



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](mailto: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 D. 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 St Paul's Juniors provides 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 context<sup>1</sup>.

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:

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



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

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 everyday (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<br><i>(please identify funding source for Action/Resources)</i> | Success Criteria and Evaluation                            |
|---|---|---|----------------------------|---|--|
| <b>Participation in the Whole Curriculum - Schedule 10 3. (2) (a)</b>   |   |   |                            |   |  |
|   |   |   |                            |   |  |
| <b>Physical Access to Education, Benefits, Facilities and Services Provided/Offered by the School - Schedule 10. 3. (2) (b)</b> |   |   |                            |   |  |
| External areas  | All external spaces fully accessible        | Review ramps, steps lighting, signage and play spaces to identify areas for improvement   | <b>Ops Team</b>            | 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 | <b>Ops Team and users</b>  | Maintenance budgets and annual capital bids                                     | All internal facilities are fully accessible.              |
| Improve the physical accessibility of Main  | Sports facilities that are fully accessible | Review existing facilities to allow for upgrade and improvement.  | <b>Ops Team/Devel opme</b> | Fundraising/ Capital funding  | Main pavilion and boathouse accessible and fit for purpose |

|   |  |  |                 |              |                                    |
|---|--|--|-----------------|--------------|------------------------------------|
| Pavilion and Boathouse and any additional accessibility improvements within the school where possible |  | Plan for major works and engage with stakeholders                      | <b>nt Team</b>  |              |                                    |
| Car parks   | Improved surfaces to allow for easy access | Review of front and bowl car parks. Consider surfaces, ramps, lighting | <b>Ops Team</b> | Capital bids | Car parks accessible for all users |
| <b>Accessibility to Written and Other Information - Schedule 10 3. (2) (c)</b>                        |  |  |                 |              |                                    |
|   |  |  |                 |              | <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<br><i>(please identify funding source for Action/Resources)</i> | Success Criteria and Evaluation  |
|---|--|---|-------------|---|--|
| <b>Participation in the Whole Curriculum - Schedule 10 3. (2) (a)</b> |  |   |             |   |  |
| Education   | Introduction of new Learning Support module for iSAMS  | Evaluate current data held on iSAMS<br>Identify data required & how to present it in the new module, liaising closely with SPP - Summer 23<br>Deliver training for staff on how to effectively use the new module in INSET - Autumn 23<br>Evaluation of module's use - on-going | HLS/D<br>HA | IT Committee  | Staff readily have access to appropriate data<br>Staff use the Learning Support Module on iSAMS to support the provision for pupils<br>The data stored on iSAMS is clear and easy to access                        |
| Attainment  | Enhance staff awareness of successful teaching practices for pupils diagnosed with SpLD (e.g. dyslexia, ASC, ADHD) | Audit where further provision might be best targeted<br>Provide resources and materials for staff to learn about the different types of SpLD<br>Organise further training for   | HLS/D<br>HA | SPJ INSET budget  | Pupils' diagnosed with SpLD make good progress academically & feel supported<br><br>Staff understand successful teaching practices for pupils diagnosed with SpLD and feel confident implementing these approaches |

|   |   |  |                      |   |   |
|---|---|--|----------------------|---|---|
|   |   | <p>staff via INSETs/staff meetings/TLCs</p> <p>Provide ongoing support, mentoring and coaching for staff in implementing strategies &amp; practices</p> <p>Evaluate effectiveness of support provided &amp; make adjustments as needed</p>   |                      |   |   |
| Education   | Raise awareness of neurodiversity for pupils                                  | <p>Explore the curriculum to assess where &amp; 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 &amp; lead workshops</p> | HLS/D<br>HA          | SPJ INSET/Dep<br>Pastoral budget                | <p>Pupils gain greater understanding &amp; acceptance of neurodivergence</p> <p>Pupils' feel more confident to share own experiences &amp; perspectives related to neurodiversity</p> |
| <b>Physical Access to Education, Benefits, Facilities and Services Provided/Offered by the School - Schedule 10. 3. (2) (b)</b> |   |  |                      |   |   |
| Main SPJ Building   | New and completely accessible building for SPJ 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 all   | DoO/<br>Project team | Capital funding approved by the Governing Board | Accessible building delivered.  |

