Appendix 1 - Accessibility Audit: OneSchool Global Salisbury Campus

September 2026

Statement	
In drawing up this access plan the following were consulted.	Campus Principal: Magrieta Roelofsz SENDCo: Caroline Hunjan KS2 Lead: Katherine Forsyth Lead CST: Miles Liesching
It was approved by the CA Team	September 2026
Signed	*Miles Liesching*
Campus Principal	*Magrieta Roelofsz*
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. In addition, specialist teachers are employed to support SEND students and staff. Who: SENDCo When: Reviewed termly, annually or when significant changes in need arise.

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 and other external professionals is implemented where appropriate. Pupil and parent/carer views inform adjustments. Currently there are no issues in terms of access and usage to learning spaces. OT assessment looked at furniture in May 2022 for a student with DS (Y11) Suggestions of specialised furniture and two reps brought in some examples. Difference between OT furniture and standard furniture visibly too different and would restrict her to certain areas. Parents opted not go ahead with specialised furniture due to a range of furniture options being available in learning spaces. KS2 student with DS (Y3) utilises a specialised chair for posture support. Student is used to this chair as it was part of her previous provision at the feeder school. Modifications to be able to access the science lab via a booster seat on the existing science chairs. Science chairs are normal height. Who: SENDCo and KS2 Lead to consider primary furniture and layout for student joining us in September 2028 When: Reviewed termly, annually or when there is a change in student needs.
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: SENDCo and Campus Senior Leadership Team 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. Who: SENDCo and Campus Senior Leadership Team 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: All staff 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 plan this as part of lessons and activities especially in Physical Education and provision in science. 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. Specialist advice is sought where necessary, and staff/pupils receive appropriate training in the safe and effective use of equipment. Who: All staff When: Ongoing, with formal review at least termly and following any significant change in pupil need.
Are disabled students who cannot participate in particular activities given alternative inclusive experiences?	☑	☐	Activities are planned to ensure all students are included. If needed alternative activities are planned and put in place for students with additional needs, activities will take place at the same time to ensure all students are included. Who: All staff When: Ongoing, with formal review at least termly and following any significant change in pupil need.
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, ability to change screen colour 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: SENDCo and Specialist Teachers 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 OneSchool Global UK | Accessibility Audit 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: All staff When: Ongoing, with formal review at least termly and following any significant change in pupil need.

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: All staff When: Monitored through the school's quality assurance cycle each term and reviewed following changes in individual need.
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: All staff 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? Currently no disabled students.			
Question – Physical Environment	**Yes**	**No**	**Action required**
Does the layout of all areas allow access for students in:	☑	☐	
• academic areas	☑	☐	Currently meets the needs of all students. Reviewed in light of current student needs and a year 3 accessibility plan is in place to ensure any specific changes will be actioned based on future need. Modifications carried out as needed for Y3 student with DS. Reviewed as needed.
• sporting areas	☑	☐	Areas appropriate and accessible. Equipment used in lessons varied based on need of students.
• social areas	☑	☐	Currently meets the needs of all students. Reviewed in light of current student needs and a year 3 accessibility plan is in place to ensure any specific changes will be actioned based on future need. Modifications carried out as needed for Y3 student with DS. Reviewed as needed.
• play areas?	☑	☐	Currently meets the needs of all students. Reviewed in light of current student needs and a year 3 accessibility plan is in place to ensure any specific changes will be actioned based on future need. Modifications carried out as needed for Y3 student with DS. Reviewed as needed.
Can students who use wheelchairs move freely around the school?	☑	☐	No students currently use wheelchairs. However, it should be noted that once in the relevant age group zone, all lessons can be participated in. Management is aware that a stairlift will be required for students in wheelchairs accessing the tower block and hall/gym. The finance team are aware of the potential requirement. Re-allocation of spaces is available as an alternative option.

Are toilet facilities sufficiently large to accommodate a hoist and changing bed if needed? Are showers available?	☑	☐	A disabled toilet is available. Modifications can be made if a hoist and or changing bed is needed. Showers are available. Who: SENDCo When: Annual review and if student need changes.
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. 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. Modifications carried out as needed for Y3 student with DS; Lower handrails installed, stair edge clear identification installed. Science teaching platform edges highlighted. Who: SENDCo and H&S Lead. When: Annual review and if student need changes.
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. Who: CLT and H&S Lead When: Annual review and as needs arise.
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 practiced, 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: SENDCo and H&S Lead. 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. One flashing alarm by the servery in the Hall. All students have sufficient auditory ability to allow them to hear and understand the alarms. Staff and students aware of vulnerable students who may need assistance. Who: CLT and H&S Lead When: Annual review and as needs arise.

Are there tactile signs helping to help disabled learners use the building?	☐	☒	Not currently required for any students. 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: CLT and H&S Lead When: Annual review and as needs arise.
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: CLT and H&S Lead When: Annual audit/as needed.
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: SENDCo and Site manager 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: CLT and H&S Lead When: Annual audit/as needed.
Are steps taken to reduce background noise for hearing impaired students?	☒	☐	We currently do not have any HI students Provision of ear defenders as needed. Quiet rooms and quiet learning areas are available to all 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 made 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: CLT and H&S Lead When: Annual audit/as needed.
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: SENDCo and H&S Lead. When: Annual audit/as needed.
How does your school deliver materials in other formats to improve delivery for disabled students?			
Question	**Yes**	**No**	**Action required**
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: All staff 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: SENDCo / CLT / 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. Recommendations from external professionals are shared with relevant staff, incorporated into individual pupil planning and reviewed for effectiveness. Who: SENDCo / 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: SENDCo When: As required.
Have you completed the Environmental Audit for students who have hearing, physical and / or sensory impairment?	☑	☐	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: SENDCo/ CP/ relevant external professionals When: Formal environmental accessibility audit annually, with additional reviews following significant changes to the premises or individual pupil needs.