



SOLIHULL

Accessibility Plan

Owner: Bursar
Reviewers: Deputy Headmaster: Academic
Head of Learning Support
Last Reviewed: April 2018

Version 1 (Three Year Plan 2018-2021)

Solihull School Accessibility Plan 2018-2021

(Reviewed April 2018)

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 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, tolerance 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 school covers some 50 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 disabled pupils 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 and disability discrimination 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. Staff and HR Handbooks
- b. Policy on Equal Opportunities
- c. Health and Safety Policy
- d. Learning & Curriculum Support Policy
- e. Admissions Policy
- f. Anti-Bullying Policy
- g. Trips and Visits 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.

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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. Review completed – April 2018 and now ongoing.
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: <ul style="list-style-type: none"> • Left handed scissors • Specialist science equipment for visually/physically impaired • Specialist equipment for pupils with dyspraxia • Voice recognition software 	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	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.	Kindles available for pupils with specific learning difficulty. Other technology to be evaluated on a case by case basis.	Ongoing	Learning environment supports needs of all pupils. Review completed April 2018 and now ongoing.

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 access.	Ongoing	School environment is more inclusive through increased awareness of disability.
5	Training for teachers on special needs.	INSET on specific conditions/disabilities. Teachers of disabled pupils to share good practice and effective strategies. Undertake an audit of staff training requirements.	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 high.
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.	September 2018 and 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 disabilities 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.	Improve iSAMS functionality for SEND. Implementing CPOMS (Child Protection & Online Monitoring System)	Teachers better able to access key information.	September 2018 and ongoing	Staff understanding of needs of pupils is enhanced. Staff ability to meet needs of pupils enhanced.

Solihull School Accessibility Plan 2018-2021**(Reviewed April 2018)****Improving the Accessibility of Written Information for disabled students**

	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	Delivery of information to disabled pupils improved.
3	Ensure that students can receive large copy of documents if necessary considering adaptations such as font style, size and/or coloured paper.	Make sure that students know that the school has facility for reproducing documents in large font format.	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 etc.	Annual 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 that teachers follow guidance.	Annual INSET, date variable dependent on resource/availability. Up to date training of Learning Support teachers and continuing dissemination of good practice.	Whole school compliance with Code of Practice Regulations.	Ongoing	Barriers to Learning system operating effectively. Ongoing SEND input in subject areas.

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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.

Ser	Item	Activity	Timeframe (completion by)	Remarks/Goals achieved
1	Improve site signage.	Ensure any new signage considers visually impaired.	Ongoing	
2	Consider slopes for access to D corridor.	Replace steps with slope at least at one end of corridor.	2021	
3	Annually review extent and location of disabled toilet facilities.	Annual review.	Ongoing	
4	Consider stair platforms/lift installation where lifts unavailable.	Annual review and costing.	Ongoing	
5	Review requirement for induction loops across site.	Annual review of potential locations for induction loop systems where appropriate.	Ongoing	

ACCESSIBILITY PLAN – Reviewed April 2018**ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL**

BUILDING	ACCESS	FACILITIES	REMARKS
Bursary	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.	
Thompson Building	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.	
Junior School	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/K block ground floor	Accessible	Accessible via George Hill/School House and via external ramp.	
K Block 1st floor	Inaccessible	No lift.	Limited access from George Hill building.
K Block 2nd floor	Inaccessible	No lift.	Extensive re-adjustments would be required.
Wilson Building Ground floor	Limited accessibility	Only accessible via Biology entrance. Steps at other entrances.	

Wilson Building 1st floor	Accessible	Lift.	
Wilson Building 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.	
Outdoor Pursuits Centre	Limited accessibility	Accessible via loading bay. Small steps to classrooms and main entrance.	
Cooper Building	Accessible	Lift to all floors.	
Swimming pool	Limited accessibility	Small step at entrance.	
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.