Appendix 1 - Accessibility Audit

September 2026

Statement	
In drawing up this access plan the following were consulted.	Laura Thorpe Kirsty Matthews Loren Jenner Darren Macdonald
It was approved by the CA Team	15.9.2026
Signed	Loren Jenner
Campus Principal	Kirsty Matthews
Date to be reviewed	September 2027

Identifying Barriers to Access for Disabled Students - How does your school deliver the curriculum?

Question	Yes	No	Action required
Do teachers and teaching assistants have the necessary training to teach and support disabled students?	☒	☐	Maintain an annual programme of SEND and disability awareness training for all teaching and support staff. Provide additional needs-led training where individual pupils require specialist approaches, including appropriate strategies for physical, sensory, communication, cognition and learning, and social, emotional or mental health needs. Staff receive relevant information regarding pupils' individual needs and reasonable adjustments. Training needs are identified through pupil profiles/plans, staff feedback, lesson monitoring and liaison with parents/carers and external professionals. Maintain a central training record and evaluate the impact of training on classroom practice and pupil access. Who: LTE When: Reviewed termly and following admission, diagnosis or significant change in need. Formal annual review.
Are classrooms optimally organised for disabled students?	☒	☐	Undertake ongoing reviews of classrooms and specialist teaching spaces to identify physical, sensory, communication and learning barriers. Seating, classroom layout, lighting, acoustics, movement routes, displays and access to equipment/resources are adapted where reasonably required. Individual reasonable adjustments are recorded and communicated to relevant staff. Advice from occupational therapy, physiotherapy, sensory support and other external professionals is implemented where appropriate. Pupil and parent/carer views inform adjustments. Who: LTE When: Termly accessibility walk and additionally whenever a pupil's needs change.

			Actions recorded and reviewed.
Do lessons provide opportunities for all students to achieve?	☒	☐	Teachers plan lessons using inclusive and adaptive teaching approaches so that pupils can access the curriculum alongside their peers wherever possible. Appropriate reasonable adjustments may include adapted resources, assistive technology, alternative methods of recording, additional processing time, communication support, scaffolded tasks and targeted adult support. Teachers have access to pupil-specific guidance and specialist advice. The effectiveness of adaptations is evaluated through learning walks, work scrutiny, pupil progress information and pupil voice. Where barriers are identified, additional actions and/or staff training are implemented. Who: LTE/KMS/KJE/BDN/LOR When: Monitored through the school's quality assurance cycle each term and reviewed following changes in individual need.
Are all students encouraged to take part in music, drama, and physical activities?	☒	☐	All pupils are actively encouraged and supported to participate in the full curriculum and wider life of the school, including music, drama, PE, enrichment activities, educational visits, clubs and school events. Activities, resources and equipment are adapted and reasonable adjustments made where required. Individual risk assessments are completed where appropriate to enable participation rather than unnecessarily restrict it. Specialist advice is sought where needed. Where a pupil follows a bespoke curriculum, opportunities for inclusion with peers, physical activity, enrichment and wider school experiences remain an explicit part of planning. Participation is monitored to identify whether disabled pupils are unintentionally under-represented in any aspect of school life. Who: LTE/KMS/KJE/BDN/LOR When: Participation reviewed termly and individual arrangements reviewed before relevant activities, visits and events.

Do staff recognise and plan for the additional time and effort needed by some disabled students	☒	☒	Staff identify where disability or additional need may result in pupils requiring additional processing time, rest breaks, movement breaks, preparation time, repetition, supported transitions or additional time to complete tasks. Individual requirements are recorded within pupil profiles/plans and communicated to relevant staff. Teachers adapt lesson planning, pace and expectations appropriately while maintaining ambitious learning outcomes. The effectiveness of adjustments is reviewed through pupil progress, pupil voice, staff feedback and liaison with parents/carers and external professionals Who: LTE/KMS/KJE/BDN/LOR When: Ongoing, with formal review at least termly and following any significant change in pupil need.
Do staff plan for the additional time required by some disabled students to use equipment?	☒	☐	Staff identify pupils who require additional time or support to access specialist, practical or assistive equipment. Appropriate adjustments are incorporated into lesson planning and individual pupil plans so that pupils are not disadvantaged by the time required to set up, operate or move between equipment. Specialist advice is sought where necessary and staff/pupils receive appropriate training in the safe and effective use of equipment. Effectiveness is reviewed and adjustments amended when needs or equipment change. Who: LTE/KMS/KJE/BDN/LOR When: Reviewed termly and whenever equipment or individual need changes.
Are disabled students who cannot participate in particular activities given alternative inclusive experiences?	☒	☐	Activities are planned wherever reasonably possible so that disabled pupils can participate alongside their peers through adaptations, reasonable adjustments, appropriate equipment and/or additional adult support. External professional advice is sought where necessary. Where participation in the original activity is not possible despite reasonable adjustments, an appropriate alternative is provided which meets similar learning, social or developmental objectives and avoids unnecessary isolation from peers. Pupil and parent/carer views are considered when planning significant adaptations or alternatives. Who: LTE When: Reviewed when activities are planned and evaluated following significant activities or where an alternative has been required.
Has ICT equipment been fitted with additional software/hardware to allow access for disabled students?	☒	☐	The accessibility of ICT hardware, software and digital learning resources is reviewed according to identified pupil need. Appropriate assistive technology and accessibility features are provided where reasonably required, which may include alternative keyboards/mice, touch-screen access, text-to-speech, speech-to-text, screen magnification or other specialist software or equipment. Staff and pupils receive training appropriate to the technology being used. Advice from external professionals is sought where necessary and the effectiveness of assistive technology is evaluated with the pupil and relevant staff. Who: LTE When: Formal annual review, with additional review following admission or identification of a new or changing need.
Are school visits accessible to all students?	☒	☐	Accessibility is considered at the earliest stage of planning educational visits. Visit leaders identify potential physical, sensory, communication, medical or learning barriers and make reasonable adjustments to enable

