



Appleton Academy

Accessibility Statement and Plan



Approved By	Approval Date	Next Review Date
Appleton LGB	October 22	2022/23 – Term 3

Background

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Policy

Appleton Academy is committed to providing a friendly and supportive atmosphere in which children, young people and adults can work together to achieve their best through co-operation, understanding and tolerance.

Appleton Academy is a fully inclusive school which strives to ensure that all pupils achieve their potential – personally, socially, emotionally and academically – in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

Access Audit

Appleton Academy moved to a new, state of the art building in November 2012. The building was commissioned by Bradford Metropolitan Council as part of the BSF building programme, following the latest building regulations and specifications. As such, accessibility was a high priority.

The Academy site, grounds and all entrance points from the outside can be accessed by wheelchair users; with push button access and wide doors. The Academy building is arranged over four floors with access to all floors via a key operated lift. Academy staff are trained in the operation of the lift and students are supported to access floors independently where possible.

On-site car parking for visitors includes four dedicated disabled parking bays with a further six bays in the staff car park. Further individual arrangements for parking for parents with children with disabilities are made through the regular risk assessment procedure. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available at the main entrance and further accessible toilets are situated in each area of the building. A disabled shower is located in the PE changing area and a hygiene room, fitted with a hoist and specialist showering equipment, is located next to the Medical Room. All disabled facilities are fitted with accessible taps, a handrail and a pull emergency cord.

The Academy has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users. As part of the fire risk assessment, individual, trained fire wardens are assigned to refuge points. The Academy also has a specialist fire evacuation chair, with staff trained in its use.

Access plans are implemented for all staff following a risk assessment with the Healthcare Practitioner. Students joining the Academy or who may be require access arrangements to be reviewed during their time in education are assessed by the SEN Team and the Academy Healthcare Professional. The access plan outlines the arrangements for emergency evacuation as well as any adjustments that are required

Accessibility Plan

An Accessibility Plan will be drawn up to cover a three-year period. The plan will be reviewed annually and updated every three years.

The Accessibility Plan will aim to:

- Increase the extent to which disabled pupils can participate in the Academy curriculum;
- Improve the physical environment of the Academy to increase the extent to which disabled pupils can take advantage of the educational provision and associated services; and
- Improve the delivery of information for disabled pupils which is provided to students who are not disabled, taking account of the views expressed by pupils and their parents about their preferred means of communication.

The Appleton Academy website will make reference to this Accessibility Plan.

Monitoring

- The Accessibility Plan will be monitored through the Appleton Academy Local Advisory Board and through the Exceed annual audit cycle.
- The Health and Safety Link Governor and the Executive Services Manager will report on an annual basis to the Local Advisory Board.
- The Accessibility Plan will be monitored by the Executive Headteacher.

Linked Documents

This policy should be read in conjunction with the following documents which are available on the Academy website (www.appletonacademy.co.uk) or by request from the Academy's main office.

- Admissions Policy
- SEN Policy
- SEND Local Offer Safeguarding Policy
- Medical Treatment for Students
- Health and Safety Policy
- Appleton Academy Curriculum Statement
- Complaints Procedure

Monitoring, Evaluation and Review

The Local Advisory Board will review this policy at least every three (3) years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.



Target	Action	Outcome	Responsible	By	Review
To improve the quality of teaching for students with SEN needs	<ul style="list-style-type: none"> • Conduct a staff training audit • Provide training for teachers on 'quality first' teaching and meeting the needs of all students Implement training plan for follow up workshops • Provide 'how to...' guides to support teachers in meeting the individual needs of students 	Teachers are confident in planning to meet the needs of a all pupils Staff guidance published to support planning Progress checks show improved outcomes for all groups	BRO	Jan 2023	July 2023
To improve staff knowledge of individual student needs	<ul style="list-style-type: none"> • Establish a context map of students identifying needs Implement a regular update • Tie plans to 'inclusion passports' 	Learning opportunities meet the needs of pupils Improved outcomes for all groups	BRO	Jan 2023	July 2023
To ensure equality of access to the Academy enrichment programme	<ul style="list-style-type: none"> • Audit and review the context information for all students accessing enrichment activities • Review the access arrangements for all enrichment activities 	Pupil surveys show that pupils are able to access enrichment if required Context information shows equality of access for students with disability or SEN needs	WIG	Jan 2023	July 2023
To improve the access to the Academy community for all	<ul style="list-style-type: none"> • Audit access needs of parents • Implement plan to ensure all parents are able to access Academy information 	Surveys show more parents feel they are kept informed	ARM/CHE	Apr 2023	July 2023