishment project.
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.	Upgrades have been made in some areas; opportunities reconsidered with every repair or refurbishment project.

Improve the physical accessibility of Main Pavilion and Boathouse and any additional accessibility improvements within the school where possible	Sports facilities that are fully accessible	Review existing facilities to allow for upgrade and improvement. Plan for major works and engage with stakeholders	**Ops Team/ Devt Team**	Fundraising/ Capital funding	Main pavilion and boathouse are accessible and fit for purpose	Some adjustments made during pavilion refurbishment. Planning application submitted for extensive refurbishment and extension of the Boathouse. .
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 are accessible for all users	Some resurfacing works completed around the site during late Summer 2025. Further works to be scheduled with successful capital bid.
Accessibility to Written and Other Information - Schedule 10 3. (2) (c)						
					See annexes B and C, below	

ANNEX B

ST PAUL'S PREP SCHOOL ACCESSIBILITY PLAN

Area	**Target Improvement including Time Frame**	**Actions and Resources Required for Implementation**	**Lead**	**Budget Tracking** *(please identify funding source for Action/Resources)*	**Success Criteria and Evaluation**	**Summer 2026 Status**
Participation in the Whole Curriculum - Schedule 10 3. (2) (a)						
Education	Embed consistent use of CPOMS for recording and reviewing Learning Support matters across SPPS	Staff training and guidance on use of CPOMS for LS concerns (via INSET/TLCs) Monitoring of CPOMS entries for appropriateness and consistency Liaison with Senior School to align usage and format	HLS/ DHA /IT	ICT Committee	Staff are confident using CPOMS to record and escalate LS issues Entries demonstrate effective pastoral and academic oversight CPOMS records support ongoing pupil reviews and safeguarding	Partially completed but work to continue on this from September 2026
Attainment & Progress	Develop integrated data tracking across academic, pastoral, and wellbeing domains for pupils	Work with IT and pastoral teams to design data dashboards and tracking protocols that incorporate LS-specific markers	HLS/ DHA /DHP	SPPS INSET budget, IT budget	Staff have access to integrated data that reflects the full picture of LS pupils' experiences Data informs timely interventions	Work to continue on this from September 2026

	with Learning Support	Train LS and pastoral staff in using data tools to identify trends and inform support strategies Regularly review integrated data to inform individualised and systemic interventions			and support adjustments Clear evidence of improved academic progress and wellbeing outcomes for pupils with LS needs	
Education	Develop whole-school approach to support new pupil with visual impairment	Conduct full accessibility audit across environment, curriculum and trips Provide staff training in visual impairment inclusion Adjust materials, classroom layouts, and trip planning to reflect needs	HLS/ DHA	SPPS INSET/Dep Pastoral budget/Estates	Environment, resources and activities adapted to pupil needs Staff demonstrate understanding of inclusion strategies Pupil reports feeling confident and well-supported in daily life	Work to continue on this from September 2026 as VI student moves year and 1:1 support is no longer in place.
Physical Access to Education, Benefits, Facilities and Services Provided/Offered by the School - Schedule 10. 3. (2) (b)						
Main SPPS Building	New and completely accessible building for SPPS to be completed by Summer 2025	Full project team appointed to deliver the project. Funding agreed with the Governing Board. All elements of design to be accessible and time given to review plans with	DoO / Project team	Capital funding approved by the Governing Board	Accessible building delivered.	Building completed November 2025 and fully occupied January 2026

		all stakeholders				
Centenary Building and SPPS Music School	Remaining SPPS buildings to reflect the designs of the redeveloped SPPS 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 Head of Estates	Annual capital bid process	Improvements to existing buildings to mirror redeveloped facilities	SPPS Music refurbishment Summer 2025 complete. Centenary to be scheduled with future successful capital bid.
Current SPPS 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 SPPS	**DoO / Project teams**	Maintenance budget Annual capital bids Major capital development	Comfortable working environment, suitable to all that positively impact upon learning and outcomes	New building colour schemes designed by architects with this in mind. Ongoing review of necessity for blinds during first year of occupation and beyond. SPPS music/drama refurb Summer 2025 included bright colour scheme.
(Currently vacant) 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	**SPPS SLT/ Ops Team**	Maintenance budgets	Best use of Ichthys building for all, during redevelopment	Plans to refurbish and reconfigure ground floor for 8th Form use – Summer 2026. Longer-term use to be considered by Masterplanning Committee.

