SOLIHULL

Accessibility Plan
Senior School Campus

Owner: Assistant Bursar (Facilities, Compliance and Transport)
Reviewers: Senior School Deputy Head (Academic)
Head of Learning Support
Last Reviewed: January 2024

Version 2 (Three Year Plan 2022-2025)

Solihull School Accessibility Plan – Senior School Campus
2022-2025

Solihull School believes it is wrong to discriminate against pupils with special educational needs or disabilities (SEND), or prospective pupils with SEND. The school will make reasonable adjustments to ensure these pupils are not placed at a disadvantage in comparison with those who do not have SEND. The school will continue to work to improve staff understanding of the requirements of pupils with SEND and will operate a three-year accessibility plan, which is subject to annual review.

The governors are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school is further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, respect and inclusion.

Staff, parents and prospective parents are encouraged to disclose any disability experienced by a member of staff, pupil or prospective member of staff or pupil. Whenever a member of staff/pupil/prospective pupil is declared to have SEND, the school will undertake a review to determine whether there are physical improvements and teaching adaptations that could be viewed as reasonable adjustments and which should be made to facilitate that individual's access to the school.

The Senior School Campus covers some 35 acres and has a wide variety of buildings. The governors are committed to ensuring that any new buildings are designed to provide access by pupils, staff and visitors with disabilities in the way it is intended in the longer term by legislation. As some of the school buildings are listed as being of historic interest, care will be taken when incorporating any alterations and Solihull MBC will be consulted before any changes can be made. In addition, it is recognised that the costs of modifying some buildings would be prohibitive and beyond current school resources. However, dependent on the financial position of the school, funding will be provided for minor refurbishment and building maintenance, a proportion of which will be used to improve accessibility for pupils, staff and visitors with disabilities.

As the school is divided into departmental areas, access to some subject teaching could be restricted or impossible. Wherever possible, lessons that are not equipment dependent could be moved to ground floor classrooms where access by wheelchair is possible. Each case would be judged on the circumstances pertaining at the time.

In accordance with Schedule 10 of the Equality Act 2010, the following areas will form the basis of the school's Accessibility Plan with the relevant actions to:

a. Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;

b. Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled;

c. Improve the physical environment of the school in order to increase the extent to which pupils with any form of recognised disability are able to take advantage of education and associated services offered by the school;

d. Improve the physical environment of the school in order to facilitate improved access for pupils, staff and visitors with disabilities.

Attached at Annex A are three Action Plans, relating to three key aspects of accessibility. These plans will be reviewed and adjusted, if required, on an annual basis.

It is acknowledged that there will be a need for ongoing awareness raising and training for all staff and governors in the matter of diversity, equity and inclusion and the potential need to inform attitudes on this matter.

This Accessibility Plan should be read in conjunction with the following policies and documents:

a.   HR Handbooks
b.   Policy on Equal Opportunities
c.   Health and Safety Policy
d.   Curriculum and Learning Support Policy
e.   Admissions Policy
f.   Anti-Bullying Policy
g.   Offsite Visit Policy and Guidelines
h.   EAL policy

It may not be feasible to undertake some of the work during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

A summary of building accessibility is attached at Annex B.

Solihull School Accessibility Plan – Senior School Campus
2022-2025

Improving the Curriculum Access

Ser	Target	Strategy	Outcome	Timeframe (completion by)	Remarks/Goals Achieved
1	Out-of-school activities are planned to ensure the participation of as wide a range of pupils as possible.	Review out-of-school provision to ensure compliance with legislative requirements and best practice. Ensure trip organisers have SEND information and use at relevant stage of planning – update trips and visits form.	Out-of-school activities will be conducted in an inclusive environment and school staff/ external providers will comply with all legislative requirements and guidance on best practice.	Ongoing	Increased access to school activities for pupils with SEND.
2	Classrooms are organised to promote the participation and independence of pupils, including those with either a learning or a physical disability.	Review and implement a preferred layout of furniture and equipment to support the learning process for a range of learning differences in individual classrooms. Examples could include: • Pupils are positioned within a seating plan according to their individual needs. • Specialist equipment for pupils with dyspraxia • Use of assistive technology within lessons/exams or for homework purposes where appropriate	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. All pupils are accommodated within the physical classroom environment, regardless of their learning or physical needs.	Ongoing	Learning environment supports needs of all pupils. Subject to ongoing review.
3	Learning and curriculum support areas compliant with relevant legislation.	Provide appropriate equipment to enable support as and when required.	Pupils with additional needs benefit from the use of the BYOD policy which enables access to accessible programmes.	Ongoing	Learning environment supports needs of all pupils.

