



## ACCESSIBILITY PLAN

### Rationale

St Paul's School for Girls continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- 1 Increase the extent to which disabled pupils can participate in the school curriculum
- 2 Improve the physical environment of the school to increase access to education for disabled pupils
- 3 Improve the delivery of information to pupils, staff, parents and visitors with disabilities.

### Compliance and setting

The equality duty (Equality Act 2010) states that reasonable adjustment must be made in relation to disability. Definition of Disability:

- Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment
- looking into adverse effects and assessing which are **substantial**
- considering if substantial adverse effects are **long term**
- Judging the impact of long-term adverse effects on normal day to day activities.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months or is likely to do so. Factors that might reasonably be expected to have a substantial adverse effect include:

- Persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment.
- Persistent distractibility or difficulty concentrating
- Difficulty understanding or following simple verbal instructions
- Physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.



**1. Increasing the extent to which disabled pupils can participate in the curriculum**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
<p>Training for teachers about differentiating the curriculum.</p> <ul style="list-style-type: none"> <li>• Educational Psychologist support</li> <li>• Speech and Language support</li> <li>• Communication and Autism team</li> <li>• Senior Leadership Team</li> <li>• SENCO</li> </ul>	<p>Undertake an audit of staff training requirements.</p>	<p>All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</p>	<p>Annually</p>	<p>Increase in access to the National Curriculum.</p> <p>Holistic success of pupils.</p>
<p>Training for awareness raising of disability issues for example autism, hearing and visual impairment and moderate learning difficulties.</p> <ul style="list-style-type: none"> <li>• INSET for staff, governors and signposting for parents.</li> <li>• Outside agencies who currently support pupils.</li> <li>• SENCO</li> </ul>	<p>Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff and pupils to determine the current school views.</p>	<p>Whole school community aware of issues relating to Access and disability.</p>	<p>Annually</p>	<p>School environment will be even more inclusive.</p>
<p>All out-of-school activities are planned to ensure the participation of the whole range of pupils.</p> <ul style="list-style-type: none"> <li>• For example, additional staffing in place for trips where a disabled pupil is participating.</li> </ul>	<p>Review all out-of-school provision to ensure compliance with legislation.</p>	<p>All out-of-school activities will be conducted in an inclusive environment with providers where reasonable, that comply with all current and future legislative requirements</p>	<p>On going</p>	<p>Increase in access to all school activities for all disabled pupils.</p>
<p>Classrooms are optimally organised to promote the participation and independence of all pupils.</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms, where reasonable.</p>	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.</p>	<p>Termly</p>	<p>Increase in access to the National Curriculum Success of pupils.</p>
<p>Maintain commitment to a well-trained and qualified Learning Support Team to support all pupils. Staff to include Educational Psychologists, Speech and Language therapy, Visual and Hearing Impaired team.</p>	<p>Maintain budgets where reasonable and training of specialist staff.</p>	<p>Staff have access to a qualified team to consult and to help to deliver education to disabled pupils.</p>	<p>Annually</p>	<p>Success of pupils Disabled pupils fully integrated into the school community.</p>



## 2. Improving information and communications for disabled pupils

Target	Strategy	Outcome	Timeframe	Achievement
Provide handouts, home learning diary, timetables, textbooks and information about the school and school events in an easy to read font.	Reprographics informed that materials are to be provided in different font size etc. to support pupils	All school information available to all	Termly	Pupils and parents able to access school information
Review documentation with a view of ensuring accessibility for pupils with visual impairment. For example, use of CLARO, laptops, enlarged texts etc.	Take advice from Hearing and Vision Support Services about the use of alternative formats and IT software to produce customized materials.	All school information available for all	Annually	Delivery of school information to pupils and parents with visual difficulties improved.
Provide materials in an easily accessible format for pupils who have dyslexia or difficulties accessing written texts. <ul style="list-style-type: none"> <li>Explore the use of ICT and alternatives to written texts.</li> <li>To include exam papers</li> </ul>	The use of coloured paper, PowerPoints with a non-white background. Learners using Load2Learn to access texts. CLARO or reading pens.	Lesson content easily accessible to all learners	Termly	Pupils with dyslexia will become more independent.
For girls with social, communication difficulties to be able to express their thoughts and feelings.	Through Sulp groups, breakfast club, Sparkle club and daily 1:1 time where pupils can express their thoughts. Autism progression framework to set and monitor targets. Access to a quiet space for pupils who need timeout.	Inclusion for pupils with social, communication difficulties.	Termly	Pupils with autism will feel valued and able to make an even more positive contribution to school life.



### 3. Improving the physical environment of the school to increase access to education by disabled pupils.

Target	Strategy	Outcome	Timeframe	Achievement
Improved visibility in stairways/steps.	Install suitable non-slip materials. Ensure edge of steps both inside and outside are clearly visible and regularly monitored for wear. In conjunction with Sensory support service.	Pupil with impaired vision are less likely to fall and confidence in moving up and down stairs/steps is increased	As required	Pupils and adults with visual impairment are able to move around the school site independently with confidence.
Improved lighting in school building.	Audit of lighting in classrooms, corridors and outside space to ensure optimum conditions for pupils with visual impairment. Repair of blinds in classrooms as required. In conjunction with Sensory support service.	Safe movement around school for pupils and adults with visual impairment.	As required	Increase in access to the National Curriculum Holistic success of pupils.