



THE PRIORY
LEARNING
TRUST

Accessibility Plan

This version effective from	10 February 2026
Policy will be reviewed	Annually
Policy editor	Chief Executive
Policy applies to	Castle Batch Primary School St Anne's Church Academy Priory Community School Worle Community School The King Alfred School Berrow Primary Church Academy Pawlett Primary School West Huntspill Primary School East Huntspill Primary School St Andrew's Church Junior School Burnham-on-Sea Infant School

1 Policy Statement

1.1 The Equality Act 2010 requires the Trust to publish an Accessibility plan in respect of each of its schools. The plan must cover the trust's actions to improve accessibility in three key areas:

- increased access to the curriculum for disabled pupils
- improvements to the physical environment to increase access to education and associated services at the schools for disabled pupils
- improvements in the provision of information for disabled pupils where it is provided in writing for non-disabled recipients

1.2 This plan is to be adequately resourced, effectively implemented and regularly reviewed and revised as necessary, at least every three years.

2 What are the principles behind this policy?

The Trust is committed to:

- demonstrating a commitment to developing access to the school for all pupils
- reflecting the views, wishes, aspirations and concerns of parents and pupils and be based on a culture of high expectations for all
- reflecting an understanding of other legislation that provides protection to children, such as that on race, human rights and health and safety
- being guided by the National Curriculum Inclusion Statement and the aims set out for the school curriculum
- supporting a problem-solving approach and a commitment to the effective and sustainable use of resources
- using information from audit and other data collection approaches validated by research
- showing how the school plan is coordinated with the LA's strategy
- embedding accessibility within the school improvement process
- making explicit links with the work of other agencies
- including a clear evaluation strategy.

3 Accessibility Plans

The strategic accessibility plans for our schools are set out below. They are drafted by the Headteacher and approved by the Chief Executive, and published on the trust website

Accessibility Plan: Priory Community School

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
<p>Increasing the extent to which disabled pupils can participate in the school curriculum</p>	<ul style="list-style-type: none"> ● Differentiated lessons and scaffolding strategies widely used. ● Effective deployment of TAs and SEN specialists to support learning. ● CPD provided for staff on SEND awareness and teaching strategies. ● Inclusive ethos promotes respect and reduces stigma. ● Use of technology such as chromebooks and laptops. ● Access arrangements for regular tests, mock exams and GCSE exams depending on the students' needs. ● Regular training for all teachers in order to enhance their practice and support all students. ● Use of personalised learning plans and EHCPs to guide provision. ● Collaborative work between SENDCO, teachers, parents and external providers. ● Monitoring and track the impact of support. ● Growing availability of alternative accreditation and pathways (e.g., Entry Level, Functional Skills), without lowering expectations and standards. ● 	<ul style="list-style-type: none"> ● Consistent application of inclusive strategies across departments. ● More adequate training for all staff facing students ● Increased participation in extra curricular activities or after school clubs for all students. ● Provide a variety of tasks for classroom learning and homework. ● All resources adapted to reflect inclusive representation. ● Tracking systems, data don't always capture some excellent work with our students. We need to know better what makes the biggest difference.
<p>Improving the physical environment of the school to increase access to education by disabled pupils</p>	<ul style="list-style-type: none"> ● Investment in ramps, lifts, accessible toilets, and signage. ● Risk assessments and planning ensure disabled pupils are considered in site changes. ● Provision of quiet/low-stimulation areas in some parts of the school. ● All classrooms have a quiet-low stimulation area for students if needed. ● Clear emergency routines for possible lockdown or emergencies such as fire alarms. ● Regular site audits to identify needs and improvement ● Purpose built healthcare facilities for students with complex health needs and disabilities 	<ul style="list-style-type: none"> ● Older buildings still pose barriers (narrow corridors, acoustics, inaccessible spaces). ● Quiet spaces and sensory-friendly areas not consistently available across the site. ● More investment in classrooms in terms of automatic doors and accessibility. ● More consultation with the students and the parents when planning environmental changes.

