Pathway Trust

Accessibility Plan

Policy effective from	28 September 2026
Policy owner	Director of Inclusion
Policy applies to	Berrow Church Primary School Burnham-on-Sea Infant School Castle Batch Primary School Charfield Primary School Cherry Garden Primary School Downend School East Huntspill Primary School Lyde Green Primary School Mangotsfield School Marlwood School Pawlett Primary School Priory Community School Severn Beach Primary School St Andrew's Church Junior School St Anne's Church Primary School The Castle School The King Alfred School Tortworth Primary School West Huntspill Primary School Worle Community School Pathway Partnership Teams
Policy changes since last version	New policy

1. Policy Statement

1.1 The Equality Act 2010 requires Pathway 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?

2.1 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, 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 local authority strategies.
- Embedding accessibility within the school improvement process.
- Making explicit links with the work of other agencies.
- Including a clear evaluation strategy.

3. Accessibility Plans

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

Accessibility Plan: Berrow Church Primary School

Reviewed by: Charlotte Bradley, Headteacher

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
Increasing the extent to which disabled pupils can participate in the school curriculum	● 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 reviewed 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 are created and updated to enable pupils with additional needs to access a needs-appropriate curriculum.	● 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.

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
Improving the physical environment of the school to increase access to education by disabled pupils	● All children who require a HCP have one which is reviewed annually. ● All children who require a PEEP have one which is reviewed annually. ● Staff are trained 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 level with limited steps to ensure everyone is able to access the site.	● Review space and accessibility of all classrooms with high pupil numbers particularly Y5/6. ● To ensure the disabled toilet is always accessible by all.
Improving the delivery of information to disabled pupils	● 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.	● 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, e.g. visual impairment, hearing impairment.

Accessibility Plan: Burnham-on-Sea Infant School

Reviewed by: Carly Hatch, Headteacher

AIM	**AREAS OF STRENGTH** **within existing provision**	**TARGETS FOR IMPROVEMENT** **including lead staff, time frame & success criteria**
Increasing the extent to which disabled pupils can participate in the school curriculum	● 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 reviewed 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.	● 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. ● 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/Headteacher to lead. ● SEND to be considered by all staff in all aspects of school - e.g. ensuring consistency of use of Widgit symbol visual timetables and lanyards, Common layouts and resources including displays in classrooms - SENCO to lead. ● Review of Cove provision in line with DfE guidance on Inclusion Bases in Schools - SENCO to lead.

AIM	AREAS OF STRENGTH within existing provision	TARGETS FOR IMPROVEMENT including lead staff, time frame & success criteria
	● SEND unit, including accessible outside learning environment developed. ● Makaton taught to all children, including those with SEND throughout the school to support interaction.	
Improving the physical environment of the school to increase access to education by disabled pupils	● All children who require a HCP have one which is reviewed annually. ● All children who require a PEEP have one which is reviewed annually. ● Staff are trained 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 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.	● Installation of new changing facilities closer to SEND Unit classroom to support pupils needs and reduce distance to travel - Headteacher / Estates to lead. ● Investigate the development of a ramp for access to the SEND unit outside area (1 step out from the building) - Headteacher / Estates to lead.
Improving the delivery of information to disabled pupils	● 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).	● Being mindful of accessibility for school trips and activities, communicating this to parents in a timely manner. ● Embedded use of Insight, as their offer develops, so that parents have key documentation directly

AIM	AREAS OF STRENGTH within existing provision	TARGETS FOR IMPROVEMENT including lead staff, time frame & success criteria
	● 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.	sent to them to edit/sign off - SENCO/Headteacher to lead.

Accessibility Plan: Castle Batch Primary School

Reviewed by: Wayne Higgins, Headteacher

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
Increasing the extent to which disabled pupils can participate in the school curriculum	● 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 breadth 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	● 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.

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
	to Castle Batch, at the end of each academic year and other educational settings.	
Improving the physical environment of the school to increase access to education by disabled pupils	● All classrooms have access from the outside via ramps making the school accessible for wheelchair users. ● There is an Automatic entrance door in the 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. ● Key staff are trained in manual handing 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.	● Improve access from the main car park to footpath. ● Develop outdoor environments to include more play opportunities for wheelchair users.
Improving the delivery of information to disabled pupils	● 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.	● 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.