			participation wherever possible. Individual risk assessments and/or medical arrangements are completed where appropriate without unnecessarily restricting participation. Venues and transport arrangements are checked for accessibility where required and parents/carers, pupils and external professionals are consulted where additional planning is necessary. Accessibility arrangements are evaluated following visits and lessons learned inform future planning. Who: LTE/KMS/KJE/BDN/LOR When: For every visit during planning, with post-visit review where individual accessibility arrangements have been required.
Do staff have high expectations for all students?	☒	☐	The school promotes consistently high expectations for all pupils, including those with disabilities and SEND. Staff distinguish between adapting access to learning and unnecessarily reducing the level of challenge. Curriculum expectations remain appropriately ambitious while reasonable adjustments, scaffolding and targeted support enable pupils to demonstrate their knowledge, skills and understanding. This is monitored through lesson visits, learning walks, work scrutiny, pupil progress information, pupil voice and performance management/CPD processes. Who: LTE/KMS/KJE/BDN/LOR When: Monitored termly through the school's quality assurance cycle.
Do all staff strive to remove barriers to learning and participation?	☒	☐	Staff proactively identify physical, sensory, communication, curriculum and social barriers that may affect learning or participation. Reasonable adjustments and adaptive approaches are implemented and reviewed, informed by pupil and parent/carer voice and specialist advice where appropriate. Concerns are communicated promptly to the relevant lead so that additional resources, training, professional advice or environmental adaptations can be considered. Recurring barriers are identified through monitoring and used to inform whole-school accessibility planning and staff development. Who: LTE/KMS/KJE/BDN/LOR When: Ongoing, with barriers and actions formally reviewed termly through SEND/accessibility monitoring.
Is your school designed to meet the needs of all students, including disabled students?			
Question – Physical Environment	**Yes**	**No**	**Action required**
Does the layout of all areas allow access for students in:	☒	☐	
• academic areas	☒	☐	OT assessment report received March 2025, no new adaptations for any classroom areas. Looking at accessible staging access – OT agreed dimensions and viability.
• sporting areas	☒	☐	Use of external professional to support and guide at sessions. No need to adapt areas – all compliant.
• social areas	☒	☐	OT assessment report received March 2025, no adaptations needed. Added netting to section of building so that all areas are safer and a small ramp to stop balls rolling off roof.
• play areas?	☒	☐	OT assessment report received March 2025, no adaptations needed. New equipment and netting purchased and installed. RA clear guidelines of where safe areas are (no balls).
Can students who use wheelchairs move freely around the school?	☒	☐	OT assessment report received March 2025, no adaptations needed. Colour coded map due to building restrictions – there are some non-teaching areas not accessible for a wheelchair user. Reviewed regularly. Who: LTE/KMS/DMD When: Ongoing

