



## Limpsfield Grange School Accessibility Plan 2023 - 2024

The Equality Act 2010 requires public bodies, including schools, to actively promote disability equality. Limpsfield Grange must have due regard to the need to eliminate unlawful discrimination and promote equal opportunities for disabled people. This Accessibility Plans is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

At Limpsfield Grange we are acutely aware of our responsibility to promote the elimination of harassment of disabled people, promote positive attitudes and encourage the participation of disabled people in public life. We aim to achieve this through will be achieved by:

- Establishing a culture of mutual trust and respect between all stakeholders;
- Creating a learning community that is professionally challenging;
- Creating a reflective environment through the key principles of tolerance, respect and professional understanding;
- Building pride and passion for our work within an inclusive and diverse creative climate;
- Building a community that celebrates difference;
- Behaving individually as ambassadors for our work, our achievements and our community locally; nationally and internationally.

At Limpsfield Grange we are committed to improving accessibility. We aim to:

- Improve the physical access for students and adults with disabilities as the school grows;
- Increase the extent to which students with disabilities can participate fully in the curriculum and residential activities;
- Meet the diverse learning needs of our students;
- Accommodate the needs of an employee with a disability. We will work with individuals to understand the barriers the employee is experiencing and put adjustments in place to resolve them where we can.

<b>Is the school designed to meet the needs of all the students?</b>			
	<b>Yes</b>	<b>No</b>	<b>Action required / comments</b>
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?	√		

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?	√		Access to residential provision is limited due to the stairs. We have one wheelchair accessible toilet on site. We have a ramp to enable access through the front door in the main building. We have a ramp to access the chalets. Ramp to the chalets will be renovated Summer 23 to improve accessibility.
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 students to safely navigate around the school?		√	Investigated in 2018 but the cost of replacing the signage with tactile signage around the school site was prohibitive.
Could any of the signage or décor be considered confusing or disorientating for students with visual impairment, autism or epilepsy?		√	
Are all areas to which students have access well lit?	√		
Are arrangements made to reduce background noise for students with a hearing impairment?	√		Use of FM systems.
Is furniture and equipment selected, adjusted and located appropriately?	√		We work closely with OT and OH services and provide any modified furniture required for students and staff.
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 that is user friendly for people with disabilities e.g. 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?	√		
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<b>How does the school deliver the curriculum?</b>			
	<b>Yes</b>	<b>No</b>	<b>Action required/comment</b>
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?	√		The limited music and drama offer is accessible to all students irrespective of need or disability.
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?	√		PE and lunchtime physical activities are designed with VI/PD students in mind. Students with PD are supported to access our outdoor learning offer at SOLD / DofE
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 the staff seek to remove all barriers to learning and participation?	√		

Review date: May 2024

Sarah Wild

Headteacher

May 2023