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
	Our school uses a range of communication methods to ensure information is accessible. This includes: ● Internal signage ● Large print resources Braille ● Induction loops ● Pictorial or symbolic representations ● Chromebooks ● Simplified language ● Eyegaze ● PECS ● Makaton signing	

Accessibility Plan: Charfield Primary School

Reviewed by: Michelle Engley, Headteacher

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
Increasing the extent to which disabled pupils can participate in the school curriculum	● Staff receive training to support understanding of identified needs and are supported to implement adaptations of their curriculum as appropriate. ● classrooms are organised to promote the participation and independence of all pupils. ● Sensory time planned and timetabled for children who need it. ● Regularly review curriculum provision to achieve the best outcomes for pupils. ● Regular SEND meetings between teacher/TA and SENCO to ensure needs are met in school and to discuss outcomes of parent meetings (with involvement of child if appropriate) ● All clubs are conducted in an inclusive environment with at least one club in support of children's wellbeing.	● Audit participation in extracurricular activity by disabled pupils and aim to increase this ● 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. ● 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'.
Improving the physical environment of the school to increase access to education by disabled pupils	● Variety of physical aids available to increase access to education e.g. slope for desks, wobble cushions, talking tins, chromebooks/tablets/iPads, sensory materials. ● transitions planned for all learners so that necessary adjustments are in place ahead of changes. ● Health plans are written for all children with need (in consultation with the school nurse) and shared with	● Continue to review the class and school environment for children with specific needs e.g. hearing, sight loss - get advice on possible changes to make that would best support these learners and create a plan for introduction (as required). ● Review classroom & school layout to ensure it remains wheelchair accessible for all - create a plan for adjustments as appropriate (as required).

	relevant staff to ensure needs are understood, planned for and met. ● EHCPs outline the adjustments needed to the school environment.	
Improving the delivery of information to disabled pupils	● Curriculum materials are available 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. ● Widgit symbols are used for visual timetables. ● There are common layouts & displays in classrooms.	● We are strengthening our universal offer in the classroom by embedding thinking on SEND and making ‘best practice everyday practice’ to support consistent information delivery e.g. Dyslexia friendly communication.

Accessibility Plan: Cherry Garden Primary School

Reviewed by: Amy Barrett, Headteacher

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
Increasing the extent to which disabled pupils can participate in the school curriculum	● Use of modern technologies to provide and improve access to the curriculum. ● Regularly review curriculum provision to achieve the best outcomes for pupils. ● Regular SEND meetings between teacher/TA and SENCO to ensure needs are met in school and to discuss outcomes of parent meetings. ● Weekly meetings between the Inclusion team (PP, SENCO, DSL and FLO) to ensure optimal outcomes for all children. ● SEND pupils given priority for extracurricular activities ● Classrooms are organised to promote the participation and independence of all pupils. ● Additional learning spaces created and updated to enable pupils with additional needs to access a needs-appropriate curriculum. ● Identified Autism Champion and ELSA trained member of staff to support sensory profiling, supporting staff etc. ● Clear 'SEND' offer / graduated approach which is communicated effectively to all stakeholders.	● Audit of current interventions with a view to producing a clear framework of up to date available interventions. ● CPD from external providers e.g. OT, SALT, EP, EYFS advisor, Compass.

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
Improving the physical environment of the school to increase access to education by disabled pupils	● Building work has greatly improved access to the school and provision of key facilities such as a compliant accessible toilet. ● Most facilities (including all classrooms) are located on the ground floor enabling easy access to classrooms. ● Health Care Plans are in place (and regularly reviewed) for children with specific medical needs. Staff are regularly reminded of contents and given refresher training. ● Working with external professionals to support children with specific needs e.g. teacher of the deaf, habilitation specialist, visual impairment support. ● There are clear areas identified throughout the school for regulation and sensory work. ● Physical aids are available to meet children's needs including, but not limited to, wobble cushions, therabands, fiddle devices, squeeze machine.	● Review the necessity for and potential cost of providing access to the upstairs spaces (pupil kitchen, den) for physically disabled pupils - at present, there is no stair lift or similar. ● Continue to review the class and school environment for children with specific needs e.g. hearing, sight loss - get advice on possible changes to make that would best support these learners and create a plan for introduction (as required).
Improving the delivery of information to disabled pupils	● Curriculum materials are available 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. ● The school work successfully with external agencies/ professionals to support children with identified visual/ hearing impairments	● 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, e.g. visual impairment, hearing impairment as needed.

