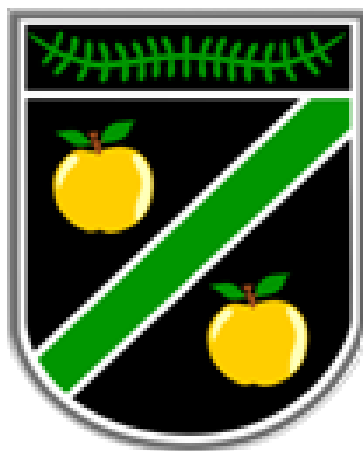


THE APPLETON SCHOOL



Accessibility Policy

Adopted by the Governing Body Date

Signature Chair of Governors

April 2018

THE APPLETON SCHOOL

‘We give students of all abilities the confidence to succeed.’

School Aim

We give our students all the support they need to succeed in whatever path they choose. Our school is a welcoming, safe and happy place where students thrive.

Present Position

The school wishes to comply with the SEN and Disability Act 2001 and Disability and Discrimination Act (DDA) legislation and has identified that there are a number of factors which need to be addressed in order to be fully compliant.

The Appleton School, in common with many schools, has developed over a number of years and as a result of this consists of several blocks added at various times over the decades. Each block is of a different construction and design. The school has not been designated as a school for pupils with severe disabilities and therefore is not adapted to accommodate such pupils.

The various blocks vary from single storey to three storey buildings, with mechanical lift provision to the 3rd floor block. Therefore, many areas of the school are unsuitable for people who find using stairs a difficulty.

Curriculum needs of pupils are met by differentiation carried out by departments and supported by Pupil Passports produced by the Curriculum Support Department. These provide guidance and strategies for teachers to meet the needs of students who need extra support to access the curriculum.

All information from the school is presented in written form. To date no request has been made for information in other forms such as audio or braille. Information could be read and recorded onto audio tape if requested.

Access to the physical environment.

Access to the school grounds is good via entrances from School Road. Car parking is available on site, but not adjacent to all buildings. The ground surface and adjoining pathways are kept clear and the area well lit.

Although a wheelchair can enter each block, there is a threshold of some description in most entrances and therefore to gain access assistance is needed for the wheel chair user. Access to all areas of the school is not possible due to stairs leading to various areas including to some specialist areas. The school hall is accessible but again assistance is likely to be required for the user in some form.

The Appleton School has a number of blocks, one block of which has one full-access WCs for disabled and wheelchair users. The other blocks have disabled toilets which are not fully compliant for wheelchair use.

As the school develops and modifications are made to the fabric of the building accessibility issues will be addressed as an integral part of the specification wherever practicable. Large scale projects will always comply with current building regulations.

Access to the curriculum.

In order to meet the curriculum needs of students that have been identified as requiring additional support or a modified curriculum, the Curriculum Support department become heavily involved. Students are assessed and in liaison with their parents and other professionals as necessary One Plans are drawn up. These highlight strategies for meeting the needs of the students; differentiated work may also be needed and in liaison with the curriculum areas work is adapted to allow access.

Additional support through LSAs may also be provided depending on the circumstances surrounding the student.

Through the work that is currently taking place within school we believe that this issue is being addressed well and we meet the needs of the students.

Access to information.

Currently information sent out to parents and displayed around the school is in written form.

The school Internet site is well developed.

We are able to make provision for parents who have a hearing impairment to be communicated with at parents evening where this may be needed.