



Castilion Primary School Accessibility Plan



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At Castilion Primary School our values are fundamental expressions of what we think and believe.

- **Equality** - ensuring that every individual child has an equal opportunity to make the most of their lives and talents.
- **Dignity** - being respected for the children that they are and what they believe in.
- **Respect** - treating other children the way they would like to be treated, and acknowledging the thoughts and opinions of other children.

At Castilion Primary School our mission supports wellbeing, participation, relationships and self-esteem.

- **Engage** - children have better relationships.
- **Enthuse** - children feel safe and are healthy and happy.
- **Empower** - children become active and involved in school life and the wider world.

Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the school's curriculum
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education, benefits, facilities and services provided or offered by the school.
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Castilion Primary School regards barriers to learning physical and pedagogical as structural weaknesses that disable the pupil rather than any particular need or physical impairment. Our mission is to remove these barriers and build pedagogical structures that make excellence accessible to all in order to engage and inspire our learners.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

This policy is written with consideration to the Amadeus Primary Academies Trust Equality and Diversity Policy and Equal Opportunities Policy. The Amadeus Primary Academies Trust Complaints Procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this Accessibility Plan, including as appropriate: pupils, parents, staff and governors of the school.

Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> ○ Our school offers a differentiated curriculum ○ for all pupils ○ We use resources tailored to the needs of pupils who require support to access the curriculum ○ Curriculum progress is tracked for all pupils, including those with a ○ disability ○ Targets are set effectively and are appropriate for pupils with additional needs ○ The curriculum is reviewed to ensure it meets the needs of all pupils. 	<p>To improve pupil awareness and understanding of disability</p>	<p>Review curriculum resources to include examples of people with disabilities as part of the program of study</p>	<p>SLT</p>	<p>End of academic year</p>	<p>Program of study will include learning about the successes of people with disabilities Pupil voice surveys will show an improving attitude towards and understanding of those with disabilities Incidents of discrimination based behaviours will remain low or fall further</p>

AIM	CURRENT PRACTICE	GOOD OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education, benefits, facilities and services provided or offered by the school.</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ○ Corridors are kept tidy and free of obstructions. ○ A disabled toilet and changing facilities are available for pupils. ○ Lift kept accessible to reach the second floor in the building. ○ Pathways are kept clear of vegetation. ○ Grounds maintenance contractors know which areas to prioritise. 	<p>The school currently has good access at the front of the building to meet the physical needs of most of its pupils.</p> <p>The school's procedures for pupils with medical conditions will identify through health care plans those pupils who will require adaptations to be made.</p>	<p>Plan maintenance budget fund includes small amount to respond immediately to any in year admission that may require adaptations.</p>	<p>SLT Premises manager</p>	<p>End of academic year</p>	<p>Pupils with physical needs able to use fire exits and playground exits independently.</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ○ Internal and external signage Large print resources for those that require them. ○ Coloured overlays and coloured paper. ○ Pictorial or symbolic representations including use of Widgeit symbols. 		<p>The school's procedures for pupils with medical conditions will identify through health care plans those pupils who will require adaptations to be made.</p>	<p>Monitor use and application of communication methods.</p>	<p>SLT Premises manager</p>	<p>End of academic year</p>	<p>Pupils will be able to access all information provided to them at school.</p>

Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Head Teacher.

Links with Other Policies

This Accessibility Plan is linked to the following policies and documents:

- APAT Health and Safety Policy
- APAT Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) Policy and information report
- Supporting Pupils with Medical Conditions Policy
- APAT Equality and Diversity Policy
- APAT Equal Opportunities Policy.

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Whilst the school is deemed to have two stories, the second storey only houses the Y5/Y6 classrooms. Evac Chair located in above area.	Evac Chair is inspected regularly to ensure it remains in good working order.	HT Premises manager	Annually or more regularly if admissions require
Corridor access	Wide and flat throughout. Kept clear and accessible.	Review annually or in light of in year admissions.	Outside company, that provides the chairs.	Annually or more regularly if admissions require
Lifts	One wide lift accessing the upper storey.	Lift is inspected regularly to ensure it remains in good working order.	Outside company, that installed the lift.	Annually or more regularly if admissions require
Parking bays	There are sufficient open and clear parking spaces to accommodate all parking.	None	HT Premises manager	NA
Entrances	Most entrances are level or ramped access is provided. Door release location has been raised to prevent children from reaching it and is accessible to adults.	Ensure entrance area remains accessible at all times.	HT Premises manager	Ongoing
Ramps	Permanent ramp provided to front entrance and to EYFS.	Ramps inspected termly by site manager with defects reported to HT.	HT Premises manager	Annually or more regularly if admissions require

Paths	Paths are accessible and flat.	Ensure paths remain accessible.	HT Premises manager	Annually or more regularly if admissions require
Toilets	Large disabled access toilet situated in the main corridor. Large changing facility/toilet situated in close proximity to EYFS.	Review annually or in light of in year admission as may be necessary	HT Premises manager	Annually or more regularly if admissions require
Reception area/main entrance	Flat area	None	HT Premises manager	Review as part of this policy annually in case of changes in need
Emergency escape routes	Emergency escape doors provided with slam bars. Regular drills conducted, reviewed in line with physical needs of school community as may be necessary. PEEP's created for specific children.	Statutory checks of fire equipment conducted annually Annual fire risk assessment carried out and actioned each year PEEP's updated when needed.	HT Premises manager	Review as part of this policy annually in case of changes in need