|  |   |   |                          |  |   |
|--|---|---|--------------------------|--|---|
|  |   | stakeholders  |                          |  |   |
| 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<br>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<br>Summer 2025  | Include in all refurbishment and redecoration plans for SPJ   | <b>DoO/Project teams</b> | Maintenance budget<br>Annual capital bids<br>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   | <b>SPJ SLT/Ops Team</b>  | Maintenance budgets  | Best use of Ichthys building for all, during redevelopment  |
| <b>Accessibility to Written and Other Information - Schedule 10 3. (2) (c)</b> |   |   |                          |  |   |
| Attainment   | Digital resources are consistently and effectively utilised to support pupils   | Identify and evaluate how current resources are being used and their impact<br>Determine accessibility needs of users<br>Review & update digital resources to ensure that they continue to meet accessibility needs | <b>DoC/HLS/DH A</b>      | Annual ICT budget where applicable                                     | Staff are aware of the resources available and how to use these to support pupils' accessibility needs<br><br>Pupils with accessibility needs receive the appropriate & necessary support |

|            |  |   |                     |     |   |
|------------|--|---|---------------------|-----|---|
|            |  | Regular IT training for staff - regular needs assessment and more flexible and more frequent training options                                     |                     |     |   |
| 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 | <b>HLS/D<br/>oA</b> | 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**

| <b>Area</b>   | <b>Target Improvement including Time Frame</b>   | <b>Actions and Resources Required for Implementation</b> | <b>Lead</b>         | <b>Budget Tracking</b><br><i>(please identify funding source for Action/Resources)</i> | <b>Success Criteria and Evaluation</b>  |
|---|--|--|---------------------|--|---|
| <b>Participation in the Whole Curriculum - Schedule 10 3. (2) (a)</b> |  |  |                     |  |   |
| <b>Admissions</b>   | Policy wording needs to be updated as SPS building is much more accessible to pupils with physical disability? (Sept 23) | Review of policy wording                                 | <b>DoA/<br/>DoO</b> | <b>N/A</b>   | Policy wording more accurately reflects more easily accessible senior school building as compared to current SPJ building |



|                           |   |   |                    |                   |  |
|---------------------------|---|---|--------------------|-------------------|--|
| <p><b>Attainment:</b></p> | <p><b>Use of IT in differentiated teaching:</b></p> <p>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 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> | <p>Training of staff so that they know how to meet the needs of particular pupils disabled under the terms of the Equality Act 2010</p> <p>Training of pupils as per their needs.</p> | <p><b>DoIT</b></p> | <p><b>N/A</b></p> | <p>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</p> <p>Pupils feedback that they are able to fully access written material online.</p> |
|---------------------------|---|---|--------------------|-------------------|--|

|   |  |   |                             |                                  |   |
|---|--|---|-----------------------------|----------------------------------|---|
|   |  |   |                             |                                  |   |
| <b>Physical Access to Education, Benefits, Facilities and Services Provided/Offered by the School - Schedule 10. 3. (2) (b)</b> |  |   |                             |                                  |   |
| Braille signage for pupils and visitors   | To ensure accessibility for any future prospective pupils who are blind  | Review of signage on site   | <b>DoO/E states Manager</b> | TBC                              | Signage in place  |
| 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 Sept 25?) | Review of accessibility e.g. signage once new SPJ building opens and connects with SPS                | <b>DoO/E states Manager</b> | 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 | <b>SPS Staff Ops Team</b>   | Maintenance and capital budgets  | Facilities accessible to all  |
| <b>Accessibility to Written and Other Information - Schedule 10 3. (2) (c)</b>  |  |   |                             |                                  |   |
| In class support (e,g LSA) so that EHCP   | Full Time LSA to support any EHCP pupils as priority, but to offer other pupils in class support where needed                          | Budgetary decision  | <b>SAH/R JG</b>             | TBC                              | Successful recruitment of (ideally) a higher-level teaching assistant |