<p>Improving the delivery of information to disabled pupils</p>	<ul style="list-style-type: none"> ● Accessible formats used (large print, overlays, subtitles, screen readers). ● Increasing use of assistive technology across classrooms. ● Teachers aware of the need to simplify and clarify instructions. ● Plans always shared with all staff. ● parents/carers heavily involved and engaged, ensuring that communication between home and school is consistent. 	<ul style="list-style-type: none"> ● Learning resources are not always produced in accessible formats at the same time as peers. ● Staff confidence working with students having complex needs remains variable. ● Provide a variety of tasks for classroom learning and homework. ● More systematic review of how information accessibility impacts outcomes. ● Every student voice activity or book look should have the participation of a child from this group.
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Accessibility Plan: Worle Community School

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
<p>Increasing the extent to which disabled pupils can participate in the school curriculum</p>	<ul style="list-style-type: none"> ● Teaching students with SEND is standard practice across all subjects. Scaffolding and support are built into lessons as part of an adaptive teaching based approach ● Learning Support Assistants are well deployed and provide targeted in-class support for pupils with additional needs ● Teachers receive regular training on SEND strategies (for example supporting pupils with sensory processing difficulties, ADHD, autism awareness) ● Some use of assistive technology is in place, for example chrome books ● Access arrangements are in place for assessments and exams ● A majority of extra-curricular provisions (clubs, trips, sports) have adjustments made where needed 	<ul style="list-style-type: none"> ● Assistive technology is explored in terms of its use and feasibility within the school setting ● Increase staff training on specific needs, for example supporting pupils with sensory processing difficulties, ADHD, autism awareness ● Develop curriculum materials in multiple accessible formats (e.g., large print, braille, simplified texts, captioned videos) ● Strengthen pupil voice — actively involve students with additional needs in reviewing curriculum access ● Analytically monitor the inclusion of students with additional needs in P6 activities, using data to inform interventions as necessary ● Include specific requirements for SEN in school trips processes, to ensure high levels of inclusion and opportunity
<p>Improving the physical environment of the school to increase access to education by disabled pupils</p>	<ul style="list-style-type: none"> ● The environment is adapted to the needs of pupils as required at WCSA ● SENDCo is involved in premises planning to ensure they are appropriate and enhance the experience of SEN students ● Most classroom displays are reviewed and minimised to enable neurodiverse students to access their learning ● All steps and edges are repainted yellow annually (or as required) so they are visible for partially sighted pupils ● Step-free access is available at all access points across the school site, and accessible toilets available for pupils and visitors ● 'Good' lighting and clear signage in most areas ● Fire evacuation procedures in place for pupils with mobility needs (PEEPs – Personal Emergency Evacuation Plans), reviewed annually 	<ul style="list-style-type: none"> ● Improve and upgrade signage across the school site, to include pictorial and symbol based signage as appropriate ● Upgrade lighting across school site to ensure lighting provision is enhanced in all learning environments ● Continue reviewing building plans with accessibility in mind for future refurbishments/extensions ● SEND students are included in student voice regularly when planning premises decorations, in line with School Improvement plan

<p>Improving the delivery of information to disabled pupils</p>	<ul style="list-style-type: none"> ● Teachers already adapt worksheets for readability, for example on cream paper, using larger font etc ● SEND information is shared effectively with staff through pupil profiles/passports. ● Staff communicate homework tasks verbally and in writing to reduce misunderstandings. ● Staff are aware of how to adapt communication for pupils with speech, language, and communication based needs. 	<ul style="list-style-type: none"> ● Ensure a majority of classes have access to visual communication tools where student need dictates ● Work on building in routine use of technology (for example dictation software, audiobooks, screen readers) across the curriculum ● Develop a system for pre-teaching vocabulary and concepts for pupils with language needs ● Continue to audit school displays for accessibility (clear fonts, good contrast, uncluttered layouts) ● Provide alternative formats for homework and revision guides ● Explore staff training in inclusive digital design (so presentations, PDFs, and handouts are always accessible)
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Accessibility Plan: The King Alfred School

