



Richard Coates
CE Primary School

Accessibility Plan

2026 to 2029

*Let Your Light Shine before others, that they may see
your good works and glorify your Father in heaven.
(Matthew 5:16)*

Implemented: September 2026
To be reviewed: Summer 2029



Richard Coates CE Primary School is part of Pele Trust.



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Document control

Item	Detail
Written by	Headteacher (James Watson) in consultation with SENDCO pupils, parents and carers, staff and the Academy Committee
Approved by	Academy Committee- September 2026
Plan period	September 2026 to August 2029
Annual progress review	Each summer term: July 2027, July 2028
Full replacement due	Summer 2029
Replaces	Accessibility Plan 2022 to 2026
Published	School website, Policies and Procedures page. Paper copies available from the school office on request. Alternative formats available on request.

1. Purpose and scope

The school motto, Let Your Light Shine, expresses the expectation that every pupil will be enabled to demonstrate their gifts, their efforts and their achievements. That expectation cannot be met where a pupil is prevented by the physical environment from reaching a teaching space, where the design of the curriculum excludes them from participation, or where written information is issued in a format they are unable to use.

This plan sets out the arrangements by which Richard Coates CE Primary School will increase access to education for disabled pupils during the period September 2026 to August 2029. It addresses the three areas prescribed by the accessibility planning duty at Schedule 10 of the Equality Act 2010.

- Increasing the extent to which disabled pupils are able to participate in the school's curriculum.



- Improving the physical environment of the school so that disabled pupils are better able to take advantage of the education, benefits, facilities and services provided.
- Improving the delivery to disabled pupils of information that is provided in writing to pupils who are not disabled, within a reasonable period and in formats determined with regard to their disabilities and to any preference expressed by them or by their parents.

The plan is concerned principally with pupils. Where an action also confers benefit on disabled staff, parents, carers, governors or visitors, this is identified. The school's duties towards disabled employees are discharged through the Pele Trust's recruitment and employment policies and are not restated here.

The school's values of kindness, respect and perseverance inform the manner in which these duties are discharged. Adjustments are anticipated rather than awaited, are implemented with discretion so that the dignity of the pupil is preserved, and are pursued until the barrier concerned has been removed.

2. Legal framework

This plan is prepared in accordance with:

- Equality Act 2010, Schedule 10, paragraph 3, which requires the responsible body of a school to prepare, implement, review and revise an accessibility plan.
- Equality Act 2010, Schedule 13, which imposes the duty to make reasonable adjustments.
- Equality Act 2010, section 149, the Public Sector Equality Duty.
- The Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005, which prescribe the review cycle.
- Children and Families Act 2014, section 69, and the SEND Code of Practice: 0 to 25 years (2015).
- Department for Education, Equality Act 2010: advice for schools.
- Equality and Human Rights Commission, Technical Guidance for Schools in England, published in 2014 and revised in 2023 and 2024. A consultation on further revision opened in 2026. The plan will be reviewed against the revised guidance upon its publication.

Definition of disability

A person is disabled for the purposes of the Equality Act 2010 where they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. The SEND Code of Practice defines long term as a year or more and substantial as more than minor or trivial.

The definition is broader than the school's SEND register. It encompasses sensory impairments affecting sight or hearing and long term health conditions including asthma, diabetes and epilepsy. Cancer, HIV and multiple sclerosis are treated as disabilities from the point of diagnosis irrespective of their current effect. A pupil may be disabled without having special educational needs, and a pupil may have special educational needs without being disabled. A substantial proportion of pupils fall within both categories.

The anticipatory nature of the duty

The duty to make reasonable adjustments is anticipatory. The responsible body is required to give advance consideration to the adjustments that disabled pupils may require, rather than to respond once a particular pupil has



been admitted. An adjustment that could reasonably have been planned for in advance does not cease to be reasonable by reason only that no request had been received.

The premises, the planning of the curriculum and the communication arrangements of the school are accordingly designed to be accessible to a disabled pupil in advance of that pupil's admission.

