



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: 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. ● 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 	<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.
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<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
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