Accessibility Plan: Downend School

Reviewed by: Rachael Corns, Headteacher

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
Increasing the extent to which disabled pupils can participate in the school curriculum	● Considerable time is dedicated to staff training to support staff in further developing their knowledge and skills. This includes from SENCO, Educational psychologist, sensory support team, physiotherapists, occupational therapists, speech and language therapists and specialist nurses. ● SEND remains as one of the school priorities. All staff understand their responsibility in supporting students who have a disability. ● The revised structure of the SEND team has increased the opportunities for Education support assistants to extend and deepen their knowledge and skill in meeting student needs. ● The transition process ensures that a good understanding of students' needs is captured. This ensures appropriate support is in place to aid transition. ● All areas of need are supported including sensory needs through the use of sensory support items, adjustments within the classroom, around the school site and uniform.	● Further embed and refine communication systems, including Provision Map and Class Charts so that data and information is available and accessible. ● Continue to embed the new SEND team structure in order to effectively meet student needs and raise attendance, especially of students with SEND. ● Continue to review the provision within the PE curriculum to ensure high levels of inclusivity for students. This will include seeking support and expertise to ensure that (teachers and Education support assistants) are appropriately skilled to plan, deliver and support lessons. ● Develop adaptive expertise of teachers to ensure the right strategy is used in the right moment for the right student. ● Further develop whole school and subject-specific strategies that ensure students can engage in independent practice.
Improving the physical environment of the school to increase access to	● The school site is fully accessible with the exception of classrooms on the higher floors in the humanities and languages. In these areas, subjects are arranged so that all of the subjects	● Development of the existing sensory space to ensure it meets the needs of students. ● Review the use of the hub space considering the number of students wishing to use the space.

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
education by disabled pupils	have teaching classrooms on the ground floor. These are fully accessible. ● A lift provides access to the Technology, Art, media, computing and English classrooms. This can be used independently by students once training has been provided. ● Accessible toilets are located in each of the buildings around the school site. Ramps provide access around the school site and outdoor steps are identified with white lines. ● Frequent site walks identify areas that present potential barriers to students with a disability. The Sensory support and habilitation team provide advice and guidance to school. ● Use of technology and assistive equipment is encouraged to increase the level of independence students have. A hearing loop has been installed in the school hall.	Ensure that the provision and space remains fit for purpose and is meeting the needs of current students. ● Sensory audit of the school site has been completed and improvements are being made to the environment where possible (lighting and sound levels). - Site manager and SENCO. ● Continue the improvements to the physical environment of the site to ensure ease of movement on smooth surfaces.
Improving the delivery of information to disabled pupils	● Resources are adapted to ensure they are accessible for all students. Teachers and Education support staff take responsibility for this. ● 'Pupil passports' are shared with staff to provide guidance on how best to support individual students in the classroom. ● Staff training on the use of technology and assistive equipment is frequently provided including equipment to support students with visual or hearing impairments.	● Continue to develop strong collaboration between school and home in information collection and sharing regarding SEND throughout the school journey. ● Further embed and refine communication systems, including Provision Map and class charts so that data and information is available and accessible. ● Embed Provision Map as the tool to systematically review and update pupil passports.

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
	● Staff training which reflects all of the needs of our students and emerging higher incidence needs within year groups, for example Autism, ADHD, dyslexia.	● Training for Education support assistants in how to effectively support students in the classroom whilst building their independence and resilience skills.