Policy context

The Schools White Paper Every Child Achieving and Thriving (2026) proposes substantial reform of support for special educational needs and disability. Its principal proposals comprise a four-tier model of universal, targeted, targeted plus and specialist support, digital Individual Support Plans for every child with identified special educational needs, National Inclusion Standards, an Inclusive Mainstream Fund and an Experts at Hand offer. The Education for All Bill, announced in the King's Speech of 2026, is intended to give effect to the legislative elements of the reform.

This plan proceeds on the school's existing duties and no action within it is deferred pending reform.

The direction of reform is towards inclusion by design rather than adjustment by exception, a principle already reflected in the anticipatory duty. The school's response is therefore to strengthen the discharge of its obligations under Schedule 10 rather than to establish a parallel framework.

3. Current position

Pupil profile

The following figures are drawn from the school census and the SEND register and are refreshed at each annual review. They constitute the evidence base for the actions set out at section 5.

Measure	Figure	Notes
Pupils on the SEND register	14.5% (44 pupils- as of 1 st September 2026)	Primary areas of need are: Communication and Interaction Social, Emotional and Mental Health
Pupils with an education, health and care plan	3.9% (12 pupils- as of 1 st September 2026)	
Pupils disabled within the meaning of the Equality Act	1.3% (4 pupils)	Broader than the SEND register. Includes long term health conditions
Pupils with an individual healthcare plan	Updates in progress following new allergy management guidance (September 2026- To be completed by November 2026)	See also the Supporting Pupils with Medical Conditions Policy
Pupils eligible for pupil premium	9.9% (30 pupils -as of 1 st September 2026)	For comparison, approximately 20 per cent was recorded in 2022



Staff expertise

Teaching and support staff hold training and experience in supporting pupils with autism, selective mutism, social communication and interaction needs, social, emotional and mental health needs, hearing impairment, visual impairment, gross and fine motor difficulties, cognition and learning difficulties, long term health conditions including epilepsy and diabetes, and limited mobility or physical disability.

This range is reviewed annually against the profile of the current cohort. Where a need arises that falls outside it, training is commissioned rather than the deficit absorbed.

The physical environment

The school occupies a purpose built primary school building, opened in 2021. The building is of two storeys and stands within extensive external areas comprising hard surfacing, playing field, woodland and a multi-use games area.

The site is accessible by car, by bus and on foot. The car park includes a designated accessible bay adjacent to the entrance. Wheelchair access is good, there being several ground floor access points, no steps at entry and double doors at each entrance. Lift access is provided to the upper floor. Accessible toilets are provided on every floor, and each open plan pupil toilet area contains at least one cubicle capable of accommodating a wheelchair.

The school office is fitted with a low desk accessible to wheelchair users. The entrance between the school office and the main part of the building is secure. An interview room and an accessible toilet adjoin the reception area. All classrooms are accessible.

Personal emergency evacuation plans are held for those pupils who require them and are tested during evacuation drills.

4. Accessibility audit

An annual audit of accessibility is conducted as part of the Pele Trust Safeguarding Peer Review cycle, covering each of the three planning duties. The audit is completed alongside the Headteacher, the SENDCo and the site manager.

Consistent with the anticipatory nature of the duty, the audit has regard to the full range of impairments rather than to those represented within the current cohort alone:

- Mobility, including pupils who use a wheelchair or other mobility aid.
- Dexterity, including pupils whose handling of objects, fixtures and equipment is affected.
- Vision, including visual impairment and sensitivity to light.
- Hearing, including hearing impairment and sensitivity to sound.
- Communication and comprehension, including autism, dyslexia, developmental language disorder and speech and language needs.
- Sensory processing and regulation.
- Long term health conditions and medical needs, including continence, epilepsy and conditions affecting stamina.
- Mental health conditions affecting attendance, engagement and participation.



Findings are classified as short, medium or long term actions. Short term actions are incorporated into the current academic year. Medium and long term actions incapable of completion within the plan period are carried forward into the 2029 plan, with the reason recorded. The schedule for the physical environment audit appears at Appendix 1.



5. Action plan 2026 to 2029

Each action is assigned to a named lead and carries a date and a success criterion capable of being evidenced. Where an action is continuous, the review point is stated in place of a completion date.

