

Cambian Devon School - Accessibility Plan for the period September 2026 – September 2027**Legal Status:**

- Equality Act (2010) and The Public Sector Equality Duty (2011)
- Special Educational Needs and Disability Act (SENDA)

Our school Strategy:

- Our school strategy is to address and comply with the requirements of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act (SENDA), as amended.

This accessibility plan applies to:

- The whole school inclusive of activities outside of the normal school hours;
- All staff (teaching and support staff), the proprietor and volunteers working in the school.

Availability:

- This policy is made available to parents, staff and pupils in the followings ways; via the School website and on request via the School Reception.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor undertakes a review of this policy and of the efficiency with which the related duties have been discharged, biennially, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Signed:



Jeremy Wiles

Group Executive Director – Children's Services

Signed:

Abbi Salisbury
Headteacher
September 2026

Introductory statement

We are committed to providing an environment which values and includes all students, staff, parents/guardians/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Student Profile

Our school provides for those with SEMH needs (Social, Emotional & Mental Health), as well as other needs or diagnoses, ASD, ADHD, ADD and other difficulties. Most of our children are referred to us and funded through the local authorities. Students at Devon School are aged between 7 and 18 years of age. Most of our students will have an Education, Health and Care Plan (EHCP), or be undergoing assessment. Emphasis in the school is thus on the development of community values, i.e. a caring and considerate attitude to others, good manners, self-discipline, service to the community and the pursuit of excellence. All this, of course, has a direct bearing on our curriculum design.

Background:

Devon School layout and facilities:

Paignton site - The school consists of two buildings, each with two levels. Facilities include; classrooms, small intervention classrooms, a kitchen, a dining room/conservatory and outside areas including a multi-use games area. There is access for young people and adults who may use a wheelchair to some of the ground floor areas but there is no lift to the first floor. There is a disabled access toilet on the ground floor.

Buckfastleigh - The Buckfastleigh site comprises of one building on one level. In addition to the outdoor learning provision, facilities include; a kitchen (which is also used as a classroom for catering lessons), a DT classroom, an ICT classroom, a school gym, 2 classrooms and a large main area which is also used as the dining area. There is access for young people and adults who may use a wheelchair to all areas. There is a disabled access toilet on the ground floor.

We welcome young people where we are able to provide appropriate provision to manage their disabilities and enable them to become as personally adequate, socially competent and independent as their potential will allow. We plan, over time, to increase the accessibility of provision for all students, staff and visitors to the school in the following areas. We are determined to further develop our expertise and facilities to meet the needs of these young people.

Targets:

- to create an environment that meets the special educational needs and disabilities of each pupil;
 - to ensure that the special educational needs and disabilities of pupils are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for pupil's special educational needs;
 - to enable all pupils to have full access to all elements of the school curriculum;
 - to ensure that parents are able to play their part in supporting their pupil's education;
 - to ensure that our pupils have a voice in this process.
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Strategies:

The following policies are also available:

- Admissions Policy
- Disability Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities Policy

Special Educational Needs and Disabilities - Code of Practice

It is opportune that this provision coincides with the implementation of major reforms with regard to young people and young people with special educational needs. We are determined to stay at the cutting edge of provision for young people and young people who are placed in our school. We ensure ongoing liaison with organisations that are able to offer specialist advice and training and complete an accessibility audit to identify where physical, curriculum and communication adjustments should be.

Timeframe

- Links with disabled groups and organisations, along with those able to offer specialist advice, are to be ongoing.
- Continued Professional Development is prioritised and ongoing.

Anticipated Outcomes

- Adapted curriculum, electronic or other materials.
- Modified teaching delivery.
- Provision of additional services, if they are to be required, such as electronic and hard copy information being in the parents/guardians first language and in braille if required.

Success Criteria

- Anticipated outcomes in place, with the school over the next three years being wholly accessible in curricular, premises and communication terms to all the people who may be served by it.

Welcoming and Preparing for Disabled Students

Where it is practicable we make reasonable adjustments to enable prospective students to take up a place at the school and satisfy the current admissions criteria. The school is committed to providing these reasonable adjustments. In order to meet the needs of disabled students, the school requires full information. The school asks all local authorities seeking admission for an individual to the school to disclose whether the young person has any disability or

other condition or educational need of which the school should be aware. In assessing a student or prospective student, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

Main priorities

Increasing the extent to which disabled learners can participate in our curriculum:

- Inclusive teaching and learning styles
- Learner grouping and peer interaction
- Participation in sporting and cultural activities
- Curriculum content and structure
- Curriculum planning
- ICT across the curriculum
- Individual timetables with personalised learning
- Teaching resources and materials with training on how to use them
- Assessment strategies and examination, accreditation and vocational opportunities
- Classroom organisation and behaviour support
- Participation in evening and weekend activities
- Participation in educational visits
- Deployment of learning support staff
- Flexible, responsive timetabling

Improving the physical environment of the school to increase the extent to which disabled learners can take advantage of education and associated services:

We want to make the building accessible to as many people as possible; adjustments have and will continue to be made to accommodate anyone with physical access needs as required. We have disabled toilets at both of our sites. Any new buildings and refurbishments will take full regard of the Equality Act and current building regulations.