Accessibility to Written and Other Information - Schedule 10 3. (2) (c)						
Attainment	Optimise the accessibility features of Microsoft tools as part of the school's potential transition from Google to Microsoft	Audit the accessibility features within the Microsoft platform (e.g. Immersive Reader, live captions, dictation) Provide training for staff and pupils on how to use these tools effectively for inclusive learning Update policies and guidance to reflect new tools, including accessibility best practices for document creation, collaboration, and communication	**HLS/ DHA /DoI T/D oC**	Annual ICT budget where applicable SPPS INSET Budget	Staff and pupils demonstrate understanding and confident use of Microsoft accessibility tools Increased engagement and independence of pupils with LS needs, particularly around written communication Monitoring shows improved accessibility and clarity of written information across digital platforms	new for September 2025
Admissions	HLS role remains prominent in providing support for candidates with SEND during admissions interview	Formalise LS presence during interviews/assessments for prospective pupils with known or suspected SEND or access needs Provide LS insight into assessment materials and interview formats to ensure accessibility	**HLS/ DoA**	N/A	All prospective pupils with identified or suspected SEND continue to have their needs considered at interview and assessment stage, especially for the 11+ process Feedback from admissions, LS, and pastoral teams indicates a inclusive and supportive admissions process	Ongoing

		Develop guidance for admissions and LS teams on early identification of support needs and proactive planning			Early planning supports smooth transitions for pupils with LS needs	
Pupil Voice	Develop a structured approach to gathering and acting on pupil feedback about the accessibility of information	Continue to create opportunities for pupils with LS/SEND to share their experiences and ideas (e.g. focus groups, surveys, 1:1 discussions) Use feedback to identify gaps in information accessibility and to co-create solutions Review feedback mechanisms regularly to ensure they remain accessible and inclusive	**HLS/ DHA /Pastoral**		Pupil voice mechanisms are in place and used regularly to inform practice Identifiable improvements to information delivery based on pupil input Pupils report feeling heard and empowered in shaping their learning experience	Ongoing

ANNEX C

ST PAUL'S SCHOOL - ACCESSIBILITY ACTION PLAN

Area	**Target Improvement including Time Frame**	**Actions and Resources Required for Implementation**	**Lead**	**Budget Tracking** *(please identify funding source for Action/Resources)*	**Success Criteria and Evaluation**	**Summer 2026 Status**
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 SPPS building	No longer relevant following the opening of the new SPPS buildings in early 2026. Policy wording reviewed at least annually.
Attainment:	**Use of IT in differentiated teaching:** Staff training: to ensure	Training of staff so that they know how to meet the needs of pupils disabled under the	**DoIT**	**N/A**	Teachers and all staff feel more confident and up to date in how to provide access to text	Training ongoing.

	access to text and supporting delivery of information in the three main areas of impairment (physical, hearing and visual), including through 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	terms of the Equality Act 2010 Training of pupils as per their needs.			and how to support the delivery of information for pupils with either physical, hearing/visual disabilities Pupils feedback that they can fully access written material online.	
Physical Access to Education, Benefits, Facilities and Services Provided/Offered by the School - Schedule 10. 3. (2) (b)						
Braille	To ensure accessibility for	Review of signage on	**DoO/**	TBC	Signage in place	No current or incoming pupils

signage for pupils and visitors	any future prospective pupils who are blind	site	**Head of Estates**			read braille. Reviewed annually as part of admissions process and during regular review of relevant PEEPs Ongoing consideration to be given to visitor signage during routine upgrades.
Review of layout of building where newbuild of SPPS and SPS meet	To ensure physical accessibility and signage in place once SPPS rebuild has been completed and connects with SPS building (by early 26)	Review of accessibility e.g. signage once new SPPS building opens and connects with SPS	**DoO/ Head of Estates**	Capital Budgets for SPPS Re-build		Signage upgrade completed early 2026. Ongoing review during routine upgrades.
Consider SPS buildings that have not benefited from major development following master plan	Improvements to sports centre, cabins, pavilions to be considered from 2026 onwards, when SPPS 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	Ongoing review with Capital Bids.

