



St Paul's School

FOUNDED 1509

Accessibility Policy and Plan 2018-21

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| Author/reviewer responsible: | MCN/GDJC/HH/I M/SH/CH | ISI DOC CODE: N/A | 17b |
| Reviewed by: | Ops Exec | Date of last review: | 09/19 |
| Authorised by resolution of: | Full Governing Body | Date of authorisation: | Pending Full GB approval (Oct 19) |
| Applicable to: | SPS & SPJ | Date of Next Review | 10/19 |

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

- 1. Introduction.** The School's (Senior and Junior) Accessibility Plan covers the period from August 2018- August 2021^[1] The plan will be kept under review during this period by the Accessibility and Disability Committee and will be monitored and revised as necessary. The Policy and Plan will formally be approved by the Full Governing Body.
- 2. Background.** 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 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 Admission Policy is available on the School's [website](#) and states the criteria for entry.
- 3.** The School monitors the physical environment of the school and will seek to take reasonable steps to improve in order to increase the extent to which disabled pupils are able to take advantage of its education and associated services. All new buildings and any refurbishments will comply with the [Equality Act 2010](#).
- 4. Staff Reviews.** Our staff consider their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We promote the importance of using language that does not offend amongst both our staff (through the Code of Conduct) and

our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

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

6. We have pupils with a variety of disabilities in both Schools. 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).

Selection criteria and procedures for staff will be designed and reviewed to ensure staff are recruited and selected on the basis of their merits, abilities and potential for the particular educational provision of the School.

7. The School has an Equal Opportunity Policy which has been designed and is reviewed to ensure staff are recruited and selected on the basis of their merits, abilities and potential for the particular educational provision of the School. The School will work to ensure equality of opportunity and treatment in the recruitment, selection, training, development and promotion of staff at all levels.

8. The School has an Accessibility and Disability Committee which 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 Compliance Manager. The Committee will invite additional members whose expertise in any field would be of assistance.

9. An audit of physical access was conducted by SPJ in April 2012 and in SPS in October 2015, these were both updated in August/September 2019. The results of the audit will inform our school accessibility plan for 2019 - 2021 which is a written action plan with targets. The plan and targets are available to staff, pupils and parents on the School website.

10. **Reviews.** We will regularly monitor the success of the plan and it will also be reviewed annually by the Governing Body through their nominated representative and the school's Accessibility and Disability Committee. It will also be presented at the Health and Safety Committee which has Governor Representation.

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 training
- Welfare

The Action Plans for both SPS and SPJ are attached as Annex A and B. 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 |
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| 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. SPJ Accessibility Action Plan
- B. SPS Accessibility Action Plan

SPJ ACCESSIBILITY ACTION PLAN

| Target | Standard To Be Met | Action Required | Lead | Resources Required | Evidence of Impact on Stakeholder | Target Completion Date (short/medium or long-term) |
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| Participation in the Whole Curriculum | | | | | | |
| Continue to review EAL provision to ensure pupils participate fully in language work | Schedule 10 3. (2)(a) | DoS, Head of English, HLS to liaise | HLS | | | On-going |
| Extend 11+ screening and direct comparison of pupils by using ISEB tests in Third Year | Schedule 10 3. (2)(a) | Assistant DoS and DoS to liaise with Senior Tutor and HLS | November 2015 | | | Since Sept 2018 we have used MiDYIS tests instead of ISEB |
| Develop a workable plan for catering for laptop boys sitting exams in the short term | Schedule 10 3. (2)(a) | Discussion with Head of IT about possible use of Clayton's for mocks, School Exams and Transfer Exams 2016 | HLS | | | Target completed. Boys now use Claytons and Bewshers for all School exams and Transfer exams . There is no longer a transfer exam for SPJ pupils joining SPS. |
| Provide safe access to ICT equipment for dyspraxic pupils or pupils with processing issues. | Schedule 10 3. (2)(a) | Director of Computing, HLS, DoS and IT Manager to draw up a budget proposal for purchase of laptops. | HLS | | | All pupils have an iPad so there is no longer a need for additional laptop provision |

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| <p>Develop materials to support and monitor pupils with difficulties in Social Skills/ASD</p> | <p>Schedule 10 3. (2)(a)</p> | <p>HLS to liaise with specialist psychologists to source materials and visit schools</p> | <p>HLS</p> | | | <p>Target completed. Staff training in summer 2017 by Dr Bettina Hohnen on how to work with ASD boys. Also from January 2017 a social skills group has been operating on Fridays for boys in L1st.</p> |
| <p>Monitor provision for pupils with disabilities on all residential visits including day, week or overseas trips</p> | <p>Schedule 10 3. (2)(b)</p> | <p>EVC to keep up to date with current regulations and to check website 'learning outside the classroom.' http://www.lotc.org.uk/; School nurses to provide all trip leaders with an up-to-date list of boys with specific medical needs; all staff receive regular Epipen training</p> | | | | <p>November 2013, EVC to attend conference to update knowledge and implement any changes</p> <p>EVC met with Paul Bond, independent expert, to review policies and procedures (5.12.14); report produced and recommendations implemented by EVC/SMT</p> <p>On-going. Trip leaders in consultation with the EVC produce risk assessments for each trip and liaise closely with external trip providers to ensure appropriate provision for all pupils.</p> |