Are toilet facilities sufficiently large to accommodate a hoist and changing bed if needed? Are showers available?	☒	☐	Accessible toilet and personal care facilities are available within the Care Suite and are kept under review according to the current and anticipated needs of pupils. The space, layout, equipment and accessibility of the facility are reviewed with reference to individual pupil needs and advice from occupational therapy, physiotherapy or other relevant professionals where required. Where specialist changing equipment, including a changing bed or hoist, is required, an individual assessment will determine the appropriate equipment, space, safe working arrangements and staff training required. Shower provision and accessibility are reviewed according to identified need. Personal care arrangements preserve pupils' dignity, privacy, safety and independence. Who: LTE/KMS/KJE/BDN/LOR When: Termly monitoring, formal annual review and immediately following any significant change in pupil need.
Are pathways around school safe and well-signed?	☒	☐	External and internal routes around the school are routinely monitored to identify potential accessibility and safety barriers. An Occupational Therapy assessment completed in March 2025 identified no additional adaptations required at that time. Routes are kept clear of unnecessary obstructions and surfaces, gradients, thresholds, lighting and signage are considered as part of accessibility monitoring. Where individual pupils require specific accessible routes, these are identified and communicated to relevant staff. The school's colour-coded accessibility map supports identification of appropriate routes where required.
Are parking arrangements logical and safe?	☒	☐	Parking, vehicle and pedestrian arrangements are reviewed to promote safe and accessible arrival and departure from the school site. Appropriate arrangements can be made for pupils, parents/carers, staff and visitors with mobility or other accessibility needs, including access as close as reasonably practicable to an accessible entrance. Pedestrian and vehicle routes, supervision, signage and potential congestion points are monitored. Individual drop-off or collection arrangements are implemented where reasonably required.
Do emergency and evacuation systems inform all students?	☒	☐	Emergency procedures are designed to communicate effectively with all pupils, including those with physical, sensory, communication or cognitive disabilities. Individual evacuation requirements are identified and Personal Emergency Evacuation Plans (PEEPs) developed where necessary. Relevant staff are informed of individual responsibilities and arrangements. Emergency procedures are regularly practised and the effectiveness of accessibility arrangements is evaluated following drills. PEEPs and associated risk assessments are reviewed whenever a pupil's needs, location or circumstances change. Who: LTE/KMS/DMD When: Reviewed through scheduled emergency drills; individual PEEPs reviewed termly and following any change in need.
Are alarms visual (flashing) as well as auditory?	☒	☐	The school's emergency alarm system incorporates appropriate visual and auditory warning systems. The location and effectiveness of alarms are considered as part of fire safety and accessibility reviews. Individual evacuation arrangements are established where a pupil may not independently perceive or respond to an alarm. Systems are routinely tested in accordance with the school's fire safety procedures. Who: LTE/KMS/DMD When: Termly

Are there tactile signs helping to help disabled learners use the building?	☒	☐	Complete an accessibility audit of internal and external signage, including consideration of tactile/Braille signage where required, pictorial or symbol-supported signage, font size, colour contrast, positioning and consistency. Obtain specialist advice where necessary and prioritise improvements to key areas including entrances, toilets, reception, teaching areas and emergency routes. Implement identified reasonable improvements and evaluate their effectiveness through pupil/user feedback. Who: LTE/KMS/DMD When: December 2026
Are signs uncomplicated and unambiguous?	☒	☐	School signage is reviewed to ensure that it is clear, consistently positioned and easy to understand. Consideration is given to appropriate font size, colour contrast, symbols/pictorial information and the needs of pupils with visual, communication, literacy or cognitive difficulties. Signage is incorporated within the wider accessibility audit, and feedback from pupils and staff is used to identify areas where navigation or understanding could be improved. Who: LTE / KMS / DMD When: Formal signage audit by December 2026 and annual review thereafter.
Does school décor provide appropriate contrast and harmony for students with visual impairment, autism or epilepsy?	☒	☐	The sensory accessibility of the school environment is considered when rooms are decorated, refurbished or reorganised. Consideration is given to colour contrast, lighting, visual clutter, patterns, reflective surfaces and other environmental factors that may create barriers for pupils with visual or sensory needs. Individual sensory requirements are considered through pupil profiles/plans, pupil and parent/carer feedback and specialist professional advice where appropriate. Quiet or lower-stimulation spaces are available or identified for pupils who require them. Future refurbishment decisions will take accessibility and sensory needs into account at the planning stage. Who: LTE / KMS / DMD / site team When: Annual environmental accessibility review and during all refurbishment/redecoration projects.
Are all areas well lit?	☒	☐	Lighting is routinely reviewed across teaching, social, circulation and external areas to support safe movement and access to learning. Individual requirements relating to visual impairment, sensory sensitivity or other disability are considered and reasonable adjustments made where appropriate. Staff report defective or inadequate lighting promptly through the school's premises reporting procedures. Specialist advice is sought where individual need requires more specific lighting arrangements. Who: LTE / DMD / site team When: Monthly site monitoring, with identified defects addressed promptly and accessibility formally reviewed annually.
Are steps taken to reduce background noise for hearing impaired students?	☒	☐	The acoustic environment is monitored to identify background noise that may create barriers for pupils with hearing, auditory processing, communication or sensory needs. Classroom arrangements may be adapted through seating, location within the room, reduction of unnecessary background noise and management of equipment where appropriate. Specialist advice is sought for pupils with identified hearing or sensory needs. The school has identified noise from existing fans as an area for improvement and will review quieter replacement options. Who: LTE/KMS/DMD When: April 2027