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

Reviewed by: Emma Barker, Headteacher

AIM	**AREAS OF STRENGTH** **within existing provision**	**TARGETS FOR IMPROVEMENT** **including lead staff, time frame & success criteria**
Increasing the extent to which disabled pupils can participate in the school curriculum	● 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. ● 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. ● 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	● Staff CPD on different aspects of SEN including dyslexia, dyscalculia, attachment, ASD. Specific children named on planning outlining activities ● SENCO 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

AIM	AREAS OF STRENGTH within existing provision	TARGETS FOR IMPROVEMENT including lead staff, time frame & success criteria
	adjustments to our curriculum to meet the needs of all children.	
Improving the physical environment of the school to increase access to education by disabled pupils	● 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 ● All EHPA classrooms now have access from the outside via ramps making the school accessible for wheelchair users. ● Adaptations for children with visual, physical or hearing impairment as required. (Sound clouds, sensory equipment)	● 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 ● Improved communications and training between SEND leaders and whole staff
Improving the delivery of information to disabled pupils	● 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. Our schools use a range of communication methods to ensure information is accessible. This includes: ● Internal signage	● 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

AIM	AREAS OF STRENGTH within existing provision	TARGETS FOR IMPROVEMENT including lead staff, time frame & success criteria
	● Pictorial or symbolic representations ● Chromebooks ● Simplified language	

Accessibility Plan: Lyde Green Primary School

Reviewed by: Tom Hutchings, Headteacher

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
Increasing the extent to which disabled pupils can participate in the school curriculum	● Staff receive training to support understanding of identified needs and are supported to implement adaptations of their curriculum as appropriate. E.g. visual impairment/hearing/diabetes training. ● Classrooms are organised to promote the participation and independence of all pupils. ● Use of Class Dojo to ensure staff and parents can communicate effectively. ● Regularly review curriculum provision to achieve the best outcomes for pupils. ● Regular steps to success SEND meetings between teacher/TA and SENCO to ensure needs are met in school and to discuss outcomes of parent meetings (with involvement of child if appropriate).	● Ensure all children with a disability participate in at least one club - all clubs will be conducted in an inclusive environment with at least one club each half-term supporting the development of children's wellbeing. ● Ensure that teaching staff and support staff are familiar with current legislation and documentation with regard to disability and accessibility - whole school training. ● SEND to be considered by all staff in all aspects of school - automatically considered when developing provision - training for staff to embed thinking on SEND.
Improving the physical environment of the school to increase access to education by disabled pupils	● New build complying with latest requirements regarding door width. ● The school has a lift to support access throughout the building. ● OT consultations for children with specific disability needs. ● Access centre physical environment design. Adjustable desks for staff have been provided.	● Health plans are written for all children with need but need to be updated (in consultation with the school nurse) and shared with relevant staff to ensure needs are understood, planned for and met.
Improving the delivery of information to disabled pupils	● Curriculum materials are available in a variety of forms (e.g. written, pictorial, via apps & technology, through talking tins, on different coloured paper).	● Being more aware of parents needs to ensure communication is always effective.

	● School information is shared on multiple platforms and shared in printed format as required.	● Being mindful of accessibility for school trips and communicating this to parents

Accessibility Plan: Mangotsfield School

Reviewed by: Hetty Blackmore, Headteacher

AIM	AREAS OF STRENGTH within existing provision	TARGETS FOR IMPROVEMENT including lead staff, time frame & success criteria
Increasing the extent to which disabled pupils can participate in the school curriculum	● Student Profiles help class teachers have a clear understanding of the needs of all pupils with SEND. ● All students have access to the same broad and balanced curriculum. ● Year 6 transition support ensures we have a good understanding of the needs of our new Year 7 pupils. ● Teacher referral form to highlight any SEND concerns which are reviewed weekly. ● Teaching assistants are trained and skilled in specific areas to support students in accessing the curriculum and all areas of need. ● Exams access arrangements for pupils who need them. ● Targeted, evidence based interventions in literacy and other areas are implemented and evaluated and are helping to close the gap for students with SEND. ● Regular whole school training (as part of SIP).	● Consider the introduction of entry level qualifications in core subjects to enable learners with SEND to experience success in formal qualifications and have greater preparation for GCSE. ● Further development of the use of Edukey to ensure information is recorded and shared effectively between staff and families. ● Further development of the PE curriculum to increase the diversity of inclusive sports available to all. ● Aim that all children on the SEN register participate in at least one club. ● All clubs will be conducted in an inclusive environment with at least one club each half-term supporting the development of children's wellbeing.
Improving the physical environment of the school to increase access to	● Although access to some parts of the building is challenging, we are able to re-room classes to ensure all learners can access the full curriculum when needed. ● There are accessible toilets available in all	● Annual site walk to identify areas that present potential barriers to students with a disability. ● Development of a SLCN Learning Support area to include a sensory space, separate from the SEMH hub.

