



Appleton Academy

Accessibility Statement and Plan



Approved By	Approval Date	Next Review Date
Appleton LAB	October 17	19//20 – Term 3
Appleton LAB	March 2022	March 2025
Appleton LAB	July 2025	July 2028

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 and young people, young people and adults can work together to achieve their best through co-operation, understanding and tolerance.

Appleton Academy is a fully inclusive school that 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 which 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 wheel chair 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 visitor 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 by the First Aid 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.

Appleton Academy has Resource Provision for pupils with Communication and Autistic Spectrum Conditions with a capacity of twelve primary aged pupils and twenty two secondary aged pupils. There is a high pupil to staff ratio and pupils are accompanied by a trained adult at all times. Pupils have a personal action plan as part of their provision.

Access plans are implemented for all staff following a risk assessment with the Health Care Practitioner. Pupils joining the Academy or who may require access arrangements to be reviewed during their time education are accessed by the SENCo and the Academy Health Care 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 Governor and the Executive Services Manager will report on an annual basis to the Local Governing Body
- 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 of Pupils Policy
- 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 with a focus on ASC	<ul style="list-style-type: none"> In conjunction with RP staff and specialist teachers; 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 pupils Provide induction for new staff in relation to ASC 	<p>Teachers are confident in planning to meet the needs of pupils but particularly those with ASC</p> <p>Staff guidance published to support planning</p> <p>Progress checks show improved outcomes for all groups</p>	WIG/ SMI/KSu	June 2025	March 2028
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 IEPs and action plans 	<p>Learning opportunities meet the needs of pupils</p> <p>Improved outcomes for all groups</p>	WIG	September 2025	March 2028
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 	<p>Pupil surveys show that pupils are able to access enrichment if required</p> <p>Context information shows equality of access for students with disability or SEN needs</p>	KSu/ WIG/ WIL	June 2025	March 2028
To improve the access to 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 	<p>Surveys show more parents feel they are kept informed</p>	ARM/ CHE	September 25	June 2028