

# Accessibility Plan

## The Appleton School

---

Approved by: Governing Body

Date: February 2026

Last reviewed on: February 2026

Next review due by: March 2029

### 1. Aims

The Appleton School is committed to providing an inclusive, ambitious and supportive learning environment where all students can achieve their full potential. We believe equity of opportunity, high expectations and early intervention are central to improving outcomes for pupils with disabilities and additional needs.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment to enable pupils with disabilities to access education, facilities and services.
- Improve the availability of accessible information to pupils with disabilities.

The Accessibility Plan is published on the school website and available in paper form upon request. It is developed in consultation with students, parents/carers, staff and governors. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action Plan

#### Increase access to the curriculum for pupils with disabilities

| Aim  | Current Good Practice  | Objectives  | Actions to be taken  | Person Responsible             | Success Criteria  |
|--|--|---|--|--------------------------------|---|
| Increase access to the curriculum for pupils with disabilities | Differentiated and adaptive teaching across subjects; graduated approach (Assess–Plan–Do–Review); student profiles outlining reasonable adjustments; targeted literacy, numeracy and SEMH interventions; exam access arrangements; regular staff training. | Short-term: Audit adaptive teaching and ensure EHCP provision compliance.<br>Medium-term: Expand assistive technology and embed structured literacy approaches.<br>Long-term: SEND progress in line with or exceeding national comparators. | Conduct annual curriculum audits.<br>Deliver SEND-focused CPD.<br>Termly progress reviews for SEND cohort.<br>Annual access arrangements review. | SENDCo / SLT / Governing Board | Improved accessibility, positive QA evidence and progress data indicating reduced gaps. |

## Improve and maintain access to the physical environment

| Aim   | Current Good Practice   | Objectives   | Actions to be taken  | Person Responsible             | Success Criteria  |
|---|---|--|--|--------------------------------|---|
| Improve and maintain access to the physical environment | Accessible parking and toilet facilities; lift access; seating adjustments; PEEPs; risk assessments; medical room provision; flexible timetabling where required. | <p>Short-term:<br/>Annual accessibility site audit.</p> <p>Medium-term:<br/>Review signage, lighting and acoustics.</p> <p>Long-term:<br/>Inclusive design embedded in all capital projects.</p> | <p>Annual site review.<br/>Update and monitor PEEPs termly.<br/>Ensure accessibility compliance in refurbishment planning.</p> | SENDCo / SLT / Governing Board | Improved accessibility, positive QA evidence and progress data indicating reduced gaps. |

## Improve the delivery of accessible information

| Aim  | Current Good Practice   | Objectives   | Actions to be taken   | Person Responsible             | Success Criteria  |
|--|---|--|---|--------------------------------|---|
| Improve the delivery of accessible information | Accessible website; electronic communication via Arbor/email; large print on request; clear communication; visual supports; consultation meetings with parents. | Short-term: Audit readability of communication.<br>Medium-term: Expand parent guidance resources.<br>Long-term: Maintain digital accessibility compliance. | Annual communication audit.<br>Website accessibility review.<br>Termly parent engagement opportunities. | SENDCo / SLT / Governing Board | Improved accessibility, positive QA evidence and progress data indicating reduced gaps. |

## 4. Monitoring Arrangements

This document will be reviewed every three years and approved by the Governing Board. It will be monitored by the SENDCo and Senior Leadership Team.

## 5. Links with Other Policies

- SEND Policy
- SEND Information Report
- Equality Information and Objectives
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding Policy