

# Paternoster School

## ACCESSIBILITY PLAN

### Monitoring and Review

- **Implementation Date:** December 2024
- **Next Review:** December 2027
- **Responsible Body:** LAB and Headteacher

At Paternoster School, we are deeply committed to fostering an inclusive, supportive, and equitable learning environment for all our pupils. We focus on meeting the unique needs of children with various challenges and understand how important it is to make everything about our school accessible. This Accessibility Plan shows our commitment to helping every student succeed in their learning and personal growth.

Following the Equality Act 2010, this plan highlights how we will improve accessibility in three main areas: our physical space, the learning activities we offer, and the way we share information. Our goal is to ensure that every student, regardless of their abilities or needs, can fully participate in the diverse and enriching educational experiences we provide.

Legal requirements: Every school has a duty to prepare an Accessibility Plan. These plans:

- must be in writing,
- must be reviewed and revised if necessary,
- must be published by governors,
- will be inspected by Ofsted, and
- should cover the whole life of the school and all its policies, procedures and activities.

### Current provision:

Paternoster School provides a highly inclusive environment tailored to the needs of pupils with Severe Learning Disabilities (SLD), autistic spectrum disorders (ASD), and other complex needs. The school features wheelchair-accessible facilities, including ramps, hoists, and adjustable equipment, alongside specialist spaces like a sensory room and garden. Its curriculum is broad and individualised, incorporating therapies such as music, physiotherapy, and hydrotherapy, with extensive use of assistive technologies like Eye Gaze and communication aids. Staff are trained by our communication lead to including Widgit symbols and Makaton in their everyday communication and collaborate with external professionals to ensure all pupils can access learning and information. A family support worker further strengthens home-school communication, ensuring holistic support for every pupil.

*We are a small school with big opportunities.*

## 1. Improving the Physical Environment

Paternoster School is committed to ensuring that its facilities are accessible to all pupils. The current infrastructure includes:

- **Ramps and Hoists:** All classrooms, in the 2018 build, are equipped with overhead hoists, and a mobile hoist is available for other areas. The sports hall has an overhead hoist and our hydrotherapy pool has 2 fulling inclusive changing areas with overhead tracking to given full coverage of the pool and changing facilities. Ramps provide access to all areas.
- **Specialist Facilities:**
  - Adjustable-height furniture in the food technology room.
  - Sensory garden with soft surfaces and improved paths.
  - A sensory room developed as an interactive facility supporting communication and sensory stimulation.
  - A 'sensory gym' with swings, a roller slide and proprioceptive stimulation equipment.
  - Hydrotherapy pool
  - The school works in partnership with the physiotherapy, occupational therapy and speech and language therapy services to identify individual needs and to ensure that appropriate physical equipment is made available. Wheelchairs and specialist equipment for home are provided by the NHS, Social Service or Local Authority.
- **Safety Features:**
  - Withing the building the site is secure with fobbed entrance and exit access.
  - Staff trained in manual handling and fire evacuation procedures, including for pupils with specific needs.

### Future Actions:

- Fencing of the school field area to ensure safe, secure access and discourage misuse of the area through non-school access out of hours.
- Placement of a bike track around the field to enable access for race runners and adaptive bikes.
- Maintenance of ramps to ensure consistent, safe access to elliott buildings.
- Review of parking and traffic management to ensure safe access to the site.
- Replacement of elliott buildings that are deemed past their usable lifespan.

## 2. Increasing Access to the Curriculum

Paternoster School provides a **broad and balanced curriculum**, adapted for individual needs through:

- **Individualised Learning:** including tailored timetables for pupils where required. All pupils have a core offer and with graduated levels of support where required, including interventions such as nurture / ELSA support, yoga and access to sensory regulation support.
- **Technology Support:** Use of iPads, Eye Gaze technology, and communication aids to assist pupils with communication challenges. Interactive screens are available in all classrooms and specialised software (such as grid player) to support communication.
- **Staff Training:**
  - Communication Lead appointed in the school to train all staff and support standardisation of communication techniques across the school.
  - Regular training updates in specialised educational methods, including Intensive Interaction, Read Write Inc, Halliwick Swimming, Attention Autism and Power Maths.
- **Extracurricular Activities:** Accessible activities like swimming, horse riding (RDA), sailing, wood work and Forest School ensure inclusion beyond the classroom.

### Future Actions:

- Expand staff training on emerging assistive technologies.
- Enhance participation in outdoor activities by developing all-weather, accessible sports tracks, when the field area is secured.
- Further invest in adaptive learning resources tailored to emerging needs.
- Continue to monitor the quality of education and ensure this is suitable for all pupils.

### 3. Improving Delivery of Information

Paternoster School is dedicated to ensuring all pupils can access information effectively, including:

- **Accessible Formats:** Widgit symbols are used for timetables, worksheets, and signage to aid understanding.
- **Communication Aids:** Use of PECS, voice-output devices, and objects of reference for non-verbal pupils. Use of Makaton, with signs of the week to promote a range of communication across the school.
- **Parental Engagement:** A family support worker facilitates effective home-school communication.
- **Pupil voice:** Elected pupils representing the views of all pupils within the School Council. This creates a communication channel which generates, discusses and initiates ways of improving the school from a student perspective.

#### Future Actions:

- Increase use of technology to provide real-time translation into accessible formats, such as voice-to-text or sign language.
- All staff to be trained on developing technology, including AI, to support pupil use of this.

### Monitoring and Evaluation

- **LAB / Trustee Oversight:** Regular updates and visits included in the monitoring schedule.
- **Staff and Stakeholder Involvement:** Feedback from pupils, parents, and staff will inform future iterations.
- **Data Review:** Monitoring attendance, progress, and exclusions to evaluate accessibility impact.

This plan positions Paternoster School to proactively enhance its accessibility, ensuring equitable access for all pupils.