Planning duty 1: participation in the curriculum

Objective	Where we are now	Actions	Lead	Timescale	Success criteria
Disabled pupils are able to access the full curriculum, including the foundation subjects, physical education, swimming and computing	Adaptive teaching is established practice. Provision is mapped and progress tracked for all pupils, including those who are disabled	Annual review of curriculum accessibility by subject leaders with the SENDCo. Adapted resources and equipment audited and replaced as pupils grow. Permitted methods of recording extended to include typing, voice recording, scribing and diagrammatic response	SENDCo and subject leaders	Annually, July	No disabled pupil is withdrawn from or excluded from any curriculum area for reasons of access. Evidenced through planning, work scrutiny and lesson visits
Staff hold the expertise and confidence required to meet the range of need within the current cohort	Staff are experienced across the range of need identified at section 3	Annual whole staff training in adaptive teaching. Specialist input commissioned as required from sensory support, speech and language therapy and occupational therapy. Training log maintained and reviewed against the profile of the cohort	Headteacher and SENDCo	Annually, September	The training log demonstrates that each identified need within the cohort is matched by trained staff. Staff report increased confidence in the annual survey
Disabled pupils participate in clubs, educational visits, residential visits and enrichment activities on the same terms as their peers	Risk assessments are completed for all activities. Personalised plans are in place where required	The programme of clubs and visits audited each term in advance of registration opening, so that adjustments and adapted equipment are arranged beforehand rather than upon request. Accessibility of external venues and providers verified at the point of booking. Participation of disabled pupils tracked and reported to the Academy Committee	SENDCo and Educational Visits Coordinator	Termly	Participation rates for disabled pupils in clubs and visits are consistent with those of their peers. No activity is offered in which a disabled pupil is unable to participate



Objective	Where we are now	Actions	Lead	Timescale	Success criteria
Disabled pupils hold positions of leadership and responsibility across school life	The School Council and other pupil roles are open to all pupils	Annual review of each pupil leadership role to identify barriers to participation. Application and selection processes adapted where required. Provision of mentoring and adapted application arrangements so that disabled pupils are supported to apply rather than merely invited to do so	Deputy Headteacher	Annually, October	Disabled pupils are represented across the School Council, house roles and other positions of responsibility
Sensory and emotional regulation needs are met so that pupils are able to remain in learning	Zones of Regulation is established across the school. Regulation resources are available in part	Regulation resources audited and replenished. Movement and regulation breaks deployed on the basis of sensory indicators rather than following escalation. Refresher training for staff in de-escalation	SENDCo	By July 2027, annually thereafter	Reduction in the incidence of pupils leaving learning in distress. Pupils select regulation resources independently with increasing frequency
Barriers to attendance arising from disability or medical need are identified and removed	Attendance is monitored. Individual healthcare plans are in place	Attendance data analysed each term by disability and SEND status. Where a pattern is identified, a joint plan is agreed with the family and the relevant health professionals before the absence becomes established	Headteacher and SENDCo	Termly	The attendance gap between disabled pupils and their peers is identified, monitored and reducing
Access arrangements for statutory assessment are identified in good time and constitute normal working practice	Arrangements are made for key stage 2 assessment as required	Access arrangement needs identified from Year 4, so that any arrangement constitutes the pupil's normal way of working well in advance of the assessment period	SENDCo and Year 6 teacher	Annually, autumn term	Each pupil requiring an access arrangement has used it routinely for no fewer than two terms beforehand



Planning duty 2: the physical environment

Objective	Where we are now	Actions	Lead	Timescale	Success criteria
The accessibility of the building in practice is maintained at the standard achieved on handover	Purpose built in 2021. Lift access, level entry, accessible toilets on each floor and a designated accessible parking bay	Full physical environment audit conducted annually in accordance with the schedule at Appendix 1, with particular regard to obstruction of circulation routes, storage encroaching upon turning space, furniture layout and the weight of door closers, these being the elements most susceptible to deterioration over time	Headteacher and site manager	Annually	The audit is completed and reported to the Academy Committee. Actions arising are dated and discharged
Evacuation arrangements are safe for every pupil and adult requiring support	Personal emergency evacuation plans are held for those who require them	Plans reviewed each September and upon any change of need. Evacuation of pupils holding a plan practised during termly drills rather than assumed. All staff briefed on refuge points and on lift protocol in the event of fire	Headteacher and site manager	Termly drills, annual review of plans	Each pupil holding a plan is evacuated safely and within the target period during drills. Staff are able to describe the procedure without prompting
Pupils have access to accommodation supporting regulation and recovery	Breakout accommodation is available in part	Review of the quality and location of quiet and sensory accommodation, to confirm that it is calm, uncluttered and fit for purpose rather than repurposed storage. Provision of further accommodation considered if demand requires	SENDCo and Headteacher	By July 2027	The accommodation is in regular use and pupils report that it assists them. It is not used for any other purpose during the school day
Personal care is provided with dignity	Intimate care arrangements are in place	Audit of changing and personal care facilities against current and anticipated need, including the height of basins and benches and the discretion of access routes. Pupils requiring regular toileting or medical breaks leave lessons discreetly and without penalty. Medical	SENDCo	By December 2026	Feedback from pupils and parents confirms that arrangements are private and dignified



