



**Working
for Children
and Families**
in Solihull



Solihull
METROPOLITAN
BOROUGH COUNCIL

Solihull Council Children's Services

Accessibility Strategy for Education 2026-2029



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Solihull Council Accessibility Strategy for Education 2026-2029

1. Purpose

This Accessibility Strategy sets out Solihull Metropolitan Borough Council's approach to improving access to education for children and young people with disabilities across the borough. It reflects the Council's commitment to inclusion, equality of opportunity and high aspirations for all children and young people, regardless of need or disability.

The strategy recognises that accessibility is not limited to physical access to buildings, but also includes access to learning, information, communication and wider educational experiences. It supports the Council's vision that children and young people with disabilities are welcomed into their local education settings, are able to participate fully in school life, and are supported to achieve positive outcomes.

The Council has a statutory duty under the Equality Act 2010 to prepare and maintain an Accessibility Strategy for education. This document provides a clear, proportionate and strategic framework for meeting those duties, while aligning with Solihull's SEND priorities, the SEND Local Offer and wider partnership working across education, health and social care.

The strategy is intentionally concise. It focuses on strategic intent and outcomes rather than detailed operational activity. Detailed guidance, processes and tools to support delivery are available separately through established policies, service arrangements and the Local Offer. This strategy sits alongside individual school Accessibility Plans and operational guidance, which remain the responsibility of schools and services.

2. Scope

This strategy applies to:

- Maintained schools, maintained nursery schools and pupil referral units (PRUs) for which Solihull Metropolitan Borough Council is the responsible body
- All education providers across the borough, including academies, early years and post-16 provision, who are encouraged to align their Accessibility Plans with the principles set out in this strategy



In addition, the strategy provides a shared framework for wider partnership working where accessibility impacts on education, including links with transport, health, social care and community learning. While these areas are not within the direct statutory scope of the Accessibility Strategy, they play an important role in enabling children and young people with disabilities to access education and wider learning opportunities effectively.

3. Vision

Solihull Council's vision is that all children and young people, regardless of disability, are welcomed, included and able to access high-quality education and wider learning opportunities within their local community.

Accessibility and inclusion are fundamental to:

- Improving outcomes for children and young people with SEND
- Strengthening parental confidence in local provision
- Ensuring consistent, inclusive practice across education and partner services

4. Legal Framework

This strategy fulfils the Council's duties under the Equality Act 2010, which require local authorities, in relation to their education functions, to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of schools to enable better access to education and associated services
- Improve the availability and accessibility of information for disabled pupils and their families

Schools are required to publish and review an Accessibility Plan at least every three years, based on the same statutory principles.



5. Strategic Priorities (2024–2027)

The strategy is structured around the three statutory accessibility duties, using a simplified, outcome-focused approach.

Priority 1: Access to the Curriculum

The Council will work with schools, settings and partners to ensure that disabled pupils are able to participate fully in learning and the wider life of their school.

This includes:

- Promoting inclusive teaching, reasonable adjustments and high-quality classroom practice
- Supporting early identification and intervention, including pre-diagnosis support
- Encouraging the sharing of effective inclusive practice across settings
- Ensuring that the views and experiences of children and young people inform accessibility planning

Links to the Local Offer include:

- The Graduated Approach
- Inclusion and Specialist Support Services
- [SEND Information, Advice and Support \(SENDIAS\)](#)

Priority 2: Physical Accessibility of Education Settings

The Council will support improvements to the physical accessibility of education settings through planned, proportionate and sustainable approaches.

This includes:

- Supporting schools to review and assess accessibility using appropriate audit tools
- Aligning accessibility improvements with asset management, capital planning and place planning



- Considering a broad range of needs, including sensory, physical, medical and personal care requirements
- Promoting accessibility beyond the classroom, including trips, extended provision and community-based learning

Links to the Local Offer include:

- Guidance on equipment and adaptations
- School place planning and specialist provision
- Health, therapy and advisory services

Priority 3: Accessible Information and Communication

The Council will continue to improve how information is shared so that children, young people and families can access, understand and use it effectively.

This includes:

- Offering information in accessible formats, including large print, translations into different languages, audio, and digital versions
- Encouraging the use of alternative formats where required
- Improving the design and accessibility of the Local Offer to help parents and carers find the information they need more easily
- Helping schools ensure families feel informed, involved, and listened to through effective communication and engagement

Links to the Local Offer include:

- SENDIAS
- Family Information Service
- Co-production activity with Solihull Parent Carer Voice



6. Roles and Responsibilities

Solihull Metropolitan Borough Council will:

- Set the strategic direction for accessibility across education
- Provide guidance, support and access to specialist services
- Monitor progress and review the strategy within existing governance arrangements (every three years)

Schools and settings will:

- Publish and regularly review an Accessibility Plan
- Make reasonable adjustments to prevent disabled pupils being placed at a substantial disadvantage
- Work in partnership with children, young people, families and professionals

Children, young people and families will:

- Be actively involved through co-production, consultation and feedback

7. Monitoring and Review

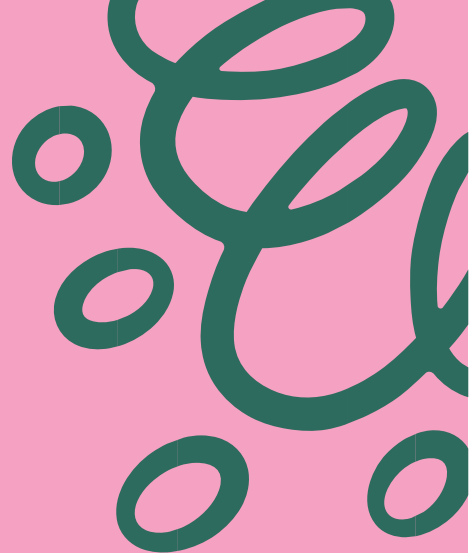
- Progress against this strategy will be overseen through existing SEND governance structures e.g. JAND [Joint Additional Needs Delivery Group]
- Responsibility for oversight sits within established senior leadership and partnership arrangements
- The strategy will be reviewed at least every three years, or earlier if required
- Delivery will be supported through service plans and associated action plans rather than detailed within this document

8. Related Strategies and Documents

This strategy should be read alongside:

- [Solihull SEND Local Offer](#)
- [SEND and Additional Needs Strategy](#)
- [Inclusion Strategy and Graduated Approach](#)





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