

# ST. PAUL'S CATHOLIC COLLEGE



## Access Plan

# Our Mission at St Paul's

**S**ervice to each other: learning to become a self-disciplined leader

**T**eaching that inspires me, that challenges me, that gives me a lifelong love of learning

**P**artnership at the heart of our school: a partnership between school, home and community

**A**chievement: learn and achieve beyond my expectations within an internationally-enriched curriculum, using world-class technology, with people who care

**U**nderstanding of me as an individual: staff who know me by name and help make my experience of school rich and happy

**L**ove and respect experienced through our vibrant Catholic Christian community

**S**uccess: academically, spiritually, morally, socially and beyond the classroom

## ***'Learn to Serve'***

***St Paul's is a community of faith echoing St Paul's letter to Timothy where, as hallmarks of Christian living Paul stresses "love... service and doing the best that is possible."***

## St Paul's Access Plan

As a College committed to providing College Premises that are suitable and sufficient for all their educational purpose and give access to a broad and balanced curriculum for all pupils, irrespective of special need or disability, St Paul's Catholic College Governing Body supports the principals and aims of the LEA's Access Strategy for Schools and College's and will work jointly with the LEA to implement agreed objectives to meet the county's targets for improving access to School's and College's.

This Plan underpins the LEA's Strategy for planning to improve access at a local level, by committing the College to a programme of actions, evaluation and review which will improve access to the curriculum for pupils with special needs and disabilities. This Plan operates along side the College's SEN policy and is consistent with it in terms of principals and approaches to resourcing.

The College will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the College will take to achieve this. The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas;

- 1. Ensure the curriculum is differentiated to meet the learning needs of pupils with SEN and disabilities, that target setting is effective and appropriate for these pupils and that classroom organisation is planned to maximise learning opportunities;*
- 2. Manage and improve the physical environment of the College buildings and grounds to meet the needs of a range of disabled pupils currently on roll and prospective pupils;*
- 3. Make available written material usually provided to all pupils ,in an appropriately presented form, to disabled pupils, including pictorial and oral formats.*

The action plan will be cross referenced to appropriate targets and objectives set out in the College Development / Improvement Plan and reflected in the College's priorities for capital investment under Asset Management Plan (AMP) processes.

### **Access plan for modular Classrooms.**

The modular building will be accessible to all users. Access to the building will be from the main building by a level footpath which is already in place. The footpath access into the building will be of a level access through the main door.

Students, staff and visitors alike will be able to access the buildings by means of the access route through the front entrance doors. The entrance doors, classroom doors will be to DDA specifications to suite wheel chairs users.

Provision will be made for blinds at each window to assist students with visual impairment.

At this time no provision is required for staff or students with hearing impairment, this will be addressed as required.

There are no toilet facilities provided within the building. Provision for disabled toilets are in the main building located close by.

External lighting will be provided to ensure safe and clear passage during the hours of darkness.

## **Appendix 1 - Access Overview**

### **1 GENERAL OVERVIEW OF THE PREMISES**

St Paul's Catholic College comprises a number of buildings located across two sites, commonly referred to as North site and South site.

The North site features a two storey listed building incorporating reception, teaching accommodation and admin offices. The remaining single storey accommodation includes hall, kitchen, sixth form block, LRC and staff rooms.

Adjacent to the main North site building, separate out-buildings house the science department and the old art block. These are accessible only from external roadways. No internal link from the main building is available.

The South site accommodation comprises a number of single storey buildings and a three storey 'tower block'. The South site houses a separate reception, two gymnasias, technology, art, music and drama departments.

The two sites are linked by a covered walkway at ground floor level.

On the South site, in separate accommodation away from the main buildings, is the nursery, a sports pavilion and teaching staff residential accommodation, all of which are excluded from this assessment.

### **2 AUDIT OF THE COLLEGE PREMISES**

#### **Approach to the College and Car Parking**

Visitors to the college are encouraged to arrive at the reception, via Manor Lane.

Once entering the car park from the main drive, car parking provision is made in designated spaces.



Immediately in front of the main reception there is a designated Disabled Parking space is provided, with adjacent hatched clearance space and dropped kerb.

The disabled parking space is located close to an entrance door. For security reasons however, this door is normally only openable from the inside by reception staff, unless the visitor or member of staff has an access control pass.



An alternative entrance, adjacent to the hall, is located close to a dropped kerb and is available for drop-off from a vehicle. The zone is marked with double yellow lines to restrict vehicle parking. The door is generally open during occupied times and allows access to the building (but not directly to the North site reception)

For staff and students, access to the college is available through the South site, via Manor Lane. This location is also used by students arriving at the college by 'school bus'.

There is a dedicated disabled parking space provided in this location with a dropped kerb. See pic 1 & pic 2 below



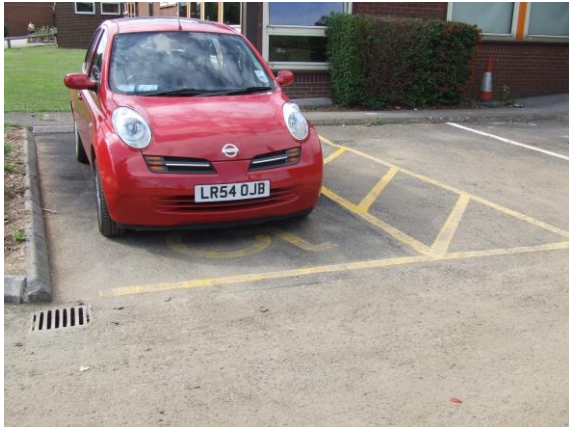
Visitors and staff are permitted to use the entrance to the South site reception, which is fitted with automatic opening (white) doors but students are required to use the adjacent (red) doors. These are manually openable and incorporate a raised kerb of approximately 150mm. Should access to the South site by a wheelchair user be required, this would be through the Automatic white doors.