AIM	AREAS OF STRENGTH within existing provision	TARGETS FOR IMPROVEMENT including lead staff, time frame & success criteria
education by disabled pupils	blocks and the accessible bathroom is being renovated summer 2026. ● Individual health plans are written (in consultation with the school health nurse) and held by student support. These are shared with appropriate staff. ● Transition plans are put into place so that pupils transferring to Mangotsfield school are able to access the full curriculum. ● When needed, we work with outside professionals such as Occupational Therapists to ensure needs are met.	● Sensory audit of the school site (lighting and sound levels). ● Enhance the provision of specialist equipment. E.g. computers, keyboards, laptops, tablets, voice recorders, spell checkers etc.
Improving the delivery of information to disabled pupils	● Use of 'Google classroom' to support students and parents with additional needs to organise and manage information related to homework. ● Adaptations for students with visual, physical or hearing impairment as required. ● Use of learning aids, such as coloured overlays and larger text to help those students that need them. ● Staff training on cognitive load and all staff supported through the coaching model. ● Support plans are shared with staff to provide guidance on how best to deliver information for individual students.	● Sensitive collection of information regarding the needs of parents to ensure that communication is always effective. ● Being mindful of accessibility for school trips and communicating this to parents in a timely manner. ● Introduction of provision map (edu-key) software to improve access to communication with parents.

Accessibility Plan: Marlwood School

Reviewed by: Helen Simmons, Headteacher

AIM	**AREAS OF STRENGTH** **within existing provision**	**TARGETS FOR IMPROVEMENT** **including lead staff, time frame & success criteria**
Increasing the extent to which disabled pupils can participate in the school curriculum	● Sensory support items (e.g. ear defenders) encouraged in the classroom and around the school site if appropriate for the student. ● Adjustments made to the school uniform if required. ● Student Profiles help class teachers have a clear understanding of the needs of all pupils with SEND. ● All students have access to the same broad and balanced curriculum. ● Teacher referral form to flag any SEND concerns which are reviewed fortnightly. ● Teaching assistants are trained and skilled in specific areas to support students in accessing the curriculum and all areas of need. ● Exams access arrangements for pupils who need them. ● New Curriculum Boost option at Key Stage 4 to strengthen knowledge and practice in core subjects. In addition, one hour is devoted to personal projects through AQA Unit Awards. ● Targeted, evidence based interventions in literacy, numeracy and other areas are implemented and evaluated to help close the gap for students with SEND.	● Regular whole school training on SEN needs. ● All staff are supported to employ quality first teaching strategies in the first instance in response to individual needs. All staff are fully aware that 'Every teacher is a teacher of SEND'. ● Aim that all children on the SEN register participate in at least one club. All clubs will be conducted in an inclusive environment.

AIM	AREAS OF STRENGTH within existing provision	TARGETS FOR IMPROVEMENT including lead staff, time frame & success criteria
	● Personalised, bespoke learning packages where appropriate for EHCP students with the highest level of need. ● 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.	
Improving the physical environment of the school to increase access to education by disabled pupils	● The school is fully accessible and mainly on one level on a flat site. All buildings have easy access through double doors. ● A recent audit (September 2025) by the Sensory Support Service praised Marlwood for being accessible for visually impaired people (high colour contrast around doorframes, safe stairs, one-way system etc.). ● Resources/learning aids are easily accessed and readily available for all. ● Adjustable desks in DT and Learning Support. ● Disabled toilet available. ● Individual health plans are written (in consultation with the school health nurse) and held by student support. These are shared with appropriate staff. ● Personal emergency evacuation plan (PEEP) written for any student requiring one based on need.	● Annual site walk to identify areas that present potential barriers to students with a disability. ● Sensory audit of the school site (lighting and sound levels). ● To enhance the provision of specialist equipment. Eg computers, keyboards, laptops, tablets, voice recorders, spell checkers etc. ● Ambition for all classrooms to become SEN friendly - Site manager and SENCO ● Replacement of lift (scheduled by December 2025).

