St Paul's School
Accessibility Plan

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ACCESSIBLILITY PLAN

Plan	Version 2
Review Date	February 2022
Owner Name	Kerenza Palmer
Owner Job Title	Head of School

Version	Comments / Amendments	Name	Date
1	Implementation	Kerenza Palmer	Jan 2019
2	Reviewed	Kerenza Palmer	Feb 2021
3			
4			

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:
- He or she has a physical or mental impairment, and
- The impairment has a substantial and long term adverse effect on his or her ability to carry out normal day today activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

The Trust' Mission Statement:

"To work for and with individuals and families, in Balsall Heath and throughout Birmingham, to help ensure that everyone that we support can thrive and make a positive contribution to their neighbourhoods and the wider city"

Our Principles and Values
- We believe in people. Every person has talent and the capacity to achieve their potential.
- We focus on supporting individuals and families in having the best start in their lives.
- We value our staff (paid and voluntary) and recognise the talent they have and their passion to deliver quality services.
- We believe in partnership working and will seek to collaborate with(4) organisations to ensure high quality services are delivered to those we support.
- We believe in transparency, openness, delivering value for money services, and are accountable to our Board of Trustees, partners and the communities we work with.
- We aim to be inclusive, to promote and deliver fairness in access to services, use of buildings, and employment.

As an independent special school we encompass all pupils who come to our school with a primary need of SEMH, alongside ASD, ADHD, ODD, PDA as well as other difficulties.

Every pupil has an EHCP of Educational Needs and the school endeavours to meet those needs.
Some of our pupils have poor self-esteem following a negative experience in a mainstream
setting; we use many different exciting and individualised methods to engage all the pupils in their learning.

A. Increase access to the curriculum for pupils, expanding the curriculum as necessary to ensure that pupils are prepared for life. This incorporates teaching and learning and the wider curriculum of the school such as participation in enrichment activities, trips and school visits. It also includes the provision of specialist aids, equipment and teachers, which may assist pupils in accessing the curriculum.
B. Improve access to the physical environment of the school, adding specialist facilities as necessary. This includes improvements to the physical environment of the school and physical aids to access education.
C. Improve the delivery of written information to pupils, staff, parents and visitors. Examples might include handouts, timetables, textbooks and information about the school and school events.

The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equalities
- Staff Development
- Health & Safety (including offsite safety)
- School Improvement Plan
- Behaviour

ACCESSIBILITY AUDIT

Section A

QUESTION	YES	NO	COMMENTS
Do you ensure that teachers & TAs have the necessary training to teach and support disabled pupils?	✓		• All teachers & TAs have access to and take advantage of CPD designed to improve the understanding of SEND pupils. • Weekly CPD sessions take place providing staff with training to widen their knowledge of SEN • All staff are team teach trained • Staff are actively encouraged to visit external providers to share best practice and further improve individual practice
Are your classrooms optimally organised for disabled pupils?	✓		• All classrooms are organised to maximise the potential delivery for the pupils with SEND. • High staffing ratios ensure pupils get individual attention. • Specialist equipment is provided for pupils with additional needs. • Other agencies e.g OT are consulted to deliver personalised approaches/equipment.
Do lessons provide opportunities for all pupils to achieve?	✓		• All lessons are differentiated to meet the needs of all the pupils. • ICT enables pupils with writing difficulties such as dysgraphia to access the curriculum. • High staffing ratio. • A diverse curriculum is on offer – delivered in a practical way. • Pupils have individual IEPs & IBPs where appropriate to personalise their learning. • Differentiation through support and outcome. • Children have a planned pathway regardless of ability.
Are lessons responsive to pupil diversity?	✓		• All curriculums are planned to be responsive to British Values and embrace diversity. • All lessons take account of the diversity of needs of our pupils. • Pupils are grouped according to their capabilities, where a greater specialist input is needed and by their ability to access the curriculum – we ensure all students have a planned pathway to enable optimum progress.
Do lessons involve work to be done by individuals, pairs, groups & the whole class?	✓		• Most lessons include all these elements. • All EHCP's are consulted to include best practice for the individual.

	✓		
Are all pupils encouraged to take part in Music, Drama and Physical activities?	✓		• All pupils take part in PE • All pupils have extra outdoor PE opportunities through a diverse enrichment programme. • The creative hub is being developed to ensure pupils have opoprtunties to develop their creative skills
Do staff recognise and allow for the mental effort expended by some SEN pupils, for example using sign language?	✓		• The primary curriculum integrates sign language into teaching to ensure pupils understand how to sign and can therefore communicate with any pupil who may have a need for this communication. • The SLT have experience in visual impairments and will be able to accommodate this need if appropriate.
Do staff recognise and allow for the additional time required by some SEN pupils to use equipment in practical work	✓		• TA would work with pupils who need additional help.
Do staff provide alternative ways of giving access to experience or understanding for SEN pupils who cannot engage in particular activities, e.g. some forms of Physical Education?	✓		• The school ensures that all pupils have access to a wide range of physical activities. • Classes have rise/fall tables where needed.
Do you provide access to computer technology appropriate to pupils with SEN?	✓		• All pupils have access to computers, with a primary need of SEMH there have been no adaptations needed.
Are school visits, including overseas visits made accessible to all pupils irrespective of attainment or impairment?	✓		• Every child whatever their disability has the opportunity to attend a residential sometime during their school life if it is in agreement with their parents / carers.
Are there high expectations of all pupils?	✓		• All pupils have an IEP to help identify needs and help the pupil reach their full potential. • All pupils have the opportunity to gain an accredited qualification. • All pupils' targets are set against the upper quartile (progression guidance).
Do staff seek to remove all barriers to learning and participation?	✓		• Each pupil has an Individual Education Plan which addresses their particular learning or behavioural need. This is addressed through each subject taught.

