

Accessibility Plan

2024 – 2027

Ethos and aims

St Paul's Cathedral School strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Special Educational Needs and Learning Difficulties Policy and Disability (SEND) Policy set out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Special Educational Needs and Learning Difficulties Policy and Disability Policy outline the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.
- improve the School's physical environment for the purpose 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. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Disability Policy and Equal Opportunities Policy]

The plan will be made available online on the school website; paper copies are available upon request from the school office during business hours.

How the plan is constructed

The School has a disability policy review committee which consists of the Head, Bursar, Deputy Head (who is also DSL), Deputy Head Academic and SENCO and may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled, including the Accessibility Plan, Disability Policy and Special Educational Needs Policy
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future

3. to conduct an annual stakeholder survey in the Summer Term (from SUT24) to ensure that policies reflect community voice
The School's disability policy review committee have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Curriculum
- Attendance
- Exclusions
- Extra-curricular activities
- Governance
- Physical school environment
- Sporting education and activities
- Staff training
- Welfare

How the plan is reviewed and monitored

The School's disability committee meets biannually to frame recommendations for inclusion in the plan. These recommendations include input from the senior leadership team and the document is then placed on the agenda for the meeting of the governing body at the December and June meetings. Costings must be allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements.

There is a formal review of the implementation of the plan at the June meeting of the full governing board. The Bursar provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to the Bursar, Steve Vickery, on bursar@spcs.london.sch.uk who will be pleased to receive any suggestions about how we can improve our accessibility. All such submissions will be considered by the disability committee. The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies:

- SEN Policy
- Disability Policy
- Admissions Policy
- Good Behaviour Policy
- Health and Safety Policy
- Curriculum Policy
- Equality Opportunities Policy

SPCS Accessibility Plan: 2024-27

A: Improving access to the physical environment

	Targets	Action and Resource Required	Timescale	Project Lead	Success Criteria	Implementation Evidence/Outcomes
A1	<p>To improve way-faring signage throughout the building</p> <p>Enable easier understanding of directions and how to transit to more remote classrooms such as the ICT Room and Art Room:</p>	<p>SENCO to advise on dyslexia-friendly/visually accessible signage; Head of Marketing to advise on branding; Deputy Head Academic to advise on positioning</p> <p>£500 additional signage costs</p> <p>Labour internal</p>	<p>Short Term: By AT24 half term</p> <p>To be included in Summer Holiday and Autumn Half Term Work and Maintenance programmes</p>	Bursar	<p>Adult visitor or pupil with literacy needs able to successfully navigate around the school independently; pupil and PTA volunteers to test out new signage and report back</p>	
A2	<p>To improve visual and auditory accessibility for learners and visitors in the Assembly Hall, improve the AV provision.</p>	<p>Bursar to work with Head of ICT and Head on determining best model for the space and costing; estimated £10,000 cost to be included in capital expenditure for 26-27 budget</p>	<p>Short Term blinds to be fitted by half term in AT24; Long Term: full project to be achieved by end of AT27</p>	Bursar	<p>Achieving improvement in viewer/listener experience – surveys to indicate progress</p>	

A3	To enable wheelchair access to lower ground floor	Complete Phase 2 of the school lower ground floor access ramp.	Short Term: Phase 1 complete in Nov 23 – wheel chair ramp. Phase 2 is larger board ramp to enable a mobility scooter to access Dining Hall and Assembly Hall, complete by end of AT24	Bursar	enabling a scooter user to watch a performance (currently from viewing gallery only)	
A4	Implement a chair lift arrangement for the main school staircase	Feasibility study including costings	Medium term: study to be presented to Disability Review Committee in SUT25; Long term: aim to implement by SPT27	Bursar	Working chair lift on central staircase	
A5	To explore possible wheelchair access to North and South Towers and to MK Boarding House	Feasibility study including engagement with architects, planners and costing estimates £5000 professional costs; significant capital expenditure if plans are subsequently implemented	Medium term; completed during SUT26		Completed study presented to and reviewed by Governing Body by SUT26 Full Governing Body Meeting	
A6	To create a permanent 'quiet space' for pupils requiring low stimulation (e.g. on autistic spectrum, or	SENCO, Bursar and Head to scope possible areas and identify a space and how the current use of the space can be met elsewhere.	Space identification in SUT24 with implantation of space by SPT25	Bursar	To have provided a quiet space which can be used for the benefit of identified pupils and as a 'drop in' for all. Successful case studied to be reported to	

	with mental health needs)	Allocation of resources then to be considered under capital expenditure			the Curriculum Standards Committee by SENCO,	
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B Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Project Lead	Success Criteria	Implementation Evidence/Outcomes
B1	To implement 'brain breaks' in learning and teaching	Training of teaching staff and pupils	INSET in AT24 with follow up meetings during the academic year; assembly work for pupils	SENCO	SENCO to observe implementation/ pupil and staff questionnaire feedback to confirm effective implementation	
B2	To increase use of audio books and resources for readers with literacy challenges	Scoping and purchase of resources; training through English Department meetings to explore best ways of integrating audio in teaching; parent webinar on use of audio	AT24	SENCO	Deputy Head and SENCO lesson observation to assess implementation/ pupil and staff questionnaire feedback to confirm effective implementation	
B3	To provide additional staffing and training for staff on supporting pupils with mental health needs	Appointment in SUT24 of Mental Health Lead; ringfencing INSET training time for mental health issues Appointment in SUT24 of School Counsellor (0.2)	SUT24 appointments; staff training ongoing throughout period of Accessibility Plan	Deputy Head	Staff reporting improvement via questionnaire in confidence on MH issues; analysis of case studies showing positive outcomes related to enhanced staff training	