AIM	AREAS OF STRENGTH within existing provision	TARGETS FOR IMPROVEMENT including lead staff, time frame & success criteria
Improving the delivery of information to disabled pupils	● Use of Class Charts and Google classroom to support students and parents with additional needs to organise and manage information related to homework. ● Adaptations for students with visual, physical or hearing impairment as required. ● Use of learning aids, such as coloured overlays and larger text to help those students that need them. ● Staff training on cognitive load and all staff supported through the coaching model. ● Systematic review of 'Marlwood support plans' to manage the Assess, Plan, Do, Review process to inform support. ● Named keyworkers to communicate between students, parents/carers and school staff	● Developing use of current resources to enable more independence for students with SEN; for example reading pens, read/write programmes, voice to text and touch typing. ● Being mindful of accessibility for school trips and communicating this to parents in a timely manner.

Accessibility Plan: Priory Community School

Reviewed by: Angelos Markoutsas, Headteacher

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
Increasing the extent to which disabled pupils can participate in the school curriculum	● 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 SENCO, teachers, parents and external providers. ● Monitoring and tracking the impact of support. ● Growing availability of alternative accreditation and pathways (e.g., Entry Level, Functional Skills), without lowering expectations and standards.	● Consistent application of inclusive strategies across departments. ● More adequate training for all staff facing students ● Increased participation in extracurricular 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.
Improving the physical environment of the school to increase access to education by disabled pupils	● Investment in ramps, lifts, accessible toilets, and signage. ● Risk assessments and planning ensure disabled pupils are considered in site changes.	● Older buildings still pose barriers (narrow corridors, acoustics, inaccessible spaces). ● Quiet spaces and sensory-friendly areas not consistently available across the site.

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
	● 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.	● More investment in classrooms in terms of automatic doors and accessibility. ● More consultation with the students and the parents when planning environmental changes.
Improving the delivery of information to disabled pupils	● Accessible formats used (large print, overlays, subtitles, screen readers). ● Increasing use of assistive technology across classrooms. ● Teachers are aware of the need to simplify and clarify instructions. ● Plans are always shared with all staff. ● parents/carers heavily involved and engaged, ensuring that communication between home and school is consistent.	● 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.

Accessibility Plan: Severn Beach Primary School

Reviewed by: Laura Panting, Acting Headteacher

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
Increasing the extent to which disabled pupils can participate in the school curriculum	● Our PE curriculum includes a wide variety of sports; some of which are para sports. Para Sports are played in our after school clubs. A high number of SEND pupils attend before and after school clubs. ● Curriculum is reviewed regularly to ensure access for all. ● Regular support and CPD for staff from behaviour support, OT, SALT, EP, EYFS advisor etc.	● Audit participation in extracurricular activity by SEND pupils and aim to increase this. ● Further CPD for all staff on improving accessibility of curriculum.
Improving the physical environment of the school to increase access to education by disabled pupils	● Wheelchair access to the ground floor of our building and disabled toilets on this level. A new ramp has been added to the EYFS area and the Year One Classroom. ● We have installed a sensory room which is used for children to explore their senses and improve their sensory development. It is also used as a calm space. ● KS1 area has been adapted for a pupil with a visual impairment. ● Corridors are clear and uncluttered. Pegs are easily accessible and at a range of heights as needed. ● Resources/learning aids are easily accessed and readily available for all. ● EHCPs outline the adjustments needed to the school environment.	● We will continue to develop our calm spaces inside and outside every classroom. ● Continue to adapt our KS2 environment for visual impairment. ● Continue to audit the sensory environment regularly. ● Communication friendly spaces to be created around the school.