Objective	Where we are now	Actions	Lead	Timescale	Success criteria
		equipment stored discreetly and remains readily accessible			
Signage and wayfinding are usable by pupils with visual, cognitive or communication needs	Standard signage installed at the time of construction	Review of signage for contrast, height, legibility and symbol support. Symbol and pictorial support added at key locations	Site manager and SENDCo	By July 2027	Pupils who are not yet independent readers are able to navigate the building without adult direction
External areas, including the multi use games area, are usable by all pupils	Extensive external areas comprising hard surfacing, playing field, woodland and a multi use games area	Audit of external surfaces, gradients and gate widths for wheelchair and mobility aid access in all weather conditions, including the woodland area. Review of inclusive playtime equipment	Site manager and physical education leader	By July 2028	Every pupil is able to reach and use every external area, including in wet conditions
Accessibility is considered in each decision affecting the premises	Considered on an ad hoc basis	The accessibility implications of every planned refurbishment, redecoration or furniture procurement recorded, including lighting levels and the colour contrast of finishes	Headteacher and Pele Trust estates lead	Continuous	No alteration to the premises reduces accessibility. Records retained with the project documentation

Planning duty 3: delivery of information

Objective	Where we are now	Actions	Lead	Timescale	Success criteria
Written information issued to pupils is accessible to disabled pupils	Clear print is used throughout the school. Visual timetables are in place in the majority of classrooms	The design of written classroom material standardised to reduce cognitive load, comprising simplified instructions, consistent layout and dual coding of visual and written information. All worksheets produced in a format compatible with text to speech software	Deputy Headteacher and SENDCo	By July 2027	A sample of material from each year group meets the agreed standard



Objective	Where we are now	Actions	Lead	Timescale	Success criteria
Information issued to parents and carers is accessible, including to disabled parents	Communication is principally by electronic mail	Format requirements established at the point of admission and at each annual review rather than upon request. Large print, simplified language, audio, translation and screen reader compatible formats offered. Recorded preferences applied without the need for restatement	Headteacher and office manager	By December 2026, continuous thereafter	The communication preference of each family is recorded and met. No complaint is received concerning inaccessible communication
The school website meets recognised accessibility standards	Standard supplier platform	The website and all uploaded documents assessed against WCAG 2.2 AA. Documents published in accessible form rather than as scanned images, and issued with headings and alternative text	Headteacher and website administrator	By July 2027	The website and key documents pass an accessibility assessment. Statutory documents are readable by screen reader
This plan is itself accessible	The previous plan was published in portable document format only	The plan published in plain language, accompanied by a summary version for pupils and families, with alternative formats available on request	Headteacher	Upon approval	The plan is available in no fewer than two formats. A pupil facing summary is published
Staff make consistent use of visual and alternative communication	Certain staff hold training in Makaton and symbol systems	Training extended in Makaton, symbol support and augmentative and alternative communication. Use established in assemblies and about the school rather than confined to targeted sessions	SENDCo	Training cycle 2026 to 2029	Alternative communication is evident in the everyday life of the school. Pupils who use it are understood by any adult in the building
Families receive timely information concerning medical and care arrangements	Communication is generally responsive	Individual communication plans agreed with the families of pupils with medical or care needs, specifying the information to be shared, the person responsible and the frequency.	SENDCo	By April 2027	Parents report that they are informed promptly and consistently



Objective	Where we are now	Actions	Lead	Timescale	Success criteria
		Confidentiality maintained while ensuring that staff requiring the information are informed			



6. Monitoring, resourcing and review

The Headteacher and the SENDCo monitor progress against each action. A written progress report is submitted to the Academy Committee annually during the summer term, identifying the actions completed, those not completed together with the reasons, and any action added in response to a change of need. The link governor for special educational needs and disability reports upon the plan to the full Academy Committee.