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 require.	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**	TBC	Successful recruitment of (ideally) a higher-level teaching assistant	Completed for 2023. Ongoing review with EHCP changes.
IT software/ app for easier accessibility	*Check range of software/apps on offer to pupils within school to make digital information as accessible as possible by end of 226-27 ; training for LS teachers by Director of Digital Learning and Innovation/other colleagues.*	Review with Director of IT, KNRD: staff INSET	**TXM/HJH**	**IT**	Positive feedback from pupils with SEND and their parents; progress in theiengagement /attainment with the curriculum	Being reviewed by Director of Digital Learning & Innovation
IT for LS Department	IT request for two iPads so that LS teachers may demonstrate iPad	Budgetary decision	**ICT cttee**		Positive feedback and implementation of strategies by pupils who	No longer required. Pupil devices are changing to Surface Pros for the 26/27

	compatible apps to pupils.				have attended LS lessons and been advised to use relevant apps.	academic year.

ANNEX D

ST PAUL'S STAFF - ACCESSIBILITY ACTION PLAN

Area	**Target Improvement including Time-frame**	**Actions and Resources Required for Implementation**	**Lead**	**Budget Tracking** *(please identify funding source for Action/Resources)*	**Success Criteria and Evaluation**	**Summer 2026 Status**
Reasonable adjustments	To develop a clear and accessible reasonable adjustments procedure, with guidance that clearly explains the request	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 included within School Disability Policy to include non-disability related adjustments (e.g., menopause and short-term illnesses)

	process, timelines, and what staff can expect (by end of 2023)					
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	RMG/NA/OEDM now in roles as respective Wellbeing Leads for SPS/SPPS Academic and Support staff, responsible for the facilitation of wellbeing-related activity School-wide wellbeing policy published in Summer 2025 TRJ continues to develop and facilitate training on DEI Termly staff wellbeing surveys to track and monitor staff wellbeing and provide opportunity for staff to share feedback

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 Inclusion Survey to be rerun in 2026/27 acadmeic year to avoid clash with Whole School Survey Disability Confident marketing being used on external materials
Digital Accessibility	To ensure that all of our digital content - both internal and external - is accessible, and that staff are informed about ways to make content digitally accessible (2025)	TRJ to work with Marketing and content producers to put steps in place to ensure all external facing content is digitally accessible	TRJ, Marketing and KM	N/A	Positive feedback from staff Positive feedback re. recruitment process from newly onboarded staff	School website to be redesigned in Summer 2025, TRJ to work alongside Marketing team to highlight accessibility Recruitment and onboarding modules - launched 2025 academic year, TRJ to review with HR in Summer term

		TRJ to work with KM to ensure new recruitment module is digitally accessible				

ANNEX E

ACCESSIBILITY BY BUILDING

Building	**Summary of Current Accessibility**	**Accessibility Target**	**Target Date**	**Summer 2026 Status**
GTB 1	Accessible to wheelchair users Disabled WC Lift to all floors, via GTB2/Milton link EVC/disabled refuge system Evac chairs	Review accessible signage requirements Disabled changing facilities	Summer 2026	Space audit working group appointed ongoing consideration to be given to visitor signage during routine upgrades
GTB 2	Accessible to wheelchair users, Disabled WC Lift to all floors EVC/disabled refuge system Evac chairs	Review accessible signage requirements Disabled changing facilities	Summer 2026	Space audit working group appointed ongoing consideration to be given to visitor signage during routine upgrades
Science Block	Accessible to wheelchair users,	Review accessible signage	Summer	Space audit working group appointed

	Disabled WC Lift to all floors Evac chairs	requirements	2026	Ongoing consideration to be given to visitor signage during routine upgrades
Milton Building & Gallery	Accessible to wheelchair users. No disabled WC however there is access to disabled toilets via GTB1 link.	Review accessible signage requirements Disabled WC for the ground floor to serve Milton and Engineering	Summer 2026	Space audit working group appointed ongoing consideration to be given to visitor signage during routine upgrades
Engineering	Accessible to wheelchair users but most would need assistance with heavy doors etc	Review accessible signage requirements This is a workshop so it would be advisable to have someone assisting at all times	Summer 2026	ongoing consideration to be given to visitor signage during routine upgrades
Ichthys	Double entry doors but otherwise very limited access. No working lift.	Review accessible signage requirements Accessibility to all upper floors and Disabled WC to be installed - if building is to be used long-term	Following SPPS decant in early 2026	School has purchased a mobile wheelchair ramp. Only ground floor will be in use for 2026/27 Space audit working group appointed. ongoing consideration to be given to visitor signage during routine upgrades
Dorfman Theatre & Drama Centre	Accessibility ramp Access to wheelchairs Lift EVC/disabled refuge system Evac chair	Review accessible signage requirements	Summer 2026	School has purchased a mobile wheelchair ramp. Evac chair in place and training being rolled out.