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| <p>Monitor provision for pupils with disabilities for some areas of PE and Games</p> <p>Extend delivery of movement skills in PE lessons to strengthen core skills for all</p> | <p>Schedule 10 3. (2)(b)</p> | <p>Director of Sport to provide alternative forms of Games or PE provision for disabled pupils where appropriate, but to ensure inclusion wherever possible; sugar packs and inhalers to be taken to sport/activity in case of emergencies</p> <p>Staffing: effective use of support staff in PE lessons and good staffing levels in the Games programme to enable differentiation by student with small group sizes;</p> <p>Programmes of Study: adaptive tasks and equipment; provision of enrichment clubs, multi-sports / options in Games</p> | | | | <p>Ongoing from Summer 2012</p> |
| <p>Review and develop use of Pupil Profiles on-line target setting for pupils with EP reports</p> | <p>Schedule 10 3. (2)(a)</p> | <p>In liaison with Director of Studies, HLS to develop online target setting system for all learning support pupils with EP reports</p> | | | | <p>Summer 2012 INSET</p> <p>Staff INSET to demonstrate ease of access to information on iSAMS, Jan 15</p> |

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| Review project work in practical subjects (e.g. Design and Technology and Art) to ensure pupils with difficulties are properly catered for | Schedule 10 3. (2)(a) | Head of SPJ D&T to liaise with HLS and DoS to develop schemes of work. All boys are given plenty of opportunities to complete projects in Art and D&T including in lunchtime clubs; any problems are flagged to HLS and DoS | | | | Ongoing |
| Co-ordinate SPJ and SPS Learning Support information so that boys transfer seamlessly between schools. Flagging colour code to be extended. | Schedule 10 3. (2)(a) | HLS to liaise with SPS HLS and IT Manager | | | | Target completed. Coloured flagging now works through both SPJ & SPS. Meeting between HLS & HoLS prior to boys moving between schools. |
| Develop joint SEN policy for SPJ and SPS | Schedule 10 3. (2)(a) | HLS and SPS HLS | HLS | | | Fil Came meeting June 2015 After further discussion it was jointly decided by HLS & HoLS that because of the varied nature of requirements in the two school that a joint LS SEND policy was not appropriate. |
| | Accessibility of Written Information | | | | | |

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| <p>Extend use of intranet to facilitate pupils with organization or memory problems linked to migration to new intranet format</p> | <p>Schedule 10 3. (2)(a)</p> | <p>HoDs/subject teachers to disseminate information and prep via departmental intranet sites and email where appropriate</p> | | | | <p>Ongoing</p> <p>With the introduction of iPads throughout SPJ, departments are making increasing use of Google Classroom in lessons and when setting prep. Pupils may still access the intranet for day to day organisation information eg calendar, menus etc</p> |
| <p>Investigate alternative forms of written materials for visually impaired pupils</p> | <p>Schedule 10 3. (2)(b)</p> | <p>HLS to source large print materials, Braille and computer software to enable visually impaired pupils to access the curriculum on a case by case basis</p> | | | | <p>Ongoing</p> <p>Sheet and font size increased, where necessary.</p> <p>All SPJ staff attended colour blindness awareness training May 2017</p> |
| <p>Investigate alternative methods of assessment for entry at 7+, 8+ and 11+ to ensure examination is accessible to visually or hearing impaired pupils</p> | <p>Schedule 10 3. (2)(c)</p> | <p>HLS in liaison with Director of Studies and Senior Tutor to identify suitable ways of testing to cater for visually/hearing impaired candidates e.g. Large print, large computer screens, Braille or signing on case by case basis</p> | | | | <p>Ongoing HLS reads all reports for pupils sitting entry exams for SPJ to ensure appropriate exam arrangements are made for pupils with learning support requirements</p> |
| | <p>Physical Access to Education</p> | | | | | |

