

17b

ST PAUL'S CATHEDRAL SCHOOL

ACCESSIBILITY PLAN
(To be read alongside SEN policy)
Revised October 2022
(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 (learning difficulties) that may 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:

Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum

Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled

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

SPCS Accessibility Plan – For the period 1st April 2021 to 31st March 2024

Access to Curriculum – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Improve links with outside specialists – eg EYFS lead and Educational Psychologist in the City of London	SENCO	1-2 academic years	External links important – external opinions and input a good support to SPCS.	
Further aware of SEN in school assemblies.	SENCO/Head/Teaching Staff	1-2 academic years	Awareness very important in educating children about the wide range of SEN needs. Allow time for questions and staff encouraged to follow up with discussions.	
Involve non-teaching staff in sharing knowledge of children on SEN register and those we monitor. This should include office staff, lunch staff and maintenance.	SENCO	1 year	All staff who are in contact with children on the SEN register should be informed of their needs and how to best support them. Tracking documents to be shared sensitively. Lunchtime supervision for SEN pupils should be monitored- staff asked to feedback any concerns.	
Employ a school counsellor	SENCO/Head/Governors/ Head of Safeguarding	1 year	Due to rise in emotional needs, a counsellor is needed to support children across the school.	

Plan carefully for SEN needs in non-school activities – eg. non-uniform days, school trips, world book days.	SENCO/SEN Teacher/Teachers	1 year	Specific attention given to those on the SEN register who may need extra support or consideration when out of the school building or when a change in routine occurs.	
Signage around the school building to be considered.	Maintenance Team	1 year	Signs to important venues around the school may benefit children with SEN, eg. The Hub, ICT suite.	
Ensure adequate provision of IT resources to ensure all pupils with disabilities can access suitable support via this medium	Headteacher/Bursar/SENCO/Head of IT	1 year	All pupils requiring special IT provision can access suitable machines at all times	
To ensure new staff inductions include an SEN awareness section and tracking documents are shared.	SENCO	To be implemented as new staff arrive	SEN register is explained and location of register is shared.	
Training for teachers on differentiating the curriculum for disabled children as required.	Headteacher/ Deputy (Ac)/ SENCO	Ad hoc	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	
Work differentiated to show when a child has been supported by LS.	SENCO/SEN Teacher	To be implemented ASAP	Work should be clearly marked to show if a child has been supported by SENCO/SEN Teacher.	

Learning aids available. Stock and suitability monitored by LS dept.	SENCO	Ongoing	Resources appropriate to needs of current cohort available for use and staff aware of what is available. e.g. dyslexia friendly resources and resources for visually impaired pupils. Regular audit of resources required.	
Physical resources to be carefully considered for SEN children.	SENCO/Teachers	Ongoing	Print size, colour, amount of information provided – should be carefully considered by staff. Some resources may need more structure.	
Review carefully how SEN budget is spent	SENCO	Ongoing	Ensure LS budget is being spent effectively.	
Physical placement in the classroom to be considered.	SENCO/Teachers	Ongoing	To be discussed and reviewed regularly.	
Ensure staff are aware how to access information about SEN children.	SENCO	Ongoing	Staff should know where to find important documents eg. LS register, tracking documents, assessments.	
Termly learning support review meetings to take place to assess and address pupil needs. Parents involved in the review process.	SENCO / Parents	Continue - Termly	Pupil needs reviewed and being addressed. Target setting on tracking documents updated as required. Parents involved and informed of changes. “Assess, plan, do, review’ cycle implemented. Families must be kept at the centre of a child’s support.	
Weekly meeting between Head of LS & Deputy (Academic) to monitor academic support for LS pupils	SENCO / Deputy Head (Ac)	Continue - Weekly	Pupil needs reviewed and updated. Meeting minuted and actions appropriately distributed.	

Weekly Eng/Maths dept. meetings with LS team member. Standing item to discuss progress of SEN pupils	Eng/Maths HoDs & LS team member (SENCO)	Continue - Weekly	Pupil needs reviewed and updated. Meeting minuted and recommendations appropriately distributed.	
Weekly meetings between individual staff (Rec to Y4) and LS team member. Standing item to discuss progress of SEN pupils	Head of Pre-prep & LS team member (SENCO)	Continue - Weekly	Pupil needs reviewed and updated. Meeting minuted and recommendations appropriately distributed.	
Weekly meeting between Head of LS & Deputy (Academic) to monitor academic support for pupils with emotional/behavioural difficulties	SENCO / Deputy Head	Continue - Weekly	Pupil needs reviewed and monitored. Meeting minuted. Next steps discussed. External agencies considered when necessary.	
Weekly Year Group Meetings (Pre-prep, Y3/4, Y5/6, Y7/8). Academic concerns standing item		Continue - Weekly	Pupil needs reviewed and updated. Meeting minuted and recommendations appropriately distributed.	
Weekly meetings between Head of LS and TA's who run interventions	SENCO	Continue - Weekly	"Assess, plan, do, review' cycle implemented. Allow time for TA's to feedback, review and plan ahead with support.	
Staff trained to meet individual medical needs of pupils where applicable.	Headteacher/ Nursing Staff	Continue - Major update at start of academic year – Sept INSET	Staff completed training for specific needs. INSET training on medical procedures for Asthma, Anaphylaxis etc. Review of pupil medical conditions/allergies. Announcements to staff on changes via email notification.	
Supporting children in Sporting activities	Games department	Ongoing	Ensure all children are able to access sporting activities – those with SEN needs may need careful consideration and different staffing	

			levels. Fixtures to be carefully planned and children pre-warned of upcoming matches.	
Shift to in-class support rather than removing children.	SENCO/SEN Teacher	Ongoing (began Autumn 2021)	SENCO feels strongly that support should be offered in the class setting unless there is a good reason to remove them from the setting.	
Varied use of strategies and resources for similar needs	SENCO/SEN Teacher/Teachers	Ongoing	For example, different books, strategies about short term memory difficulties or books to support anger eg angry gremlin.	
Ensure SEN children have the same access to extra-curricular activities.	Clubs Complete	Ongoing	Ensure attendance at extra-curricular clubs/activities are accessible to all	
SEN department involved in fire evacuation processes etc.	SENCO/Teachers	Ongoing	Ensure children who find fire evacuation procedures difficult are pre-warned and/or supported throughout.	
SEN children must be provided with equal opportunities	SENCO/Head/Teaching Staff/SLT	Ongoing	<p>Equal opportunity to student voice eg School council.</p> <p>Equal opportunity to school responsibilities eg. Head Boy/Girl</p> <p>Equal opportunity to school rewards, eg house points, commendations.</p>	

Transition should be carefully monitored	SENCO/Teachers	Ongoing	Transitions to be carefully looked at – supporting children with 11+ and 13+- extra time considered. Children moving from one year group to the next may need support.	
Ensure girls have full and equal access to all areas of the curriculum	Headteacher/ Girls Tutor			
Support where practical, the Cathedral's intention to launch a girls choir of equal standing to the boys	St Paul's Cathedral	Ongoing		

Calendar of recent whole staff information/consultation (Staff meetings & INSET)

2 nd September 2021	First Aid Update	INSET
29 th Sept 2021	Focussed Pupil review (From Year Group Meetings)	Staff Meeting
24 th November 2021	Learning Support Update	Staff Meeting
1 st Dec 2021	Upper School Learning Support Review	Staff Meeting
9 th March 2022	Focussed Pupil review (From Year Group Meetings)	Staff Meeting

--	--	--

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

Reviewed October 2021

Revised July 2022