|   |   |   |                             |           |  |
|---|---|---|-----------------------------|-----------|--|
| admission applicant pupils can be accommodated when their needs so require. | because of focus/attention difficulties if EHCP hours less than full time (by Autumn Term 23)   |   |                             |           |  |
| 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 | <b>TXM/HJH</b>              | <b>IT</b> | 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                            | <b>KNRD /IT comm ittee?</b> |           | 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**

| <b>Area</b>                        | <b>Target Improvement including Time-frame</b>   | <b>Actions and Resources Required for Implementation</b>  | <b>Lead</b> | <b>Budget Tracking<br/>(please identify funding source for Action/Resources )</b> | <b>Success Criteria and Evaluation</b>   |
|------------------------------------|--|---|-------------|---|--|
| <b>Reasonable adjustments</b>      | 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)   | HoDEI to work with DoOps to and DoHR to draft guidance and implement across community<br><br>DoHR to implement across recruitment and induction | HoDEI       | TBC (dependent on budget for adjustments and cost allocation)                     | Positive feedback from staff on how well they feel looked after by the School<br><br>Potential increase in RA requests |
| <b>Mental Health and Wellbeing</b> | 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) | HoDEI to work with HoMH&W and DoHR to develop programme of activity and implement across employee lifecycle                                     | HoDEI       | Dependent on activity   | Increase in level of staff wellbeing<br><br>Positive levels of engagement across activity                              |
| <b>Flexible</b>                    | To consider arrangement  | DoHR to work with HoDEI and   | HoDEI       | TBC   | Positive feedback from staff   |

|  |  |   |                           |                                   |  |
|--|--|---|---------------------------|-----------------------------------|--|
| <b>Working</b>                             | around flexible working so they are more inclusive and impactful (end of 2023)   | other relevant stakeholders to review limitations and consider adjustments  |                           |                                   | Greater uptake in flexible working without disrupting production   |
| <b>Disability confidence and awareness</b> | To develop a dedicated disability confident culture at St Paul's through training and awareness activity (ongoing until 2025)  | <p>HoDEI, DoHR and other stakeholders to develop relevant activity, including training sessions</p> <p>HoDEI and DoO to develop a dedicated disability policy for staff</p> <p>HoDEI to apply for Disability Confident accreditation and use this across external recruitment marketing</p> | HoDEI, DoHR, DoOps        | DEI budget, dependent on activity | <p>Positive feedback from staff re. levels of disability awareness and understanding</p> <p>Increase in applications from applicants with disabilities</p> |
| <b>Digital Accessibility</b>               | 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 (2024) | <p>HoDEI to work with Marketing and content producers to put steps in place to ensure all external facing content is digitally accessible</p> <p>HoDEI to work with DoHR to ensure new recruitment module is digitally accessible</p>   | HoDEI, Marketing and DoHR | N/A                               | <p>Positive feedback from staff</p> <p>Positive feedback re. recruitment process from newly onboarded staff</p>  |

ANNEX E

**ACCESSIBILITY BY BUILDING**

| <b>Building</b>           | <b>Summary of Current Accessibility</b>  | <b>Accessibility Target</b>   | <b>Target Date</b> |
|---------------------------|--|---|--------------------|
| GTB 1                     | Accessible to wheelchair users<br>Disabled WC<br>Lift to all floors, via GTB2/Milton link<br>EVC/disabled refuge system<br>Evac chairs | Assess hearing loop effectiveness and requirement<br>Review accessible signage requirements<br>Disabled changing facilities                                     | Autumn 2024        |
| GTB 2                     | Accessible to wheelchair users,<br>Disabled WC<br>Lift to all floors<br>EVC/disabled refuge system<br>Evac chairs                      | Assess hearing loop effectiveness and requirement<br>Review accessible signage requirements<br>Disabled changing facilities                                     | Autumn 2024        |
| Science Block             | Accessible to wheelchair users,<br>Disabled WC<br>Lift to all floors<br>Evac chairs  | Assess hearing loop effectiveness and requirement<br>Review accessible signage requirements   | Autumn 2024        |
| Milton Building & Gallery | Accessible to wheelchair users.<br>No disabled WC however there is access to disabled toilets via GTB1 link.                           | Assess hearing loop effectiveness and requirement<br>Review accessible signage requirements<br>Disabled WC for the ground floor to serve Milton and Engineering | Spring 2025        |
| Engineering               | Accessible to wheelchair users but   | Assess hearing loop effectiveness   | Spring 2024        |