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
<p>Increasing the extent to which disabled pupils can participate in the school curriculum</p>	<ul style="list-style-type: none"> ● SEND is a whole school priority. ● Accessible curriculum for all students that balances support and challenge with reasonable adjustments where needed. ● Entry level is offered in core subjects to enable learners with SEND to experience success in formal qualifications and have greater preparation for GCSE's. ● Personalised, bespoke learning packages where appropriate for EHCP students with the highest level of need. ● Our Enhanced Learning Provision (ELP) where a Primary teacher delivers English and Maths for those working below key stage in these areas following the same curriculum but at a level and pace they can achieve. ● Efficient identification and assessment of needs early in our setting using strong primary transition links; baseline assessment data in Year 7 and additional assessment and testing in response to teacher referral. ● Pupil passports help class teachers have a clear understanding of the needs of all pupils with SEND and support them to use and evaluate distinctive teaching approaches to engage and support all Students. 	<ul style="list-style-type: none"> ● All staff are supported through CPD to employ quality first teaching strategies and adapt in response to students' individual needs. All staff are fully aware that 'Every teacher is a teacher of SEND'. ● The curriculum is accessible for all students and reasonable adjustments are evident in every classroom where needed through adaptive teaching. ● Middle leaders are regularly provided with feedback to support the teaching of SEND students within their departments and are fully aware of their responsibilities related to SEND students. ● Deployment of SEND department LSAs to best support the needs of the students and the school. ● Ongoing CPD program undertaken by all LSA's to ensure best practice in supporting students across the school. ● Promotion of students engaging in independent practice. ● Development of the Compass program to support students with SEMH needs. ● Continued review of information shared via provision maps and the use of pupil passports to ensure information to all staff is easily accessible and useful.

<p>Improving the physical environment of the school to increase access to education by disabled pupils</p>	<ul style="list-style-type: none"> ● The environment is adapted to the needs of students as required. These include corridor width, accessible toilets, ramps, lift and guide rails for any students that need these. This is all documented in our school accessibility plan. ● Sensory room and sensory garden used effectively by students when needed. ● Work with the site team to ensure that the site is accessible for all . 	<ul style="list-style-type: none"> ● To ensure students with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons. ● Development of the Compass classroom to expand the variety of interventions that can be delivered to best suit students. ● Site walk with Site manager/SLT/SENCO to ensure no barriers for students with SEND.
<p>Improving the delivery of information to disabled pupils</p>	<ul style="list-style-type: none"> ● Resources are adapted to ensure they are accessible for all students. Teachers and Education support staff take responsibility for this. ● Adaptations for students with visual, physical or hearing impairment as required. ● Staff trained by vision support services for students with vision needs. ● Staff trained by hearing support service for students with vision needs. ● Liaison with occupations therapist teams and physiotherapists around student support and specialised equipment when needed. ● Planning and supporting school trips including adaptations. 	<ul style="list-style-type: none"> ● Further investigate the use of technology and equipment to support teaching and learning.

Accessibility Plan: St Anne's Church Primary School

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
<p>Increasing the extent to which disabled pupils can participate in the school curriculum</p>	<ul style="list-style-type: none"> ● All staff receive regular training in planning and adapting the curriculum to meet the needs of all children ● Staff meet regularly with families and other agencies to ensure that areas of need are well communicated and progression through the curriculum is well planned and appropriate ● The PE lead liaises with North Somerset school sports team to ensure that sporting events and our 'Healthy Me Week' are accessible for children with physical needs and adapted so that all children can participate. ● Appropriate provision is made to enable disabled pupils to participate in all external trips and visits ● Curriculum resources are deliberately chosen to be diverse and inclusive and reflect the school community and beyond. ● Additional arrangements as part of an enhanced transition are made for pupils with a disability to ensure a successful transition when starting at St Anne's Church academy and at the end of each academic year and other educational settings. ● Closely working with the Local authority SEND team and Educational Psychologists and other specialists to make adjustments to our curriculum to meet the needs of all children. ● Use of technology, systems and devices to provide and improve access to the curriculum 	<ul style="list-style-type: none"> ● Ensure that teaching staff and support staff are able to discuss how the SEND code of practice applies to them/their role with specific reference to enabling accessibility. ● Develop use of Insight to more accurately track interventions and the impact of these.