Section B

QUESTION	YES	NO	COMMENTS
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, assembly hall, allow access for all pupils?	✓	x	• In line with our primary need of SEMH, ASC and ADHD, the size and layout of all areas is accessible to all pupils and staff. • Adaptations would need to be made should we accept a pupil with a physical disability.
Can pupils who use wheelchairs move around school without experiencing barriers to access such as those caused by doorways, steps, stairs, toilet facilities & showers?		x	• Both the primary and secondary school would need to make adaptations should we have a pupil who used a wheelchair. • The likely hood of this is minimal due to the nature of the pupils and potentially putting a wheel chair user at risk.
Are emergency and evacuation systems set up to inform all pupils including pupils with SEN and disability, including alarms with visual & auditory components?	✓	x	• There is no visual component to the alarm system. • No child is ever left on their own; an adult would escort the pupil out.
Are non-visual guides used to assist people who use the building?		x	• As a behavioural school we currently do not have pupils with a visual impairment that would require braille. • Should this change we would make the necessary changes to the school site to accommodate accordingly.
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairments, autism or epilepsy?	✓		• Signage is at an appropriate height for all pupils • Where there is signage it is in large and bold print. • Reception is as you walk through the one and only entrance.
Are areas to which pupils have access well lit.	✓		• Appropriate lighting is provided in all areas of the schools
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓		• School is generally quiet. • An acoustic assessment is being carried out in the primary school to further improve the ambiance in the school hall. • Small quiet rooms have been provided for individual and group sessions.
Is furniture and equipment selected, adjusted and located appropriately?	✓		• Furniture is constantly assessed and removed if damaged

Section C

QUESTION	YES	NO	COMMENTS
Do you provide information in simple language, symbols, large print, Braille or on audio tape for pupils who may have difficulty with standard form of print?	✓	x	• Images are used to enhance the text • All staff use calibra or Ariel font • There is currently no requirement for Braille, audio tapes etc
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities, eg by reading aloud, overhead projections and describing diagrams?	✓		• Information is presented through written word and visual support • White boards are used in most classrooms.
Do you have the facilities such as ICT to produce written information in different formats?	✓		• All classrooms have computers. • All notices are produced using ICT. • All worksheets are produced using ICT.

Accessibility Plan 2021 2023

A. Increase Access to the Curriculum

Target	Strategy	Outcome	Timeframe	Achievement
To develop the curriculum offer	In the secondary school: To continue to provide a diverse vocational curriculum which meets the needs and interests of pupils. In the primary school: To provide a diverse topic based curriculum which engages and motivates pupils to learn	All pupils have access appropriate to their needs. All pupils make expected progress	Sept 2021	School delivers a diverse and comprehensive curriculum offer.
To ensure EHC Plans are reviewed annually and information utilised for teaching and learning.	Ensure that all pupil's EHCPs are reviewed and information utilised effectively to inform teaching and learning.	Pupils and families are supported appropriately by a range of professionals. Pupil's progress improves over time through an informed approach to planning.	September 2021	EHC Plans reviewed and information disseminated and utilised effectively.
To develop pupil voice	Ensure that pupils across the range of school provision feel they have access to all school activities	Discussions developed perhaps through EHCP process	Sept 2021	School fully inclusive

B. Improve access to the physical environment of the school

Target	Strategy	Outcome	Timeframe	Achievement
To develop outside areas of school (High).	1. Identify resources required for use by whole school population and Sport and Leisure Developmental. 2. Identify funding streams and potential financial support.	School environment meets the needs of entire school population. Pupils better engaged at break times. Targeted pupils' sensory needs addressed. School sports facilities developed inc. Outdoor Education.	July 2021	First Class environment available for all pupils.
To review signage on both school sites	1. Engage with LA Health and Safety Rep in review of signage around school.	School signage adheres to best practice.	Dec 2021	Information available which is appropriate and accessible for all learners, staff and visitors.

C. Improve the delivery of written information to pupils, staff, parents and visitors

Target	Strategy	Outcome	Timeframe	Achievement
To deliver Makaton training to all staff (Level 1).	School employed tutors to deliver across both school sites.	Use of signing more consistent. Use of symbols used appropriately (Makaton Symbols?).	Dec 2021	Staff use signs and symbols appropriately.
To raise the profile of the school within the local community.	To invite the local press to key events within school.	St Paul's School will be well known and respected within the community – the pupils opportunities will be broadened by greater community links.	Dec 2021	The school is well represented in the local community and thought of for Birmingham wide projects.
	Head's of School to attend local heads meetings.	More work with local mainstream schools.	On-going	