

Policy Name	Accessibility Policy
Trust/Academy Specific	Trust
Statutory/Non-Statutory	Statutory
Date Created	July 2022
Review Frequency	Every 2 years
Review Date	July 2028
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Date Updated:	Updated By:	Date Approved:	Approved By:
March 2023	Debbie Mountford	July 2023	Trustees/D James
July 2024	Debbie Mountford	July 2024	Trustees
June 2026		Sept 2026	

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Aims

Schools/Academies and Multi Academy Trusts are required under the Equality Act 2010 to have an Accessibility Plan. Solihull Alternative Provision Multi Academy Trust (hereafter referred to as: The Trust), is committed to provide a comprehensive Accessibility Plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Plan will be made available online on The Trust website, and paper copies are available upon request.

The Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including an understanding of disability issues.

The Trust supports any available partnerships to develop and implement the Plan.

Our Trust's complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this Accessibility Plan, including pupils, parents/carers, staff and the Local Advisory Committees.

Legislation and guidance

This document meets the requirements of schedule 10 of the [Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools/Academies are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Full action plans for each academy within The Trust can be found on their respective websites. All academies adhere to the following principles:

- Increase confidence of and enable all staff in differentiating the curriculum to ensure it is accessible to all students
- Ensure staff are aware of all relevant guidance and material
- Use ICT software to support learning
- Improve reading ages of pupils with SEND
- All educational visits must be accessible to all students
- Ensure the physical layout of academies (internal and external) considers the needs of disabled pupils/carers and visitors: for example, wheelchair access to all units on the ground floor
- Ensure all evacuation plans cater for all needs
- Strive for improvements in delivery of all material with relevant needs in mind: this should include language differentiation which caters for hearing and visual impairments where necessary
- Develop effective transition plans with feeder schools

Action Plan

This Action Plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

Increasing access for disabled pupils to the academy curriculum.

Improving teaching and learning lies at the heart of The Trust's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

We aim to meet every child's needs within mostly mixed ability, inclusive classes (with some setting where appropriate). It is a core value of The Trust that all children are enabled to participate fully in the broader life of the Academy. Consequently, all children have always been permitted to attend age relevant leisure and cultural activities and educational visits.

The only exception would occur if a child had breached Academy rules/health & safety when deprivation of an activity may be used as a suitable short-term sanction and to ensure the safety of others.

The following template is used by all of our academies to track and monitor all current practice and progress against objectives.

AIM	CURRENT PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our Academies offer a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils					

AIM	CURRENT PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height					
Improve the delivery of information to pupils with a disability	Our Academies uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations					

Monitoring arrangements

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary. It will be approved by the Executive Principal and the Board of Trustees.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality and Diversity Policy
- Special Educational Needs (SEN) Information Report