<p>Improving the physical environment of the school to increase access to education by disabled pupils</p>	<ul style="list-style-type: none"> ● Individual SEND Learning Plans are developed for pupils with additional needs and regularly reviewed with parents and carers ● At the Hewish site, there is a dedicated sensory hut to support emotional regulation and sensory needs for pupils ● The West Wick school site is situated on one level ensuring full accessibility for all pupils, staff, and visitors. ● At WW, there is an Automatic entrance door in Reception area to enable wheelchair users to access with ease ● Hewish classrooms are accessible by ramps. ● Both Sites have accessible toilets for children and staff. ● All pupils who require a Health Care Plan (HCP) have one in place, and these are reviewed annually to ensure they remain relevant and effective. ● All pupils requiring a Personal Emergency Evacuation Plan (PEEP) have one in place, with annual reviews conducted to maintain safety and compliance. ● Staff receive appropriate training to implement both HCPs and PEEPs effectively and confidently. 	<ul style="list-style-type: none"> ● Further develop the full accessibility of the Hewish site for children, families and staff. Entrances – steps , door button, Main building accessibility. Fire exits steps. ● Develop sensory provision at WW – e.g. sensory room/ hut
<p>Improving the delivery of information to disabled pupils</p>	<ul style="list-style-type: none"> ● All staff are trained and supported to deliver curriculum materials in a variety of forms (e.g. written, pictorial, via apps & technology, through talking tins, on different coloured paper). ● School information is shared on multiple platforms and shared in printed format as required. ● Adaptations for children with visual, physical or hearing impairment as required. (Sound clouds, sensory equipment) ● Staff trained and supported by vision/ hearing support services for students with vision and hearing difficulties. 	<ul style="list-style-type: none"> ● Continue to develop the use of technology and equipment to support teaching and learning for all children. ● Explore AI training for staff. ● Further consider accessibility for all school trips, events and activities and make adjustments to enable everyone to participate. ● Further develop use of Insight to enable all relevant information to be centralised and shared directly sent to parents and carers

	<ul style="list-style-type: none">● Liaison with occupational therapist teams and physiotherapists for support and specialised equipment when required.	
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Accessibility Plan: Castle Batch Primary School

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
<p>Increasing the extent to which disabled pupils can participate in the school curriculum</p>	<ul style="list-style-type: none"> ● All staff receive training in planning and adapting the curriculum to meet the needs of all children in their care. ● Senco and the teaching team meet regularly with families and other agencies to ensure that areas of need are well communicated and progression through the curriculum is well planned and appropriate. ● Key members of staff are trained in the use of eyegaze technologies to enable children with the highest level of need to access the full breath of the curriculum ● The SENCo and PE lead liaise with North Somerset to ensure that sporting events such as Sports Week are accessible for children with physical needs and adapted so that all children can participate. ● Curriculum resources are deliberately chosen to be diverse and inclusive and reflect the school community and beyond ● Appropriate provision is made to enable all pupils to participate in external trips and visits ● Additional arrangements are made for pupils with additional needs to ensure a successful transition to Castle Batch, at the end of each academic year and other educational settings 	<ul style="list-style-type: none"> ● Ensure staff are fully aware of the needs of the individual students and how these can be met. This is achieved through meetings and training opportunities with external professionals, parents and carers ● Any additional training needs are facilitated ● Clear transition arrangements in place
<p>Improving the physical environment of the school to increase access to education by disabled pupils</p>	<ul style="list-style-type: none"> ● All classrooms have access from the outside via ramps making the school accessible for wheelchair users. ● There is an Automatic entrance door in Reception area to enable wheelchair users to access with ease ● All internal access points are without steps. ● The school has purpose built facilities to enable personal care to be dignified and accessible for all children including those with the highest level of physical need. 	<ul style="list-style-type: none"> ● Improve access from main car park to footpath ● Develop outdoor environment to include more play opportunities for wheelchair users.