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| <p>Provide ramp access to ground floor of all SPJ buildings</p> | <p>Schedule 10 3. (2)(b)</p> | <p>Investigate feasibility of installing new ramps and improving existing ones (see Physical Access Audit)</p> | | | | <p>Ongoing - SPJ Music 2016, SPJ Colet House in 2018, Library access via Garden 2018</p> |
| <p>Provide disabled toilet facilities for pupils, staff and visitors</p> | <p>Schedule 10 3. (2)(b)</p> | <p>Investigate feasibility within any plans for refurbishment/rebuilding</p> | | | | <p>Ongoing Long Term: Dictated by timescale for refurbishment/rebuild Colet House provided in 2018 and planned for SPJ pavillion</p> |
| <p>Provide disabled access lifts to the first floor of all SPJ buildings where possible Improvement of accessibility in pavillion - previously no disabled access</p> | <p>Schedule 10 3. (2)(b)</p> | <p>Ongoing project works</p> | | | | <p>Long Term: Dictated by timescale for refurbishment/rebuild Project works being undertaken from 2019 onwards: Part M compliant (toilet and changing facilities), Access ramp to decking and entrance, viewing deck to provide view of pitches and a refuse area.</p> |

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| <p>Consider appropriate colour schemes to benefit pupils with visual impairments and install window blinds where appropriate</p> | <p>Schedule 10 3. (2)(b)</p> | | | | | <p>Ongoing</p> <p>Long Term: Dictated by timescale for refurbishment/rebuild</p> <p>2018 included works on Junior ICT, Library and Colet House</p> |
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ST PAUL'S SCHOOL - ACCESSIBILITY ACTION PLAN

| Target | Standard To Be Met | Action Required | Lead | Resources Required | Evidence of Impact on Stakeholder | Target Completion Date (short/medium or long-term) |
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| <p>improving performance data of SEN boys to HoDs/management using iSAMS Tracking Manager - 2019-20;</p> <p>Redesigning LS Nov reports to get better info for tutors and LS dept</p> | <p>Schedule 10 3. (2)(a)</p> | <p>Simon Powell in IT working on this, Autumn Term 2019</p> | <p>SPS HoLS</p> | <p>Existing ISAMS software</p> | <p>Tracking Manager will be able to track individual student's progress across all subjects</p> | <p>Short-term by end Autumn Term 2019</p> <p>Short-term by end Autumn Term 2019 (achieved Sept 19)</p> |

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| Improve physical access to facilities | Schedule 10 3. (2)(b) | Requirement to conduct a Physical Access Audit | Operations Director/Compliance Manager | | | Completed 2015 and August/Sept 2019. Ongoing improvements to access facilities. |
| Expansion of laptop provision a/lending scheme | Schedule 10 3. (2)(c) | Currently two being lent out in department and used successfully <i>and the addition of further desirable. Need updating as at least 8 years old</i> | SPS HoLS IT Manager | | To facilitate transition to use of WP where approved for public exams usage and where pupil does not have a laptop to bring into SPS. | On-going. Medium Term Sept 20 |

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| <p>Develop staff training to ensure all staff are able to identify and teach pupils with learning difficulties in the manner most appropriate for them to fully access curriculum</p> | <p>Schedule 10 3. (2)(c)</p> | <p>Staff induction sessions and departmental INSET sessions, provided on a rotational basis, provide teachers with ideas on how to offer High Quality Teaching within the classroom.</p> <p>Explicit inclusion in the New staff Induction Professional Development Programme. HoLS to deliver departmental INSET on adapting teaching styles to learning styles delivered on on-going basis, to cover all depts regularly.)</p> <p>INSET for new teachers on how to support EAL delivered Spring Term each academic year</p> | <p>HoLS</p> <p>DoTL/HoLS</p> <p>SPS HoLS</p> <p>SPSHoLS</p> | | | <p>Done: Autumn 2014 and on-going annual cycle.</p> <p>Physics, Chemistry, RS and 2014-15 plus training to individual teachers in need of support.</p> <p>2015-16: Geography, English, History, Biology</p> <p>Achieved.</p> <p>2017: S&C achieved, Art and Design Tech and MFL and Maths Achieved.</p> <p>2017-18: Politics and History and RS, Achieved.</p> <p>2018-19 Economics, Physics. achieved Chemistry postponed to Autumn 2019.</p> <p>2019-2020</p> <p>English, Biology, Geography and postponed Chemistry</p> <p>Short Term@ 19-20: 5/3/20</p> |
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| <p>Upload learning support register on iSAMS and link to Learning support register/medical information</p> | <p>Schedule 10 3. (2)(a)</p> | <p>Liaison achieved with Simon Powell/Director of Studies to set up links and format. Co-ordination achieved on information sharing with SPJ, 'Live' information on exam access arrangements created for staff to access</p> | <p>Dir of Studies /IT Manager</p> | | | <p>Short Term – Spring 2015 September 2011 up and running and continually updated</p> <p>Improvements to category fields achieved, SEN Register up-to-date and <i>Exam Concessions List</i> running since academic year 13-14, <i>achieved</i></p> <p><i>Further links with medical information still need to be pursued. (Sept 15) achieved and on-going</i></p> |
| <p>Review categories for SEN/Learning Support in light of best practice</p> | <p>Schedule 10 3. (2)(a)</p> | | <p>HoLS</p> | | <p>Fil Came of <i>Learning Works</i> coming into SPS in March and June 15 to offer advice and guidance in light of Children and Families Act 2014</p> | <p>Full review and redraft of the Learning Support Policy summer 2015 ; to be finalised Sept 15. Achieved and annually reviewed.</p> |