| | | | Pupils are able to use headphones in some contexts in school to assist with focus and concentration.

Other technology to be evaluated on a case-by-case basis as required. | | |
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| 4 | Training for awareness raising of SEND issues. | Provide training for governors and staff. Discuss perception of issues with staff. Use pastoral system to aid effective dissemination / implementation. | Whole school community aware of issues relating to accessibility and current SEND difficulties within our community. | Ongoing | School environment is more inclusive through increased awareness of learning difference. |
| 5 | Training for teachers on special educational needs and difficulties. | INSET on specific conditions and differences. Teachers of pupils with additional needs to share good practice and effective strategies.

Staff have opportunity to attend CPD training on range of SEND difficulties including Autism Spectrum, Dyslexia, and ADHD.

Staff communication regarding whole school staff systems and processes relating to SEND is communicated at HOD meetings and tutor/sectional meetings. | Teachers better able to meet needs of pupils with SEND in accessing curriculum, in line with most recent SEND Code of Practice guidance. | Ongoing | Staff understanding of needs of pupils is enhanced.

Staff ability to meet needs of pupils enhanced.

Staff attendance levels at training is good. |
| 6 | Ensure SEND issues are covered in departmental and subject documentation. | Review and advise Heads of Department of requirements.

Ensure SEND requirements are measured as part of departmental review. | Teachers better able to meet needs of pupils with SEND in accessing curriculum, in line with most recent SEND Code of Practice guidance. | Ongoing | Learning environment supports needs of all pupils. |

7	Reduce essential levels of movement around school, for individuals as required.	Design timetable to reduce the need for movement around the school. Liaise with external agencies e.g., physiotherapist if appropriate for specific pupils/staff need.	Pupils with differences feel less disadvantaged in moving between classes, including those with temporary disability.	Ongoing	Pupils/staff feel that timetable is more sympathetic to their needs.
8	Improve IT structures to support dissemination of accessibility information.	Continue to develop use of CPOMS (Child Protection & Online Monitoring System) Improve SEND list information so that "catch all teaching strategies" can be used as a foundational approach. Whole school access to bespoke SEND software introduced February 2023.	Teachers better able to access key information.	Ongoing	Staff understanding of needs of pupils is enhanced. Staff ability to meet needs of pupils enhanced.

ANNEX A (ii)

Solihull School Accessibility Plan – Senior School Campus
2022-2025

Improving the Accessibility of Written Information for students with special educational needs

	Target	Strategy	Outcome	Timeframe (Completion by)	Remarks/Goals Achieved
1	Ensure availability of admissions material including entrance exam papers in alternative formats.	Review current school publications and promote the availability in different formats for those who require it. Ensure funding is available if required.	School information available in alternative formats where necessary.	Ongoing	Delivery of information for prospective pupils and parents with disabilities improved.
2	Ensure availability of key written material in alternative formats (Including in lessons and library).	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing	Improved delivery of information to pupils with learning differences.
3	Ensure that students can receive adapted and accessible documents if necessary, considering adaptions such as font style, size and/or coloured paper.	Ensure that students know that the school has facility for reproducing documents in large font format if recommended by an external professional.	Large font copy and other adaptations are automatically available to those students who require it.	Ongoing	Students who need access to large font or other adapted documents feel supported and able to access information at same speed as others.
4	Ensure that staff are aware of any students who require alternative layouts or similar.	Regular audit of pupils' requirements and effective communication from the Learning Support Team.	Large font copy and other adaptations are automatically available to those students who require it.	Ongoing	Students who need access to large font or other adapted documents feel supported and able to assimilate information at same speed as others.
5	Ensure that school is compliant with SEND Code of Practice, and any relevant JCQ regulations, and that teachers follow guidance.	Annual INSET trainings, dates variable dependent on resource/ availability and staff needs. Up to date training of Learning Support teachers and continuing dissemination of good practice.	Whole school compliance with Code of Practice Regulations and JCQ regulations for pupils with access arrangements.	Ongoing	Referral system is effectively used by staff following a graduated approach. Staff accommodate access arrangements in classroom setting whenever possible. SEND screening and assessment