Music School & Wathen Hall	Accessibility ramp Access to wheelchairs Lift (however access to hall would be from the ground floor) Evac chair	Review accessible signage requirements	Summer 2026	ongoing consideration to be given to visitor signage during routine upgrades Evac chair in place and training being rolled out
School House	Minimal accessibility for wheelchairs. User would need assistance Ramp to doors at lower 1st entrance Disabled toilet (ground floor lower 1st side)	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.	To be included in wider boarding strategy review
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.	To be included in wider boarding strategy review
East House	Wheelchair access via the back door to ground floor only	Review accessible signage requirements Disabled toilet Access to main entrance Review need for access to first floor	Review following Space Audit	Space audit working group appointed ongoing consideration to be given to visitor signage during routine upgrades
SPPS Music & Drama	Ramp access for wheelchairs - to ground floor only	Review accessible signage requirements	Summer 2025 as part of	Refurb complete.

		Disabled toilets Access to first floor	ongoing refurbishment plan.	
Centenary Building		Review accessible signage requirements	Summer 2026	ongoing consideration to be given to visitor signage during routine upgrades
Rackets Court	Double door access into sports block Wide door for court entrance Disabled toilet via the sports block	Review accessible signage requirements Disabled changing room Consider possibility of creating wheelchair access to the viewing gallery (unachievable to lower the height of the viewing gallery as this would cause a risk to falling from a height)	Full review of Sports Facilities following completion of Swimming Pool Refurbishment	ongoing consideration to be given to visitor signage during routine upgrades Pool refurb complete. Disabled WC refurb complete June 2026. Masterplanning ongoing.
Swimming Pool	Double door access Disabled toilet directly outside in the sports hall corridor leading to the pool		Full review of Sports Facilities following completion of Swimming Pool Refurbishment (Autumn 2025)	Pool refurb complete. Disabled WC refurb complete June 2026. Masterplanning ongoing.

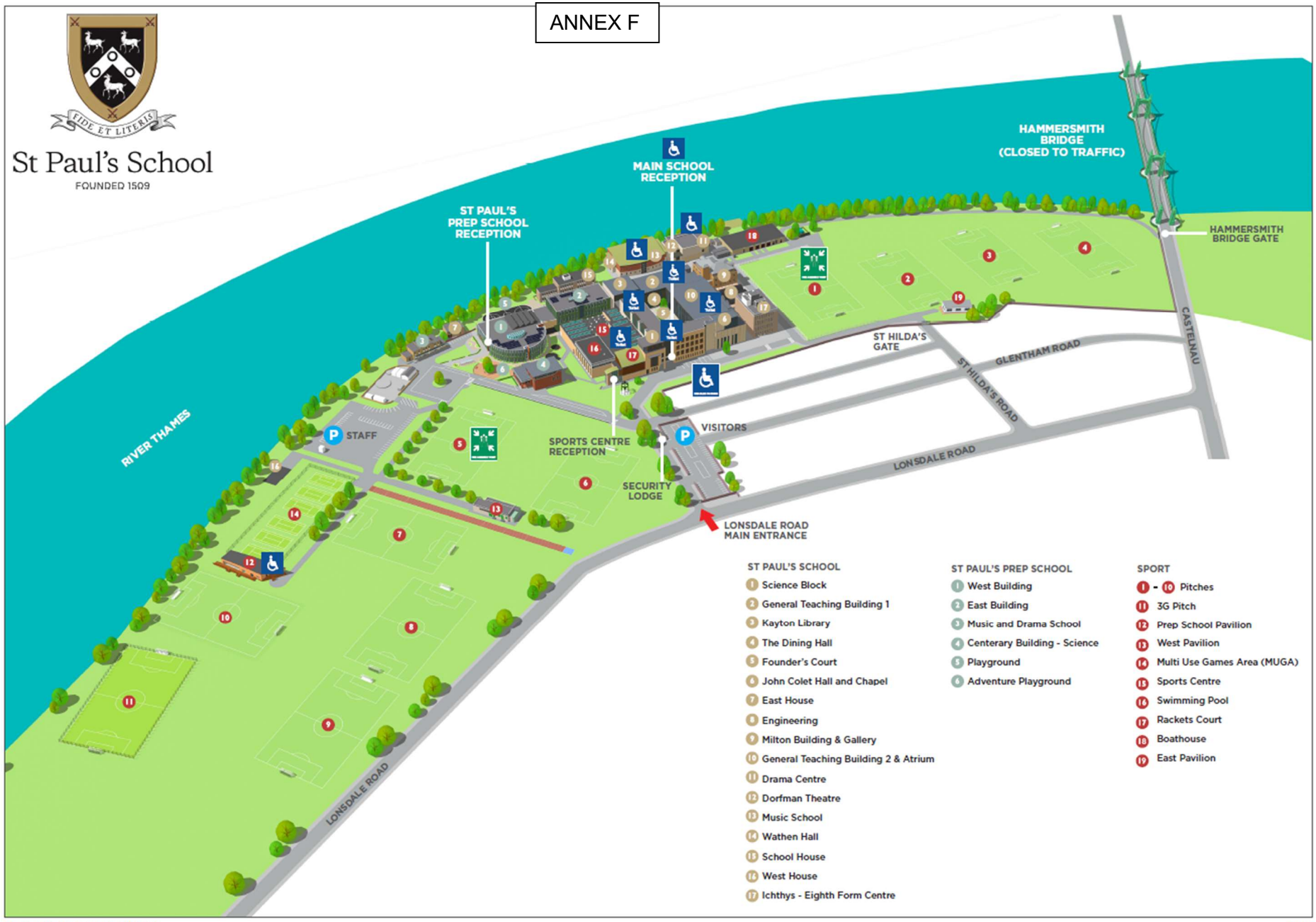
Sports Centre	Double door access Disabled toilet	Review accessible signage requirements Disabled changing rooms	Full review of Sports Facilities following completion of Swimming Pool Refurbishment (Autumn 2025)	ongoing consideration to be given to visitor signage during routine upgrades Pool refurb complete. Disabled WC refurb completed June 2026. Masterplanning ongoing.
Squash, Gym & Core Room	Minimal accessibility	Review accessible signage requirements Disabled WC and changing room	Full review of Sports Facilities following completion of Swimming Pool Refurbishment (Autumn 2025)	ongoing consideration to be given to visitor signage during routine upgrades Pool refurb complete. Disabled WC completed June 2026. Masterplanning ongoing.
Boat House	Minimal accessibility	Review accessible signage requirements Disabled WC and changing room Clearer pathway through boat bay Improve access to the gym	Full review of Sports Facilities following completion of Swimming	Planning Application submitted Spring 2026