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
Improving the delivery of information to disabled pupils	● Teaching materials and resources are communication and dyslexia friendly. Same font used throughout school. Classroom TVs installed have an anti- glare picture. ● Widgit symbol visual timetables are used at all times of the day. This is now consistent throughout the school. ● 'Chunking' of information. ● SEND TAs MITA trained. Awareness of when to intervene and when to foster independence. ● Pre-tutoring of thematic and tiered vocabulary. ● Use of technology. ● We have embedded the 'SEND 5 - A - Day'. approach in all lessons.	● Continue to explore the use of IT to support delivery.

Accessibility Plan: St Andrew's Church Junior School

Reviewed by: Carly Hatch, Headteacher

AIM	**AREAS OF STRENGTH** **within existing provision**	**TARGETS FOR IMPROVEMENT** **including lead staff, time frame & success criteria**
Increasing the extent to which disabled pupils can participate in the school curriculum	● 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.	● 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. ● Development of a SEND Curriculum for our SEND Unit pupils - Headteacher to lead.
Improving the physical environment of the school to increase access to	● All pupils requiring a Health Care Plan (HCP) or Personal Emergency Evacuation Plan (PEEP) have one in place, with annual reviews.	● Building of our SEND Unit provision to support our most complex learners.

AIM	AREAS OF STRENGTH within existing provision	TARGETS FOR IMPROVEMENT including lead staff, time frame & success criteria
education by disabled pupils	● 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.	
Improving the delivery of information to disabled pupils	● 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.	● 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).

Accessibility Plan: St Anne's Church Primary School

Reviewed by: Emma Hardy-Smith, Headteacher

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
Increasing the extent to which disabled pupils can participate in the school curriculum	● 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 activities 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 Primary school and at the end of each academic year and other educational settings. ● Close working with the Local authority SEND team and Educational Psychologists and other specialists	● 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 assess and track individual needs and to measure the impact of interventions and provision.

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
	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.	
Improving the physical environment of the school to increase access to education by disabled pupils	● Individual SEND Learning Plans or individual support 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. ● At West Wick, there is a sensory nurture room to support individuals with their sensory needs. This provision is a stepping stone/ bridge for children towards accessing the mainstream classroom. ● 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 the 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.	● Further develop the full accessibility of the Hewish site for children, families and staff. Entrances – steps, door button, main building accessibility. Fire exits steps.

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
	● 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.	
Improving teaching and learning for pupils with sensory needs , hearing, visual or other complex disabilities.	● 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. ● Liaison with occupational therapist teams and physiotherapists for support and specialised equipment when required.	● Continue to develop the use of technology and equipment to support teaching and learning for all children. ● Explore AI training for staff. ● Ensure dual coding for all children. ● Further consider accessibility for all school trips, events and activities and make adjustments to enable everyone to participate. ● Create sensory specific areas on both sites. ● Further develop use of Insight to enable all relevant information to be centralised and shared directly sent to parents and carers.

Accessibility Plan: The Castle School

Reviewed by: Jo Cowper, Headteacher

AIM	**AREAS OF STRENGTH** **within existing provision**	**TARGETS FOR IMPROVEMENT** **including lead staff, time frame & success criteria**
Increasing the extent to which disabled pupils can participate in the school curriculum	● Accessible curriculum for all students that balances support and challenge with reasonable adjustments where needed e.g. Functional skills (Yr7-9) and ASDAN (KS3). ● Entry level is offered in core subjects to enable learners with SEND to experience success in formal qualifications and have greater preparation for GCSE. ● Personalised, bespoke learning packages where appropriate for EHCP students with the highest level of need. ● 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. ● Targeted, evidence based interventions in literacy, numeracy and other areas are implemented and evaluated to help close the gap for students with SEND. ● Pupil passports help class teachers have a clear understanding of the needs of all pupils with SEND and support them to use and evaluate	● All staff are supported to employ quality first teaching strategies in the first instance in response to 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. ● Middle leaders are fully aware of their responsibilities related to SEND students.