		Subscription to Wellbeing Hub (Following trial) – this provides access to staff and parent training, pupil resources – annual cost £2020. Email addresses for pupils in Y6-8 to be put in active operation by Head of ICT to allow full access to Wellbeing Hub resources	Trial of Wellbeing Hub in place SUT24			
B4	To improve access to ICT (laptops, ipads, audio recording devices) in order to ensure best practice in use of tech in education for SEND	This forms part of a broader ICT review and appropriate budget will be made available following an audit of requirements, to take place in AT24 This work will be led by DHA, working closely with SENCO	Audit AT24; first implementation in SPT25; Ongoing project through life of Accessibility Plan	Deputy Head Academic	Case studies presented to Curriculum and Standards Committee to evidence successful implementation	
B5	To ensure departments have the best possible resources to support pupils with SEND	Annual audit (Summer Term) by HoDs with SENCO to identify any training, resource purchase required for improved support of pupils with SEND; this to be reported to DHA with resource allocation considered in the setting of departmental budgets	Annually, from SUT24	SENCO	Deputy Head and SENCO to review audit and case studies of how individual purchases have successfully supported pupils with SEND, presenting this information to Curriculum and Standards Committee	

B6	To ensure staff use consistent and appropriate colour schemes and fonts when preparing resources and presenting on interactive whiteboards.	SENCO and DHA to develop a 'house style' Staff to be trained in INSET in a 'house style' to ensure consistency for accessibility £1000 administrative resource to allow for support with conversion of resources	House style developed across SUT24; INSET provided in AT24, with top ups in staff meetings	SENCO	DHA and Head to include in lesson observation and report back to the Curriculum and Standards Committee in SPT25	
B7	To source and make available Accessible resources in all classrooms - e.g. colour overlays, exercise books with non-white pages, pencil grips, variety of width pencil and pen options).	Learning Support Department to survey available resources and draw up a standard box provision for each classroom £1000 to be ringfenced within stationery and resources general budget	Audit during SUT24; INSET training for staff in AT24 Boxes in place for start of AT24	SENCO, supports by school secretary	DHA noting successful implantation of resources during lesson observation throughout academic year 24-25	
B8	To increase the influence of pupil voice on all aspects of SEND provision	SENCO and DHA to review the current pupil voice impact, meeting with PTA reps and School Council to consider how this can be enhanced and to institute annual questionnaire	Ongoing throughout life of Accessibility Plan; first questionnaire in AT24	SENCO	Demonstrable increase in pupil engagement with decision-making in their Learning Support – through questionnaire and SENCO observation; to be reported to Curriculum and Standards Committee	

C Improving access to information

	Targets	Action and Resource Required	Timescale	Project Lead	Success Criteria	Implementation Evidence/Outcomes
C1	To ensure boarding house signage and information display is easily accessible to all boarders, particularly those with literacy needs. This task to be repeated for refurbished boarding house.	SENCO and Head of Boarding to conduct site walk, involving relevant pupils to ensure pupil voice is considered. Lighting also to be reviewed for accessibility in signage areas. Initial review cost neutral with potential cost attached to recommendations (e.g. electronic signage)	Short Term for current boarding house – to be achieved by September 25 for refurbished boarding house	Head of Boarding	Head of Boarding and SENCO repeating site walk with pupils and demonstrating improvements in accessibility	
C2	To ensure consistent, clear accessible format for all school-produced documents (e.g. dyslexia friendly) - concert programmes, red diary, newsletters etc.	Head, Head of Marketing, Deputy Head and SENCO to review materials, agree a 'house style' and cost alternatives, including audio versions	Staff to receive INSET in AT24 to ensure consistent practice		Deputy Head to conduct review of sample materials and find them consistent and accessible (consider support from relevant charities to ensure e.g. autism-friendly)	
C3	To ensure new website meets best practice in accessibility	Accessibility to be a key point in the tender; best practice guidelines for dyslexia, visual impairment and autism to be	New website to be in place by SUT25; work to review and maintain this to go on throughout	Bursar, (working with SENCO and Head of Marketing)	Governors on Marketing Committee to review this aspect positively on completion of website project and	

		considered in style and content decisions	duration of Accessibility Plan		annually confirm this is maintained	
C4	To ensure caterers use accessible labelling and signage	This issue flagged to potential caterers during tender, Bursar and SENCO to arrange meeting with appointed Caterers to discuss and agree consistent practice	In place for start of new catering contract, AT24; to be maintained throughout life of plan	Bursar	Positive report from Governor visit implementation check on catering, AT24	
C5	To ensure accessible physical appearance of classrooms (e.g. clearer walls, clear colour schemes, accessible information)	Expectations agreed by Deputy Head Academic and SENCO, shared with staff at staff meetings and INSET during AT24	In place by January 2025, start of SPT25; to be maintained throughout life of plan	Deputy Head Academic	Positive report from Governor visit implementation check; noted in DHA lesson observations, throughout life of plan	

Version control

Date of adoption of this policy	25.04.24
Date for Full Governing Body review of this policy	4.07.24
Policy owner (School)	Bursar, Steve Vickery