	<ul style="list-style-type: none"> • Key staff are trained in manual handling and lifting to enable routines for personal care to be established. • Key staff are trained in peg feeding so that pupils can fully participate in lunchtimes and breaks. • We have a designated parking bay outside the main entrance to ease accessibility 	
<p>Improving the delivery of information to disabled pupils</p>	<ul style="list-style-type: none"> • All staff are trained and supported to deliver curriculum materials in a variety of forms (e.g. written, pictorial, via apps & technology, through talking tins, on different coloured paper). • School information is shared on multiple platforms and shared in printed format as required. <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources Braille • Induction loops • Pictorial or symbolic representations • Chromebooks • Simplified language • Eyegaze • PECS • Makaton signing 	<ul style="list-style-type: none"> • To provide iPads to support the learning for specific SEND children where appropriate • To ensure key staff continue to be well trained in using communication aids and methods including relevant updates

Accessibility Plan: East Huntspill Primary School, West Huntspill Primary School & Pawlett Primary School

AIM	AREAS OF STRENGTH within existing provision	TARGETS FOR IMPROVEMENT including lead staff, time frame & success criteria
<p>Increasing the extent to which disabled pupils can participate in the school curriculum</p>	<ul style="list-style-type: none"> ● All staff receive training in planning and adapting the curriculum to meet the needs of all children in their care ● Individual SEND Learning Plans are developed for pupils with additional needs and regularly reviewed with parents and carers. ● SENDCo and the teaching team meet regularly with families and other agencies to ensure that areas of need are well communicated and progression through the curriculum is well planned and appropriate. ● Curriculum resources are deliberately chosen to be diverse and inclusive and reflect the school community and beyond ● Appropriate provision is made to enable all pupils to participate in external trips and visits ● Additional arrangements are made for pupils with additional needs to ensure a successful transition to E/W/P, at the end of each academic year and other educational settings ● All three schools work closely with the Local authority SEND team and Educational Psychologists and other specialists to make adjustments to our curriculum to meet the needs of all children. 	<ul style="list-style-type: none"> ● Staff CPD on different aspects of SEN including dyslexia, dyscalculia, attachment, ASD. Specific children named on planning outlining activities ● SENDCo and PE lead to liaise more closely with SASP to ensure that sporting events are accessible for children with physical needs and adapted so that all children can participate. ● Further development of SEND teams around key children to have experts in key broad areas of need pertinent to each school
<p>Improving the physical environment of the school to increase access to education by disabled pupils</p>	<ul style="list-style-type: none"> ● All internal access points are without steps ● At P we have a designated parking bay outside the main entrance to ease accessibility ● P/E have disabled access toilets ● Communications boards around all school sites ● Adaptations for children with visual, physical or hearing impairment as required. (Sound clouds, sensory equipment) 	<ul style="list-style-type: none"> ● Utilise iHasco training were appropriate, Communications Trust resources, programmes such as Nessy, better use of iPads to record work verbally ● Consistent tracking of SEND children's progress ● All EHPA classrooms have access from the outside via ramps making the school accessible for wheelchair users. ● Improved communications and training between SEND leaders and whole staff

<p>Improving the delivery of information to disabled pupils</p>	<ul style="list-style-type: none"> ● Key staff are trained and supported to deliver curriculum materials in a variety of forms (e.g. written, pictorial, via apps & technology, through talking tins, on different coloured paper, dyslexia friend fonts etc). ● School information is shared on multiple platforms and shared in printed format as required. <p>Our schools use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Pictorial or symbolic representations ● Chromebooks ● Simplified language 	<ul style="list-style-type: none"> ● To provide iPads to support the learning for specific SEND children where appropriate ● Continue to develop the use of technology including AI and equipment to support teaching and learning for all children. ● Further develop use of Insight for tracking children with SEND and to enable all relevant information to be centralised and shared directly sent to parents and carers
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Accessibility Plan: Berrow Church Primary School