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| <p>Extend use of iSAMS to disseminate updates on pupils SpLD/SEN</p> <p>Year 18-19 iSAMS Tracking Manager automated to allow HoDs to follow SEN boys' (G&T boys) progress.</p> <p>19-20 - Individual pupil models to be developed to enable HoLS and LS teachers to follow SEN boys' progress.</p> | <p>Schedule 10 3. (2)(a)</p> | <p>Checking on all new entrants after 4th screening test to identify difficulties at an early stage and place on register if necessary, on-going. Also dissemination of updated SpLD information added as necessary and staff informed of how to access. No further action required</p> | <p>HoLS</p> | | | <p>Short Term: Spring 2013 – On-going Information continually updated and improved.</p> <p>2018-19: Achieved</p> <p>Short Term by end of Autumn 2019</p> |
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| <p>Develop individual departmental policies on how underperforming boys on the SEN Register will be supported after internal school exams.</p> <p>Recruitment of additional p/t LS teacher.</p> <p>Recruitment of part time LS Administrator</p> | <p>Schedule 10 3. (2)(c)</p> | <p>HODs to decide on their preferred option and to let HoLS know what procedure will be put in place in their department.</p> <p>Requires DoS/SMT input and agreement.</p> | <p>DoT&L</p> | | <p>This could either be done teacher by teacher for each of their own SEN Register boys or by developing subject specific pupil learning support study groups. These could be led by a nominated member of each department.</p> | <p>Ongoing updates to policies now that implemented</p> <p>Medium Term: Autumn 2017</p> <p>Summer 2013 post school exams. Outline of departmental provision achieved.</p> <p><i>subject specific 'clinics' provided post mock/internal school exam: achieved and on-gong</i></p> <p>Achieved June 2017 for Sept 2017 . New teacher now recruited for Sept 18 and ongoing</p> <p>Ongoing discussions with Senior Management</p> <p>Achieved Sept 2019, 2 days a week. Review of resourcing ongoing</p> |
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| <p>Ensure teachers are using all media to best advantage (encourage emailing of prep/ digital recording of prep/enlarging/colour material for pupils with visual/memory difficulties)</p> <p>Firefly and/ Google Classroom to be used as appropriate to facilitate pupil access to the curriculum and homework tasks</p> | <p>Schedule 10 3. (2)(a)</p> | <p>Training in conjunction with IT department on all aspects of difficulties accessing curriculum for SEN pupils</p> <p><i>This objective has been achieved by DRSmith and was widened to iPad trial and INSET for staff.</i></p> <p><i>Firefly used for all homework setting in Fourth Form</i></p> | <p>Instigated by Fourth Form UMaster</p> | | | <p><i>This objective has been achieved by DRSmith and was widened to iPad trial and INSET for staff.</i></p> <p>Achieved</p> |
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| <p>Train tutors to give study skills advice to boys</p> | <p>Schedule 10 3. (2)(a)</p> | <p>Invite views from other schools in Eton Group to share best practice. LSC has joined Rugby Senco Forum Group to share good practice. <i>Discussed in Senco forum with SPGS and further links forged with outer London schools.</i></p> <p><i>Advice page: 'Tips for Tutors...' uploaded to Learning Support's Departmental web page, INSET offered Jan 13 'how to adapt teaching styles to learning styles'</i></p> | <p>DoT&L and HoLS</p> | | | <p>Ongoing. Training for tutors on how best to offer support to tutees during form time .</p> <p>Ongoing.</p> |
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| <p>Decant the Old Science Building which has limited physical accessibility (no lifts)</p> | <p>Schedule 10 3. (2)(b)</p> | <p>GTB 2 Project works completed</p> | <p>MCN/H Ri</p> | | | <p>Med-term - Due decant approx January 2020</p> |
| <p>Improve the physical accessibility of Main Pavilion and Boathouse</p> | <p>Schedule 10 3. (2)(b)</p> | <p>Buildings complete</p> | <p>MCN/H Ri</p> | | | <p>Long Term: Dictated by timescale for refurbishment/rebuild</p> |