



SOLIHULL

Accessibility Plan Preparatory School Campus

Owner: Assistant Bursar (Facilities, Compliance and Transport)
Reviewers: Preparatory School Senior Deputy Head Academic
Curriculum & Learning Support Coordinator
Last Reviewed: January 2026

Version 4 (Three Year Plan 2024-2026)

Solihull Preparatory School Accessibility Plan 2024-2026
(Reviewed January 2026)

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 keep developing 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 any negative 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 Saint Martin's Campus covers some 20 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 pupils with SEND can participate in the school's curriculum.
- b. Improve the provision to relevant pupils with SEND of information which is already in writing for pupils who do not have SEND.

- c. Improve the physical environment of the school in order to increase the extent to which physically 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 physical 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 Preparatory School Accessibility Plan 2024-2026

(Latest Review January 2026)

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.	<p>Review out-of-school provision to ensure compliance with legislative requirements and best practice.</p> <p>Ensure trip organisers have SEND information about relevant pupils and use at relevant stage of planning – update trips and visits form.</p>	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	<p>Increased access to school activities for pupils with SEND.</p> <p>Review completed Oct 2022 and now ongoing.</p>
2	Classrooms are organised to promote the participation and independence of pupils, including those with either a learning or a physical disability.	<p>Review and implement a preferred layout of furniture and equipment to support the learning process for a range of learning differences in individual classrooms.</p> <p>Examples could include:</p> <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	<p>Learning environment supports needs of all pupils.</p> <p>Subject to ongoing review.</p>

3	Learning and curriculum support areas compliant with relevant legislation.	Provide appropriate equipment to enable support as and when required.	Assistive technology to be evaluated on a case-by-case basis. Equipment available to pupils with learning differences to support their learning and independence.	Ongoing	Learning environment supports needs of all pupils.
4	Training for awareness raising of SEND issues.	Provide training for staff. Discuss perception of issues with staff. Use pastoral system and Prep School Graduated Approach (PSGA) to aid effective dissemination / implementation.	Whole school community aware of issues relating to access.	Ongoing	School environment is more inclusive through increased awareness of learning differences.
5	Training for teachers on SEND.	INSET on specific conditions and differences. Teachers of pupils with SEND to share good practice and effective strategies.	Teachers better able to meet needs of pupils with SEND in accessing curriculum, in line with most recent SEND Code of Practice guidance and PSGA.	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 subject and policy documentation.	Review and advise PMG 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 identified individuals as required.	Design timetable to reduce the need for movement around the school. Liaise with external agencies e.g., OT or 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 SPOMS (Child Protection & Online Monitoring System), iSAMS, PSGA. and the Health Centre Care Plans.	Teachers better able to access key information.	Ongoing	<p>Staff understanding of needs of pupils is enhanced.</p> <p>Staff ability to meet needs of pupils enhanced.</p>
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Solihull Preparatory School Accessibility Plan 2024-2026**(Latest Review January 2026)****Improving the Accessibility of Written Information for pupils with SEND**

	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 an adapted copy of documents if necessary, considering adaptations such as font style, size and/or coloured paper.	Make sure that staff know that the school has facility for reproducing documents in different formats to support individual learners.	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 and Curriculum Support teachers.	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 & ongoing INSET as required. Up to date training of Learning & Curriculum Support teachers and continuing dissemination of good practice.	Whole school compliance with Code of Practice Regulations.	Ongoing	Staff adherence to and familiarisation with the Prep School Graduated Approach (PSGA)

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(Reviewed January 2026)

Improving the Environment and Physical Access

Note:

When there are pupils or staff with a physical 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 physical 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	

ACCESSIBILITY PLAN – Latest review January 2025**ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL**

BUILDING	ACCESS	FACILITIES	REMARKS
Malvern Hall	Access into Malvern Hall via temporary ramp. No access to first floor or toilet facilities for disabled.	Access via first floor of Junior School. Need for access assessed as necessary. Disabled toilet on ground floor in Junior School building by library.	
Junior School	No issues. Disabled access to both floors and toilet by library.		
Refectory Building	No access to first or second floor. No disabled toilet facilities.		Use of swimming pool toilets if needed. Limited pupil access required to the first and second floor.
Gymnasium	No access to or from upper changing rooms		Use lower changing rooms – access possible.
Alice House	No disabled toilet facilities. No access to first floor.		First Floor renovation open January 2025, meaning upstairs more frequently used.
SMArt Centre	Disabled toilet facilities available. No access to first floor.		Pupils are not required to access the first floor.
Music Hut	Ramp access into the Music Hut.		

For emergencies, there are two evacuation points with EVAC chairs located on the first floor of Junior School.