AIM	AREAS OF STRENGTH within existing provision	TARGETS FOR IMPROVEMENT including lead staff, time frame & success criteria
	distinctive teaching approaches to engage and support all students. ● Support for students with a medical need.	
Improving the physical environment of the school to increase access to education by disabled pupils	The environment is adapted to the needs of students as required. This includes: ● Corridor width ● Accessible parking bays ● Accessibility toilets and changing facilities ● Hygiene Room	● To ensure students with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons. ● To create an accessible ramp in the underpass area to allow students to access the ground floor left hand side of the main building. ● To install automatic doors to the main external doors on site to allow easier access and egress from the buildings. ● To add small ramps to the KS4 toilet entrance and exit doors in the main corridors. ● To investigate the feasibility of extending the main building lift to the third floor.
Improving the delivery of information to disabled pupils	● Our school uses a range of communication methods to ensure information is accessible. This includes: ● Clear, internal signage. ● Information made available to parents/carers and students using websites in addition to written form. ● Use of ‘Show my Homework’ to support students and parents with additional needs to organise and manage information related to homework.	● To enhance the provision of specialist equipment. Eg computers, keyboards, laptops, tablets, voice recorders, spell checkers etc.

AIM	AREAS OF STRENGTH within existing provision	TARGETS FOR IMPROVEMENT including lead staff, time frame & success criteria
	● Adaptations for students with visual, physical or hearing impairment as required.	

Accessibility Plan: The King Alfred School

Reviewed by: Jessica Lobbett, Headteacher

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
Increasing the extent to which disabled pupils can participate in the school curriculum	● 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. ● 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	● 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. ● School trips processes ensure high levels of inclusion and opportunity for all.

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
	teaching approaches to engage and support all students.	
Improving the physical environment of the school to increase access to education by disabled pupils	● 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.	● To continue to ensure students with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons. ● Site walk with Site manager/SLT/SENCO to ensure no barriers for students with SEND.
Improving the delivery of information to disabled pupils	● 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 occupational therapy teams and physiotherapists around student support and specialised equipment when needed. ● Planning and supporting school trips including adaptations. ● Specialised SEND careers event to ensure students and carers get the right information to support post-16 options.	● Further investigate the use of technology and equipment to support teaching and learning.

Accessibility Plan: Tortworth Primary School

Reviewed by: Michelle Engley, Headteacher

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
Increasing the extent to which disabled pupils can participate in the school curriculum	● SEND is a whole school priority- rated as expected standard by Ofsted ● Regularly review curriculum provision to achieve the best outcomes for pupils. ● Regular discussion of SEND pupils between leadership and staff to constantly review provision and practice. ● Regulation spaces available in every classroom.	● Developing a learning intervention space to support recommendations from external professionals. ● To increase lunch club provision for all pupils. ● Develop use of Insight to more accurately assess and track individual needs and to measure the impact of interventions and provision.
Improving the physical environment of the school to increase access to education by disabled pupils	● Variety of physical aids available to increase access to education e.g. slope for desks, wobble cushions, talking tins, chromebooks/tablets/ipads, sensory materials. ● Transitions planned for all learners so that necessary adjustments are in place ahead of changes. ● Health plans are written for all children with need (in consultation with the school nurse) and shared with relevant staff to ensure needs are understood, planned for and met.	● Look at how the whole school can be adapted for visual impairment.
Improving the delivery of information to disabled pupils	● Curriculum materials are available in a variety of forms (e.g. written, pictorial, via apps & technology, through talking tins, on different coloured paper).	● Being more aware of parents needs to ensure communication is always effective. ● Being mindful of accessibility for school trips and communicating this to parents

	● School information is shared on multiple platforms and shared in printed format as required.	

Accessibility Plan: Worle Community School

Reviewed by: Mark Tidman, Headteacher

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
Increasing the extent to which disabled pupils can participate in the school curriculum	● 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	● 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.
Improving the physical environment of the school to increase access to education by disabled pupils	● The environment is adapted to the needs of pupils as required at Worle. ● SENCO 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.	● Improve and upgrade signage across the school site, to include pictorial and symbol based signage as appropriate. ● Upgrade lighting across school sites to ensure lighting provision is enhanced in all learning environments. ● Continue reviewing building plans with accessibility in mind for future refurbishments/extensions.

AIM	AREAS OF STRENGTH	TARGETS FOR IMPROVEMENT
	● 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.	● SEND students are included in student voice regularly when planning premises decorations, in line with the School Improvement plan.
Improving the delivery of information to disabled pupils	● 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.	● 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).