



## Limpsfield Grange School Accessibility Plan 2017

This Accessibility Plans is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010

*The Definition of Disability is... "a person suffers a disability if he/she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities."*

Any actions identified in the schools accessibility plan will be included in the School Improvement Plan for the following academic year

### **Section 1: How does the school deliver the curriculum?**

	Yes	No	Action required/comment
Do we ensure that all teachers and teaching assistants have the necessary training to teach and support students with disabilities	√		
Are our classrooms organised to meet the needs of students with disabilities?	√		
Do lessons provide opportunities for all students to achieve?	√		
Are lessons responsive to student diversity?	√		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√		
Are all students encouraged to take part in music, drama and physical activities?	√		Singing lunch club to be established Autumn 2016 / Panto Dec 2016 / A Midsummer Night's Dream, Summer 2016/ Dance on curriculum for KS3 & 10P
Can staff provide alternative ways to give access for students with disabilities who cannot engage in physical activities, for example some forms of exercise in physical education?	√		Greater access required for VI students and PD students by ensuring PE lessons take account of all needs. Lunchtime sports clubs to be considered with VI/PD students in mind.
Can we provide access to computer technology appropriate for students with disabilities?	√		
Can school visits be made accessible to all students irrespective of attainment or impairment	√		
Are there high expectations of all students?	√		
Do staff seek to remove all barriers to learning and participation?	√		



## Section 2: Is the school designed to meet the needs of all the students?

	Yes	No	Action required
In the school building does the size and layout of areas, including all academic, sporting, play, social facilities, classrooms, assembly hall, dining hall, library and outdoor area/playgrounds allow access for all students?	√		Art room moved to ground floor Summer 2016 to provide better access for students with mobility issues. Playground undergoing improvements – Spring 2017
In the school building can students who use wheelchairs move around the school without experiencing barriers to access, such as those caused by steps, stairs, doorways and toilet facilities?	√		
In the school building are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	√		
In the school building are emergency and evacuation systems employing auditory and visual components appropriate to inform all students including those with SEN and disability?	√		
Are there non-visual guides eg. tactile signs used to assist pupils to safely navigate around the school?		√	Look into the possible use of tactile signs and implement across the school site if necessary.
Could any of the signage or décor be considered confusing or disorientating for students with visual impairment, autism or epilepsy?		√	School and Residential provision undergoing phased redecoration.
Are all areas to which students have access well lit?	√		
Are arrangements made eg. considering rooms acoustics to reduce background noise for pupils with a hearing impairment?	√		
Is furniture and equipment selected, adjusted and located appropriately?	√		



### Section 3: Can the school deliver materials in other formats?

	Yes	No	Action required
Can the school provide information in simple language, symbols, large print on audio tape or in braille for students with difficulties with standard forms of printed information?	√		
Can the school ensure that information is presented in a way which is user friendly for people with disabilities eg. magnified stand to enlarge print for a child with a visual impairment.	√		
Does the school have facilities such as ICT to provide written information in different formats?	√		
Can the school ensure that staff are familiar with technology and practices developed to assist students with disabilities?	√		
Does the school communication meet the needs of the students, parents and the wider community?	√		

Sarah Wild – Headteacher – February 2017