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
Increasing the extent to which disabled pupils can participate in the school curriculum	<ul style="list-style-type: none"> ● Staff receive regular training to support and develop their understanding of identified needs and are supported to implement adaptations of their curriculum as appropriate ● Staff work closely alongside families to ensure the school can meet individual needs and access specialist support if necessary. ● As a school we work closely with EP and local LA specialists to tailor our curriculum to meet children's needs ● Use of modern technologies, systems and devices to provide and improve access to the curriculum ● Regularly review curriculum provision to achieve the best outcomes for pupils. ● Regular SEND meetings between teaching teams and SENCo to ensure needs are met in school and to discuss outcomes of parent meetings ● Classrooms are organised to promote the participation and independence of all pupils. ● Additional learning spaces and adaptive spaces created and updated to enable pupils with additional needs to access a needs-appropriate curriculum 	<ul style="list-style-type: none"> ● Staff to develop inclusive automaticity to ensure every child receives a great education. ● Audit participation in extracurricular activity by SEND pupils and aim to increase this - tailoring extra curricular to needs and interest ● Ensure that teaching staff and support staff are able to discuss how the SEND code of practice applies to them/their role with specific reference to enabling accessibility. ● Further development of the PE curriculum to increase the diversity of inclusive sports available to all.
Improving the physical environment of the school to increase access to education by disabled pupils	<ul style="list-style-type: none"> ● .All children who require a HCP have one which is review annually. ● All children who require a PEEP have one which is reviewed annually. ● Staff are training to implement HCP and PEEP. ● Capital school improvement renovation has greatly improved access to the school and provision of key facilities such as a compliant accessible toilet, fire exits etc ● The whole school is one one level with limited steps to ensure everyone is able to access the site. 	<ul style="list-style-type: none"> ● Review space and accessibility of all classrooms with high pupil numbers particularly Y5/6. ● To ensure disabled toilet is always accessible by all.
Improving the delivery of information to disabled pupils	<ul style="list-style-type: none"> ● All staff are trained and supported to deliver curriculum materials in a variety of forms (e.g. written, pictorial, via apps & technology, through talking tins, on different coloured paper). ● School information is shared on multiple platforms and shared in printed format as required. ● Families are provided with opportunities to share a feedback in terms of delivery to ensure everyone is included within our school community. 	<ul style="list-style-type: none"> ● Being mindful of accessibility for school trips and communicating this to parents in a timely manner. ● Continue to explore new technologies so that the school is prepared for any new pupils with needs that the school doesn't currently cater for, eg visual impairment, hearing impairment.

Accessibility Plan: St Andrew's Church Junior School

AIM	AREAS OF STRENGTH within existing provision	TARGETS FOR IMPROVEMENT including lead staff, time frame & success criteria
<p>Increasing the extent to which disabled pupils can participate in the school curriculum</p>	<ul style="list-style-type: none"> - Staff benefit from ongoing professional learning that develops confidence in adapting teaching to meet a wide range of needs. - Families are engaged as partners so that provision is responsive and specialist help can be accessed when required. - Curriculum design is shaped in collaboration with external professionals, including the Local Authority and Educational Psychologist. - Assistive technology and digital tools are used to enhance access to learning. - Provision is reviewed regularly to secure positive outcomes. - The SENCo meets with staff teams frequently to discuss needs, progress and feedback from parents. - Classrooms are set up in ways that encourage independence and maximise pupil involvement. - Adapted and additional spaces are provided so that pupils can access learning in the most suitable environment. 	<ul style="list-style-type: none"> - Develop staff expertise so that inclusive practice becomes routine in every classroom. - Monitor SEND pupil take-up of clubs and activities, and broaden opportunities to match pupil interests and needs. - Build staff confidence in applying the SEND Code of Practice to their role, with particular reference to accessibility. - Expand the PE offer so that a wider range of inclusive sports are available.
<p>Improving the physical environment of the school to increase access to education by disabled pupils</p>	<ul style="list-style-type: none"> - All pupils requiring a Health Care Plan (HCP) or Personal Emergency Evacuation Plan (PEEP) have one in place, with annual reviews. - Staff are trained to carry out HCPs and PEEPs effectively. - Recent building work has improved the site, providing compliant toilets, fire exits and other essential facilities. - The school site is on a single level with no steps, making it accessible. 	<ul style="list-style-type: none"> - Evaluate the suitability of classrooms with larger cohorts, particularly in Years 3, to ensure accessibility. - Maintain disabled toilet access at all times.