		area and equipment	Pool Refurbishment (Autumn 2025)	
East Pavilion	Minimal	Consider accessibility within future refurbishment/ redevelopment plans		Options under review following planning refusal
West Pavilion	Minimal	Review accessible signage requirements Ramp and door access Disabled WC and changing room	Full review of Sports Facilities following completion of Swimming Pool Refurbishment (Autumn 2025)	ongoing consideration to be given to visitor signage during routine upgrades Masterplanning ongoing.
SPPS Pavilion	Ramp access to main building Disabled WC and changing	Review accessible signage requirements	ongoing consideration of site signage	ongoing consideration to be given to visitor signage during routine upgrades Masterplanning ongoing.

ANNEX F

St Paul's School

FOUNDED 1509



ST PAUL'S 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
17. Ichthys - Eighth Form Centre

ST PAUL'S PREP SCHOOL

1. West Building
2. East Building
3. Music and Drama School
4. Centerary Building - Science
5. Playground
6. Adventure Playground

SPORT

1 - 10 Pitches
11. 3G Pitch
12. Prep School Pavilion
13. West Pavilion
14. Multi Use Games Area (MUGA)
15. Sports Centre
16. Swimming Pool
17. Rackets Court
18. Boathouse
19. East Pavilion

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05/2026

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
CPOMS	The School's safeguarding reporting and pastoral management software
DEI	Diversity, Equality and Inclusion
DoA	Director of Admissions
DoHR	Director of HR
DoOps	Director of Operations
DHA	Deputy Head, Academic
DoIT	Director of IT
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
HLS	Head of Learning Support
HoDEI	Head of Diversity, Equality and Inclusion
ICT	Information and Communication Technology
IELTS	International English Language Testing System
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 behavioural 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
QCA Descriptors	Definitions of the characteristics and expected performance of students at various levels or grades, particularly in the context of the National Curriculum.
RA	Risk Assessment
SEND	Special Educational Needs and/or Disabilities
SLT	Senior Leadership Team
SpLD	Specific Learning Difficulty
SPPS	St Paul's Prep 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

DEI Policy

Learning Support (LS) and Special Educational Needs and Disabilities (SEND) Policies

Admissions Policy

EAL Policy