Is furniture and equipment selected, adjusted and located appropriately?	☒	☒	Furniture and equipment are selected, positioned and adjusted to maximise pupils' safety, independence, comfort and access to learning. Individual requirements are identified through pupil profiles/plans, staff observation, pupil and parent/carer feedback and specialist professional assessments where appropriate. This may include consideration of seating, desk height, positioning, specialist seating, mobility equipment, writing aids and other assistive equipment. Occupational therapy, physiotherapy or other professional advice is implemented where appropriate. Equipment and adjustments are reviewed as pupils grow, needs change or new equipment is introduced. Who: LTE/KMS/KJE/BDN/LOR/HFN/DMD When: Ongoing
How does your school deliver materials in other formats to improve delivery for disabled students?			
Question	**Yes**	**No**	
Are staff familiar with the technology and practices to assist students, parents and carers with disabilities?	☒	☐	Staff receive appropriate training and guidance in the use of accessibility features, assistive technology and inclusive communication strategies relevant to the needs of pupils, parents and carers. This may include text-to-speech and speech-to-text functions, screen magnification, accessibility settings, alternative formats, visual supports and other assistive technologies where required. Individual communication and accessibility requirements are identified and shared appropriately with relevant staff. Specialist advice and training from external professionals are sought where necessary. Staff confidence and training needs are reviewed, and additional support is provided when new technology is introduced or individual needs change. Who: LTE / ICT lead / KMS / relevant external professionals When: Reviewed annually and following the identification of a new accessibility requirement or introduction of new assistive technology.
Does all written communication follow an agreed house style using an appropriate font and size?	☒	☐	The school uses a consistent and accessible approach to written and digital communication. Documents are produced using clear, readable fonts, appropriate font sizes, headings, spacing, colour contrast and uncluttered layouts wherever practicable. Staff are encouraged to consider readability and accessibility when producing classroom resources, letters, reports, presentations and other communications. Information can be provided in alternative formats or adjusted to meet individual accessibility needs, including enlarged text, adapted colours/backgrounds, electronic formats or simplified/pictorial information where appropriate. The accessibility needs and communication preferences of pupils and parents/carers are considered, and specialist advice is sought where required. Who: LTE / KMS / all teaching and administrative staff When: Individual communication requirements implemented as identified.

Does the school liaise with LA support services and other agencies to provide accessible information for students, parents/carers?	☒	☐	The school liaises with relevant Local Authority services, NHS professionals, independent specialists and other external agencies to obtain specialist advice and support relating to pupils' individual communication and accessibility needs. Where specialist provision or advice is identified within an EHCP, the school makes appropriate referrals and follows up requests for support. The school has made repeated attempts to obtain identified specialist advice from Devon LA; where a response has not yet been received, these attempts are documented and followed up. In the interim, the school works proactively with pupils' existing NHS and independent professional teams, parents/carers and relevant specialists to ensure that appropriate advice and reasonable adjustments are implemented wherever possible. Recommendations from external professionals are shared with relevant staff, incorporated into individual pupil planning and reviewed for effectiveness. Who: LTE / Campus Principal / relevant key staff When: Ongoing; external professional involvement reviewed termly and following any significant change in pupil need or EHCP provision.
Does the school ensure that information is presented in lessons and at parents' meetings in a user-friendly way?	☒	☐	Information presented during lessons, meetings and consultations is designed to be clear, accessible and appropriate to the needs of the intended audience. Staff use clear language, accessible layouts and appropriate visual or verbal support where required. Reasonable adjustments are made for pupils and parents/carers with identified communication, sensory, literacy or accessibility needs, including alternative formats or additional explanation where appropriate. The school will gather pupil and parent/carer feedback regarding the accessibility of information and communication and use this to identify any required improvements. Who: LTE When: March 2027
Have you completed the Environmental Audit for students who have hearing, physical and / or sensory impairment?	☒	☐	An environmental accessibility assessment was undertaken with Occupational Therapy input in March 2025, considering the accessibility of the school environment in relation to identified pupil needs. The school continues to review physical, sensory and communication barriers through its accessibility monitoring arrangements. This includes consideration of accessible routes, classroom layout, lighting, acoustics, signage, furniture and equipment, toilets/personal care facilities, social and recreational areas and emergency evacuation arrangements. Individual needs are considered alongside the whole-school environment, with specialist advice sought where necessary. Identified actions are recorded within the Accessibility Plan and monitored through to completion. Who: LTE / KMS / DMD / relevant external professionals When: Formal environmental accessibility audit annually, with additional reviews following significant changes to the premises or individual pupil needs.