|                                |   |  |  |
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|                                | most would need assistance with heavy doors etc   | and requirement<br>Review accessible signage requirements<br>This is a workshop so it would be advisable to have someone assisting at all times  |  |
| Ichthys                        | Double entry doors but otherwise very limited access. No working lift.  | Assess hearing loop effectiveness and requirement<br>Review accessible signage requirements<br>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. |
| Dorfman Theatre & Drama Centre | Accessibility ramp<br>Access to wheelchairs<br>Lift<br>EVC/disabled refuge system<br>Evac chair   | Assess hearing loop effectiveness and requirement<br>Review accessible signage requirements  | Spring 2024  |
| Music School & Wathen Hall     | Accessibility ramp<br>Access to wheelchairs<br>Lift (however access to hall would be from the ground floor)<br>Evac chair                                 | Assess hearing loop effectiveness and requirement<br>Review accessible signage requirements  | Spring 2024  |
| School House                   | Minimal accessibility for wheelchairs. User would need assistance<br>Ramp to doors at lower 1st entrance<br>Disabled toilet (ground floor lower 1st side) | Assess hearing loop effectiveness and requirement<br>Review accessible signage requirements<br>Access to upper floors and to the boarding side of the building   | Review in Summer 2025 as part of ongoing refurbishment plan.   |

|                    |  |  |   |
|--------------------|--|--|---|
|                    |  | Disabled toilet on each floor  |   |
| West House         | Minimal accessibility for wheelchair users - would need to be assisted | Assess hearing loop effectiveness and requirement<br>Review accessible signage requirements<br>Disabled toilets<br>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 only               | Assess hearing loop effectiveness and requirement<br>Review accessible signage requirements<br>Disabled toilet<br>Access to main entrance<br>Review need for access to first floor | Review in Summer 2025 as part of ongoing refurbishment plan.            |
| SPJ Music & Drama  | Ramp access for wheelchairs - to ground floor only                     | Assess hearing loop effectiveness and requirement<br>Review accessible signage requirements<br>Disabled toilets<br>Access to first floor   | Review in Summer 2025 as part of ongoing refurbishment plan.            |
| Centenary Building |  | Assess hearing loop effectiveness and requirement<br>Review accessible signage requirements  | Spring 2024   |
| Rackets Court      | Double door access into sports block<br>Wide door for court entrance   | Assess hearing loop effectiveness and requirement  | Ongoing review of sports facilities at school being undertaken in 2023. |



|                         |  |   |   |
|-------------------------|--|---|---|
|                         | Disabled toilet via the sports block   | Review accessible signage requirements<br>Disabled changing room<br>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) | Results of review will determine further plans.   |
| Swimming Pool           | Double door access<br>Disabled toilet directly outside in the sports hall corridor leading to the pool | Assess hearing loop effectiveness and requirement<br>Review accessible signage requirements<br>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<br>Disabled toilet  | Assess hearing loop effectiveness and requirement<br>Review accessible signage requirements<br>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<br>Review accessible signage requirements<br>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<br>Review accessible signage requirements   | Ongoing review of sports facilities at school being undertaken in 2023. Results of review will determine further plans. |

|               |  |  |  |
|---------------|--|--|--|
|               |  | <p>Disabled WC and changing room</p> <p>Clearer pathway through boat bay</p> <p>Improve access to the gym area and equipment</p>   |  |
| 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. |
| West Pavilion | Minimal  | <p>Assess hearing loop effectiveness and requirement</p> <p>Review accessible signage requirements</p> <p>Ramp and door access</p> <p>Disabled WC and changing room</p>            | Ongoing review of sports facilities at school being undertaken in 2023. Results of review will determine further plans.                                  |
| SPJ Pavilion  | <p>Ramp access to main building</p> <p>Disabled WC</p> | <p>Assess hearing loop effectiveness and requirement</p> <p>Review accessible signage requirements</p> <p>Disabled changing room</p> <p>Improved access through the main doors</p> | 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<br>Compliance | The Operations Team - including Estates and Services Management and |
| 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](#)