<p>Improving the delivery of information to disabled pupils</p>	<ul style="list-style-type: none"> ● - Curriculum resources are made available in multiple formats: visual, digital, audio, adapted paper, and through assistive devices. ● - Information for parents is distributed across several platforms and in print if required. ● - Families are encouraged to share feedback on communication so the school can respond inclusively. 	<ul style="list-style-type: none"> ● - Build accessibility planning into trip organisation and communicate arrangements early to parents. ● - Investigate and adopt new technology so the school is prepared to support pupils with needs we do not currently encounter (e.g. hearing or visual impairment).
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Accessibility Plan: Burnham-on-Sea Infant School

AIM	AREAS OF STRENGTH within existing provision	TARGETS FOR IMPROVEMENT including lead staff, time frame & success criteria
<p>Increasing the extent to which disabled pupils can participate in the school curriculum</p>	<ul style="list-style-type: none"> ● Staff receive regular training to support and develop their understanding of identified needs and are supported to implement adaptations of their curriculum as appropriate ● Staff work closely alongside families to ensure the school can meet individual needs and access specialist support if necessary. ● As a school we work closely with EP and local LA specialists to tailor our curriculum to meet children's needs ● Use of modern technologies, systems and devices to provide and improve access to the curriculum ● Regularly review curriculum provision to achieve the best outcomes for pupils. ● Regular SEND meetings between teaching teams and SENCo to ensure needs are met in school and to discuss outcomes of parent meetings ● Classrooms are organised to promote the participation and independence of all pupils. ● Additional learning spaces and adaptive spaces created and updated to enable pupils with additional needs to access a needs-appropriate curriculum ● SEND unit, including accessible outside learning environment developed. ● Makaton taught to all children, including those with SEND throughout the school to support interaction 	<ul style="list-style-type: none"> ● Ensure that teaching staff and support staff are able to discuss how the SEND code of practice applies to them/their role with specific reference to enabling accessibility. - SENCO to lead ● Development of a SEND Curriculum for our SEND Unit pupils - Headteacher to lead ● Further development of the PE curriculum to increase the diversity of inclusive sports available to all, particularly those in the SEND unit- PE Lead to lead ● Use of Insight to more accurately track interventions and the impact of these - SENCO/Head to lead ● SEND to be considered by all staff in all aspects of school - automatically considered when developing provision - further training for staff to embed thinking on SEND and make 'best practice everyday practice' eg ensuring consistency of use of Widgit symbol visual timetables and lanyards, Common layouts and resources including displays in classrooms - SENCO to lead
<p>Improving the physical environment of the school to increase access to education by disabled pupils</p>	<ul style="list-style-type: none"> ● All children who require a HCP have one which is review annually. ● All children who require a PEEP have one which is reviewed annually. ● Staff are training to implement HCP and PEEP. ● SEND learning plans are created and logged on Insight to provide a holistic view of each pupil. ● Capital school improvement renovation has developed a specialist SEND Unit in the school. ● The whole school is one one level with limited steps to ensure everyone is able to access the site. ● New SEND Unit has been developed with accessibility in mind, including ensuring all year round access to outside areas with astroturf being installed. ● Sensory room and regulation stations installed throughout the school 	<ul style="list-style-type: none"> ● Ensure use of orange markings, to support those with visual impairment, is put in place in new areas of the school ● Investigate the development of a ramp for access to the SEND unit outside area. (1 step out from the building) - Headteacher / Estates to lead

<p>Improving the delivery of information to disabled pupils</p>	<ul style="list-style-type: none"> ● All staff are trained and supported to deliver curriculum materials in a variety of forms (e.g. written, pictorial, via apps & technology, through talking tins, on different coloured paper). ● School information is shared on multiple platforms and shared in printed format as required. ● Families are provided with opportunities to share feedback in terms of delivery to ensure everyone is included within our school community. ● The school works closely with the hearing and visual impairment teams to ensure needs of individual pupils are met, including use of specialist teachers, adaptive resources and training for staff. 	<ul style="list-style-type: none"> ● Being mindful of accessibility for school trips and activities, communicating this to parents in a timely manner. ● Develop use of Insight, as their offer develops, so that parents have key documentation directly sent to them to edit/sign off - SENCO/Headteacher to lead
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