

17b

ST PAUL'S CATHEDRAL SCHOOL

ACCESSIBILITY PLAN

(To be read alongside SEN policy)

(October 2020)

(Revised annually)

AIMS & PRINCIPLES

St Paul's Cathedral Choir School is a Christian, co-educational community which holds to the values of love, justice, tolerance, respect, honesty, service and trust in its life and practice, to promote positive relationships throughout the school community and where the safety, welfare and emotional well-being of each child is of the utmost importance.

The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.

Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community, espouses the democratic process and encourages a close working relationship with parents and guardians.

St Paul's Cathedral Choir School aims to offer the highest quality of teaching and learning and to support all pupils in the pursuit of academic and personal excellence. We have high expectations of all our pupils and strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs and/or disabilities (SEND) can bring to school life.

We have an admissions policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school within the constraints of the geography of the school building.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils and parents are able to take advantage of education and associated services offered by the school. These include a ramped entrance at the front door, library facilities on the ground floor and a hearing loop system in the main office.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of training designed to raise their awareness of SEND and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and pupils and ensure that, wherever possible, disability is portrayed in a positive light. We deploy a range of high quality teaching practices in support of all pupils. Please see the Learning Support Policy for more detail.

Context

There are currently no pupils with an EHC plan, over 55 pupils with home languages other than English.

We currently have no Looked After pupils in the school.

We currently have 20 on the learning support register. The following number of pupils at St Paul's Cathedral School have diagnosed SEND that may (learning difficulties that) affect their access to the curriculum:

Communication and interaction – 3

Cognition and learning - 4

Sensory or physical needs- 1

Social, emotional and mental health difficulties -

Other pupils have been screened by our learning support department as having difficulties with aspects of the curriculum such as literacy (e.g. spelling) or numeracy or require help with social skills. This is a working document and the register is continually updated. Some of these pupils have a Support or Short Term Educational Plans (STEP).

All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities such as school trips.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability s/he may have, within the physical constraints of the school building. We actively implement the school's equal opportunities policy for staff in the day-to-day management of St Paul's Cathedral School.

The Senior Management Team review on a regular basis the current needs of both children and staff, how they are being met and how our service can be improved.

INSET sessions are held for all staff on any current issues affecting children. These are repeated according to current needs in the school and as part of staff induction as necessary.

Action

The following processes, data and policies are carefully considered by the school's Senior Management Team and are monitored regularly:

- Admissions
- Attainment data
- Attendance data
- Curriculum
- Exclusions data
- Extra-curricular activities provision
- Governing Body representation
- Learning Support
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Teaching and Learning
- Welfare

The results of St Paul's Cathedral School's continuous monitoring and auditing of the above have informed the accessibility plan below which relates to Schedule 10 of the Equality Act 2010 and takes note of what should be included in the plan:

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| Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum |
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| Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled |
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| Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school |
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| Targets | Action Required | Lead | Resources Required | Evidence of Impact on Stakeholder | Target completion Date (short/ medium or long-term) | Notes |
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| Improve access to curriculum for all pupils including those with SEND. | Purchase more laptops to be allocated departmentally for use by pupils with SEND. Develop use of 'cloud' for file sharing and storage. | Deputy Head Academic and Bursar | 10 | All pupils able to extend access to the curriculum and enhance learning for those with learning difficulties in particular. | September 2017 (medium term) | Significant technology transformation as a result of Covid. Investment in mobile computing is on a rolling basis. Cloud computing is now pervasive and all areas of school use GoogleClassrooms, Teams, Tapestry (Pre-Prep) |
| Aim to make provision for improved access to boarding house | Build new boarding accommodation which will have aim to have provision for appropriate access where possible. | Governing Body/ Headmaster/ Bursar | Significant financial outlay of up to £8 million | More suitable and appropriate accommodation for boarding choristers and allowing increased perambulatory access/escape | Autumn 2020 | |
| Developing EAL skills | Build into CPD programme, driven by SEN | Deputy Head Academic | Time and training courses | Faster access to the curriculum | On going | |
| Specialist Support | Recruiting practitioners in OT, SALT and Behavioural Therapy | SEN | Timetable allocation. Costs borne by parents | | On going | This has been in place since 2018-19 |

September 2012

Updated October 2012

Updated January 2014

Updated April 2015

Updated May 2016

Updated September 2016

Revised and updated October 2016

Revised October 2017

Revised September 2019

Revised and Updated February 2020

Revised and Updated October 2020