



Arden Multi-Academy Trust

Park Hall Academy is an academy maintained by Arden Multi-Academy Trust.

Name of Policy	Accessibility Plan	
Lead	Joe Jones	
Governor Committee	Behaviour, Safety, Inclusion & Intervention Committee	
Policy Status	Governor Approved	No
Governors	Link Governor	
Next Review	Autumn Term 2028 (Every 3 years)	
Reviewed	Autumn Term 2025	
	1	
Version No		

Section 1: Our School and Policy Aims and Objectives

Our School Context

Park Hall Academy is a large, mixed secondary school in the north of Solihull, part of the Arden Multi Academy Trust. The school caters to students aged 11–18 and is committed to providing inclusive education that meets the needs of all learners. It serves a diverse community with a wide range of student needs, including physical, medical, and learning-related conditions. The site includes multiple buildings of varying age and accessibility.

Aims

Our Accessibility Plan aims to ensure that Park Hall Academy continues to make all reasonable adjustments to remove barriers for students, staff and visitors with disabilities. We aim to ensure equal access to all aspects of school life: curriculum, environment and information.

Objectives

- To increase the extent to which disabled students can participate in the school curriculum.
- To improve the physical environment to enable better access for disabled individuals.
- To improve the availability and accessibility of information for disabled students, parents, staff and visitors.

Section 2: Our Student Community

School and Pupil Data Analysis

Current pupil data shows that in January 2025 there were 215 pupils regarded as disabled under the definition within the Equality Act 2010. Pupil data is collated according to primary area of need, but for some pupils this is more challenging as they have co-existing conditions or areas of need.

Broad Area of Need	Primary Need	Number of pupils where...		
		EHCP	SEN Support	Total
Communication and Interaction	SLCN	7	21	28
	ASD	5	48	53
Cognition and Learning	SpLD	4	33	37
	MLD	2	19	21
	SLD	0	1	1
	PMLD	0	0	0
Social, Emotional and Mental Health	SEMH	4	48	52
Sensory &/or Physical	HI	1	6	7
	VI	0	2	2
	MSI	1	0	1
	PD	1	3	4
Not identified	NSA	0	3	3
	OTH	0	6	6

What the data tells us

The number of students with an Education, Health and Care Plan (EHCP) at our school rose by 0.3% from 2024 to 2025, reaching 2.0% – the highest level since 2015. Until now, this figure has typically remained around 1.6%. Despite the increase, our EHCP percentage is still 1.1% lower than the national average for secondary schools. The proportion of students receiving SEN Support also increased, from 14.3% to 15.0% in 2025, which is 1.6% higher than the national average. The most common primary needs are Autism Spectrum Disorder (ASD) and Social, Emotional and Mental Health (SEMH), each accounting for 24% of students with SEND. Our percentage of students with ASD as a primary need is 8.9% higher than other secondary schools nationally, while our percentage of students with Speech, Language and Communication Needs (SLCN) is 5.8% higher than local schools.

Section 3: Consultation with Stakeholders

This Accessibility Plan was developed in consultation with the school's leadership team, SENCO, facilities manager, parents, governors and students with disabilities. Their input was gathered via audits, student voice activities, staff training evaluations and parental feedback mechanisms.

The consultation process involved:

- Review of the 2022 accessibility audit
- Parent and student feedback via annual review meetings and EHCP consultations
- Staff feedback through CPD evaluations and line management structures
- Regular liaison with external professionals and the Local Authority

Section 4: Good Practice in School

Access to the Curriculum

At Park Hall Academy, we strive to enable access to the curriculum for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

- Students with SEND are supported by trained TAs and differentiated resources.
- Access arrangements are in place for internal and external assessments.
- Staff receive training on adaptive teaching and EHCP targets.
- Visual supports, overlays, ICT tools and task scaffolding are used routinely.
- Risk assessments for practical subjects and offsite visits ensure full participation.

Pupils are supported to access the benefits, services and facilities as part of the wider curriculum offered by the school.

Access to the Physical Environment

At Park Hall Academy, we strive to enable access to the physical environment for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

- A lift and ramps allow access to most of the school site.
- Ground floor rooms are allocated for students with significant mobility needs.
- Accessible toilets and hygiene rooms are in use and regularly maintained.
- Additional support is available for transitions between lessons where needed.

Access to Information

At Park Hall Academy, we strive to enable access to information for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

- Information for parents and students can be provided in different formats (e.g. large print, email).
- Students use overlays, reading pens and laptops where required.
- EHCP targets are reviewed and shared in accessible student-friendly formats.

- The website is regularly updated and can be accessed via mobile and desktop devices.

Section 5: Accessibility Action Plan

Area 1: To increase the extent to which pupils with disabilities can participate in the school curriculum

Target	Actions / Strategies	Resources	Timescale	Responsibility	Success Criteria
Embed use of personalised learning strategies	Ensure EHCP and SEND support plans are actively used in planning	SEN time, CPD	Ongoing	SENCO, Teachers	Evidence in lesson visits and student progress
Improve use of assistive technology in classrooms	Review provision of overlays, reading pens, laptops	SEN budget	2025	SENCO, IT team	Increased independence and reduced support reliance
Strengthen curriculum participation in PE and trips	Use individual risk assessments and specialist guidance	EVC and SEN staff time	Ongoing	SENCO, Trip Leaders	Students with disabilities consistently attend and participate

Area 2: To improve the physical environment of the school to ensure disabled pupils can access all benefits, services and facilities offered by the school

Target	Actions / Strategies	Resources	Timescale	Responsibility	Success Criteria
Ensure continued lift access and functionality	Maintain lift and consider backup options	Site maintenance budget	Ongoing	Site Manager	Students with mobility needs always able to access upper floors
Improve signage for navigation	Add visual signage and tactile indicators	Estates budget	2026	Site Manager	All visitors can navigate the school independently
Audit and improve	Review layout and access;	External advisory input	2025	SENCO, Site Manager	Hygiene facilities support

Target	Actions / Strategies	Resources	Timescale	Responsibility	Success Criteria
hygiene room use	assess for sensory-friendly features				dignity and access

Area 3: To improve the delivery of information to disabled pupils so information is available equally to all pupils

Target	Actions / Strategies	Resources	Timescale	Responsibility	Success Criteria
Improve website accessibility	Conduct review against WCAG standards	IT and communications team	2025	Marketing Lead, IT	Website is easy to navigate and accessible to all users
Increase staff awareness of accessible communication	Provide CPD on inclusive formats and communication tools	CPD slot	Ongoing	SENCO, Inclusion Team	Staff use a range of formats to present key messages
Enable families to request alternative formats	Add format request options to all key communications	Admin time	2025	Office Manager	Families able to access key school documents and letters

Section 6: Sources of Information

A variety of sources of information have been used to develop this Accessibility Plan:

- Park Hall Academy Accessibility Audit (Equality Act Audits, 2022)
- Equality Act 2010 and Schools (DfE, 2014)
- SEND Code of Practice: 0–25 Years (DfE, 2015)
- pdnet Accessibility Planning Toolkit (2020)
- Stakeholder feedback (2023–2025)
- School Improvement Plan
- School CPD and Inclusion Logs