Monitoring evidence comprises the annual accessibility audit, learning walks and lesson visits, the views of pupils and parents, participation data for clubs and educational visits, attendance data analysed by disability and the staff training log.

The Academy Committee acknowledges that the plan requires adequate resourcing if it is to be implemented. Actions are costed as part of the annual budget cycle, and capital items are referred to the Pele Trust estates team. Where an action cannot be funded within the plan period, the position is recorded together with the reason and a target date rather than left as an open action.

The plan is reviewed annually and is replaced in full by summer 2029. It will be reviewed earlier in the event of refurbishment of the school, the publication of revised technical guidance by the Equality and Human Rights Commission, revision of the SEND Code of Practice, or the admission of a pupil whose needs the plan does not anticipate.

Concerns relating to accessibility fall within the Pele Trust Complaints Procedure. Concerns relating to the support provided to a pupil with special educational needs are addressed through the arrangements set out in the SEND Information Report.

7. Related documents

This plan is to be read in conjunction with:

- SEND Policy
- SEND Information Report
- Supporting Pupils with Medical Conditions Policy
- Intimate Care Policy
- Public Sector Equality Duty statement
- Pele Trust Equality Objectives
- Behaviour Policy
- Positive Handling Policy
- Health and Safety Policy and risk assessments
- Educational Visits Policy
- Pele Trust Complaints Procedure
- Admissions Policy



Appendix 1: Physical environment audit schedule

The audit is completed annually as part of the Pele Trust Safeguarding Peer Review cycle, alongside the Headteacher, the SENDCo and the site manager. The current position column is to be updated at each audit.

Feature	Current position, 2026	Action required
Storeys and vertical access	Two storeys, with lift access to the upper floor	Confirm that lift servicing is current. Confirm that staff are familiar with the protocol for evacuation from the upper floor where the lift is unavailable
Entrances	Several ground floor access points. Level entry throughout. Double doors at each entrance	Assess the weight of door closers annually. Consider whether automated opening is required for any pupil on roll
Reception and school office	Low desk in the school office, accessible to wheelchair users. Secure entrance between the office and the main part of the building. Interview room and accessible toilet adjoining	Confirm that the desk height remains serviceable and that approach to it is kept clear. Assess hearing loop provision
Corridors and circulation	Wide circulation routes as constructed in 2021	Assess encroachment upon turning space by storage and display, this being the most common form of deterioration in a new building
Classrooms	All classrooms accessible	Review furniture layout each September against the needs of the class
Toilets	Accessible toilets on every floor. At least one wheelchair accessible cubicle in each open plan area	Test emergency pull cords termly and confirm that they reach floor level. Inspect the condition of grab rails
Changing and personal care	To be completed	Audit against anticipated as well as current need, including the height of basins and benches
Parking and arrival	Car park with designated accessible bay adjacent to the entrance	Confirm that the bay is kept clear and signed. Assess the route from bay to entrance in wet and icy conditions
External areas	Hard surfacing, playing field, woodland and multi use games area	Audit surfaces, gradients and gate widths, including the woodland route, in wet conditions



Feature	Current position, 2026	Action required
Signage and wayfinding	Signage as installed at construction	Assess contrast, height and symbol support
Lighting and acoustics	To be completed	Assess lighting levels and glare, and acoustic conditions in the hall and other large spaces
Emergency evacuation	Personal emergency evacuation plans held as required. Emergency lighting installed and escape routes marked	Practise evacuation of plan holders during termly drills. Identify alternative routes for pupils with mobility needs
Quiet and sensory accommodation	To be completed	Confirm that the accommodation is calm, uncluttered and not used for storage

Approved by the Academy Committee: September 2026

Headteacher: James Watson

Chair of the Academy Committee: Melanie King

Next full review: Summer 2029