## Entrance / Reception

The main entrances to the North and South sites are described above.

At both entrances, manned receptions are provided at ground floor level, from where visitors are greeted by a receptionist and directed to their desired destination.

Should assistance be required, this can be assessed and the necessary help provided.



Pic 1  
**Parking Space.**



Pic 2

During works to improve coach turning an additional parking bay was installed for drivers displaying Disabled badges.

Dropped kerbs were also installed for wheelchair users and for the visually impaired.

## Internal Movement

The entire curriculum is available to be taught from accommodation located at ground floor level.



There is a level change of approximately 750mm, at ground floor level in the North site building in the area of the hall. A disabled hoist has recently been installed to assist those who are unable to manage the 5 steps.

The use of this facility is restricted to those with a direct need but special arrangements will be made to allow its use by others.

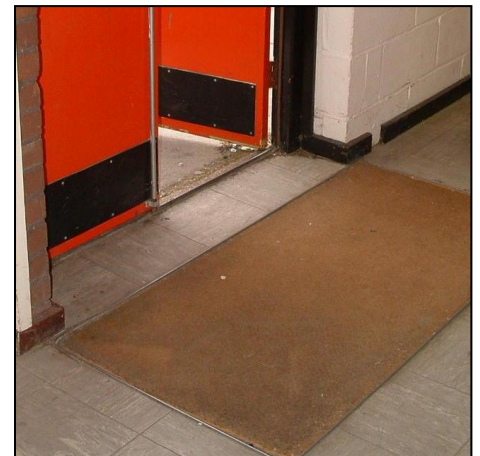
General travel at ground floor level is through

- manually openable doors and
- fire doors with closures, held open on magnetic catches



Between the link and South site building, a pair of automatically openable doors is provided.

Recessed mat wells, even if filled with coir matting, should be avoided, as they are likely to inhibit the movement of wheelchairs. It is recommended that these be in-filled.



### Hall / Dining / Servery



The hall, which is also used at lunch time for dining, is arranged on two levels. Two sets of steps are provided at each side of the hall. Those who are unable to manage the 5 steps can make use of the disabled hoist in the adjacent corridor.

The servery is on the upper level and is generally accessible to all.

disabled access.

The stage, at the opposite end of the lower level, is accessed by steps at either side. No provision is made for



## **Science.**

During 2009 an extension was added to our existing science block incorporating the two buildings into one with two entrances, both footpaths are ramped upto the entrances, whilst the entrance doors are not automatic door they are on hold open closures to allow ease of wheelchair access. The new corridor is all on one level and all classrooms are accessible. Each Laboratory has a DDA work bench that can be raised up and down to an acceptable height for any user with difficulty at working on normal laboratory benches.

There is no provision for a disabled toilet in this building.

## **Classrooms**

All classrooms are accessible from the corridors of their respective floors

## **Gym**

Two gymnasiums are provided at ground floor level, both on the South site. There are no access difficulties.

## **Changing Rooms / Showers**

Boy's and girl's changing and shower facilities are provided at ground floor level, accessible from the main corridor. There are no access difficulties.

## **Toilets**

Boy's and girl's toilets are provided at ground floor level on the North and South sites. Additionally, girl's toilets are provided at first floor level.

Separate toilet facilities are provided within the 6<sup>th</sup> form accommodation



4 purpose built disabled toilets, 2 on the North site and 2 on the South. are available for use by Staff, visitors and students.

## **Access to Upper Floors**

Access to the first floor of the North site and to the first and second floors of the South site 'tower block' are via staircases at either end. There are no lifts available

Where necessary, students with access difficulties will have their curriculum adapted to enable all teaching to be carried out at ground floor level



## **Playgrounds**

Hard surface playgrounds, on North and South sites are easily accessible.

## **Playing Fields and All-Weather Pitch**

Sports playing fields and the all weather pitch, located on South site, are easily accessible.

## **Signage**

Clear directional signs and statutory safety signs are provided around the premises as required.

## **4 COLLEGE POLICY**

The college operates a policy of inclusion for all students.

All students who are admitted to the college with Special Educational Needs are assessed by the college's SEN coordinator and a Personal Education Plan and Specific Risk Assessment is drawn up.

The PEP considers

- the nature of the disability and measures required to be followed
- areas where the student may experience difficulty
- specific adaptations to the curriculum to accommodate the students particular needs
- specific adaptations to the students college routine to accommodate their particular needs
- specific health and safety issues

The document is compiled in consultation with the student's parent or guardian and signed by both parties.

The Specific Risk Assessment considers all concerns including

- travel arrangements to and from the college
- access arrangements within the college premises
- specific health and safety issues

<b>Reviewed</b>	<b>25 April 2017</b>
<b>Approved By</b>	<b>Finance &amp; General Resources Committee</b>
<b>Next Review Date</b>	<b>3 years – Summer 2020</b>