				process in place to identify and support undiagnosed learning difficulties. Ongoing SEND input in subject areas

Solihull School Accessibility Plan – Senior School Campus
2022-2025

Improving the Environment and Physical Access

Note

When there are pupils or staff with a disability attending the school, they will be provided with a Personal Emergency Evacuation Plan (PEEP). As part of this, when the school has pupils who require wheelchair access through either permanent or temporary disability, then lessons are scheduled such that the pupils are able to attend lessons in classrooms that are accessible via a wheelchair. For other visitors, arrangements are made to ensure that they can access as many buildings as possible.

	Item	Activity	Timeframe (Completion by)	Remarks/Goals achieved
1	Annually review extent and location of disabled toilet facilities.	Annual review.	Ongoing	
2	Consider stair platforms/lift installation where lifts unavailable.	Annual review and costing.	Ongoing	
3	Review requirement for induction loops across site.	Annual review of potential locations for induction loop systems where appropriate.	Ongoing	

ANNEX B

ACCESSIBILITY PLAN – November 2022

ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

BUILDING	ACCESS	FACILITIES	REMARKS
Bursary (Bradford House)	Limited accessibility	Small threshold step at entrance. No lift to first floor.	**Listed building**
Leonard Stevens Building	Inaccessible	No lift. Access to toilets only via stairs.	**Listed Building**
Headmaster's Wing	Limited accessibility	Side entrance to ground floor. No lift. Steps at main entrance.	
Big School/Kent Library	Limited accessibility	Ground floor only. No lift to upstairs.	
D corridor	Inaccessible	Steps at either end of corridor.	
E corridor	Accessible	Accessible from 2 out of 3 entrances.	
Mark Hopton Building	Limited accessibility	Ground floor accessible - split level with lift. No lift to first floor.	
George Hill Building	Accessible	Lift to all floors.	
Kitchen entrance	Accessible	Access ramp.	
Refectory/ Giles Slaughter Building ground floor	Accessible	Accessible via George Hill/School House and via external ramp.	
Giles Slaughter Building 1st floor	Inaccessible	No lift.	Limited access from George Hill building.
Giles Slaughter Building 2nd floor	Inaccessible	No lift.	Extensive re-adjustments would be required.
Science Block Ground floor	Limited accessibility	Only accessible via Biology entrance. Steps at other entrances.	

Science Block 1st floor	Accessible	Lift.	
Science Block 2nd floor	Inaccessible	No lift.	Extensive re-adjustments would be required.
Bushell Hall	Accessible	Lift.	
David Turnbull Music School	Accessible	Lift.	
Alan Lee Pavilion	Accessible	Lift.	
Sports Hall	Limited accessibility	Ground Floor accessible but no lift to 1st floor.	
School House Ground floor	Accessible	Accessible via George Hill Building main entrance.	**Listed Building**
School House 1st floor	Accessible	No lift. Access to first floor corridor via adjoining corridor from George Hill Building.	**Listed Building**
School House 2nd floor	Inaccessible	No Lift.	**Listed Building** Extensive re-adjustments would be required.
Chapel	Accessible	Flat pathway to entrance.	
Martyn Garner Building for Outdoor Education	Limited accessibility	Accessible via loading bay. Small steps to classrooms and main entrance.	
Cooper Building	Accessible	Lift to all floors.	
DT Block	Limited accessibility	Ground Floor accessible but no lift to first floor.	
Mountain Cottage	Inaccessible	No lift.	

For emergencies, EVAC CHAIRS are fitted in each building, near to staircases