Improving the delivery to disabled learners of information that is provided in writing for learners who are not disabled:

We will continue to provide and enhance provision for access to information through:

- Interactive whiteboards and other applications of ICT
- Adapted teaching materials
- Use of plain English, key words and take regard of needs where English is not the first language
- Signs and symbols
- Sharing successful practice
- Staff training delivered by specialists e.g. Speech and Language and Occupational Therapists

Target	Tasks	Timescale	Responsibility	Monitoring	Success Criteria
ACCESS TO ICT Ensure access to computer technology appropriate for pupils with disabilities including auxiliary aids.	ICT plan includes prioritised purchasing list for computer technology as required for pupils with disabilities. School staff to update on available technology on a termly basis.	As required - unless needs of pupils in school require immediate action.	Headteacher	Regional Lead	Access to appropriate computer technology.
ACCESS TO CURRICULUM To ensure all staff receive a comprehensive induction programme as to how to meet the needs of children who have experienced significant trauma.	Ensure the full induction is completed prior to any member of staff working with children. Liaise with Regional lead around support for new staff for specifically identified needs. Continual professional development for all staff via the Learning & Development team & Your Hippo	Ongoing	All teaching & teaching support staff	Headteacher	Improved access to curriculum for all pupils evidenced through lesson monitoring and progress data.
Access to exams and qualification: Ensure that exam access arrangements are in place for pupils who need it.	Provide assessment for pupils who need exam access arrangements.	Autumn term	Exams Officer and SENDCO	Headteacher	Access arrangement support in place for all qualified pupils.

	Train an adequate number of staff to provide support such as scribes, readers etc. and have electronic reader pens available for pupils to use. Ensure colored paper and overlays are readily available for pupils to use. Ensure suitable space is identified for pupils who need to sit exam on their own. Ensure that there are sufficient word processors in place for use in exams.				
To ensure all staff are trained to support pupils with SEMH needs.	Induction training and Myrus training courses to be completed by all new starters. Continued professional development is ongoing for all existing staff.	Ongoing	All teaching & teaching support staff	Headteacher	Improved access to curriculum for all pupils.
To ensure all staff are trained to support pupils with medical conditions	Update staff training annually <u>if</u> applicable in: • Self-harm • Use of Epipen • Asthma • Diabetes • Epilepsy	Ongoing	All teaching & teaching support staff	Headteacher	Suitable number of trained staff to meet the identified medical needs of pupils to ensure they are able to access the curriculum.
To ensure all staff are trained in restorative practices	Rolling programme of in-house training for all staff.	Ongoing	All teaching & teaching support staff	Headteacher	Evidenced used of restorative practice as a strategy for supporting relationship among pupils and between pupils and staff.
INVOLVEMENT IN THE SCHOOL Ensure all students are aware of diverse groups, by educating pupils we can eliminate discrimination and other prohibited conduct.	Ensure <u>all</u> student activities are accessible to <u>all</u> students.	Ongoing	Head Teacher	Regional Lead	Increased participation in school life for students with disabilities.

SCHOOL POLICIES Ensure all policies consider the implications of Disability Access, inclusion for all groups, appreciate equality & diversity and anti-bullying behaviour.	All school policies to run in line with the 2010 Equality Act and to consider all protected characteristics. To ensure all students are free from direct and/or indirect discrimination, harassment and victimisation.	Ongoing	Headteacher	Regional Lead	Access to all aspects of school life for all students.
SCHOOL ENVIRONMENT Ensure that access to school buildings and site can meet diverse pupil needs including access for wheelchair bound pupils.	Accessibility & clarity of signs around school. Clear pathways without obstruction. Awareness of independent access for all classrooms. Ensure that slopes are provided to allow access to all ground floor areas of the school.	Ongoing	Headteacher	Regional Lead	Access to school buildings and site including toilet, computers and learning facilities.
Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs & actions for future improvements.	Organise resources within classrooms to reflect student need. Incorporate accessibility into any proposed structural alternatives. Provide quiet areas within the school. Look at accessibility in all areas of school life including PE arrangements and examinations.	At least annually	Headteacher	Regional Lead	Appropriate use of resources for diverse needs of pupils with disabilities.
NEWSLETTERS & DOCUMENTS Availability of newsletters and school documents in alternative formats to be sent to all pupils in the company to be more aware of school life.	Letters in first language. Large print & audio when required. E-mail. Braille if appropriate. Telephone call / support from admin staff. Interpreter to be accessed if needed.	Ongoing.	School Administrator	Headteacher	Information about school life is available in an accessible form.