



Coates Primary School



Accessibility plan

Review January 2026

Next review January 2029

Contents

1. Aims.....	3
2. Legislation and guidance.....	3
3. Action plan	4
4. Monitoring arrangements.....	7
5. Links with other policies.....	7

1. 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

At Coates Primary School we aim to provide each and every individual with a high-quality learning experience, which will develop his or her potential and encourage independence and confidence. Our curriculum is broad, balanced and relevant to the needs of each child and seeks to ensure continuity and progression. Teaching and learning take place in a caring, purposeful and secure environment. We aim to foster self-esteem, respect for self and others, co-operation and care for the community. At Coates Primary School we value the interests of the children and links with parents.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Access to the Curriculum.

Objective	Activity	Who is responsible	Timescale	Success Criteria	Outcome
Accessibility of the curriculum for those pupils with SEND and/or a disability	<p>Review the school provision to ensure it meets the requirements set out in the SEND Code of Practice and Disability Act.</p> <p>Review of the school SEND information report</p> <p>Updates provided on the school website.</p>	SENCO	Annually	Parents are informed of how the SEND provision looks in the different phases of the school	
School trips are accessible for pupils with SEND	<p>Planning of trips includes consideration of suitability for all pupils.</p> <p>Consultation with providers to confirm possible arrangements and reasonable adjustments needed to ensure all pupils can fully participate.</p> <p>Thorough risk assessments completed which includes individual risk assessments for identified pupils.</p>	<p>Admin Staff</p> <p>SENCO</p> <p>Class Teachers (As appropriate for the identified year groups.)</p>	Ongoing	All pupils are able to fully participate in the range of trips and visits offered.	
To reduce the sensory overload from the classroom environment.	Consistent neutral colours to be used inside the classrooms on displays.	All class teachers	Ongoing	Children are less overwhelmed and stimulated by their class environments.	

	<p>Limit the resources on display in busy areas.</p> <p>Resources accessible for the pupils to access.</p>			<p>Pupils show higher levels of concentration in lessons.</p>	
<p>Effective use of resources & specialised equipment to increase access to the curriculum for all pupils</p>	<p>Initial discussion with the class teachers and SENCO to inform the aids provided.</p> <p>Strategic deployment of support staff and enrichment teacher.</p> <p>Allocation of required resources e.g. wobble cushions, individual work area partitions, overlays, coloured exercise books, pencil grips, chews, fiddle toys, ear defenders etc</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>Pupils have access to a range of resources including, fidget toys, sensory cushions, individual work stations, overlays, coloured workbooks/sheets etc.</p>	
<p>Effective adaptations to the curriculum to meet the needs of identified pupils.</p>	<p>Specialist interventions e.g. speech and language</p> <p>Individualised curriculum</p> <p>Pastoral support</p> <p>Access to the Nurture Room.</p> <p>Differentiated resources/ activities.</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>The needs of identified pupils are met and pupils make good progress from starting points.</p>	
<p>Staff training to support increasing access to the curriculum for all pupils.</p>	<p>Epipen and asthma training</p> <p>Access to courses, CPD from specialist practitioners.</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>Increased access to the curriculum needs of all pupils are met.</p> <p>Records are maintained for all training provided.</p>	

	<p>Therapeutic Thinking training.</p> <p>Staff meetings / TA meetings</p> <p>Attendance at cluster/ network meetings</p>				
Reasonable adjustments are planned for all before and after school clubs to support pupils to be able to access them.	<p>When planning clubs a risk assessment is completed.</p> <p>To ensure external providers meet legal requirements.</p>	SENCO	Ongoing	All pupils are able to access the after school club provision.	
Children feel comfortable and enjoy their playtimes/ lunchtimes.	<p>Zoned areas to ensure there are quieter/ calmer places or things to do for children who find noisy/ busier environments difficult.</p> <p>Specific adults leading activities outside.</p> <p>Access to provision indoors within the Yr 2 classroom.</p>	<p>SLT</p> <p>All staff</p>	Ongoing	All children are able to access a range of provision in their break/ play time.	
Effective communication and engagement of parents.	<p>Parents to continue to be invited to meetings about their child- medical, APDR, Annual reviews etc. – Either virtually or in person, to support the needs of the parent.</p>	<p>SENCO</p> <p>Class teachers</p>	Ongoing	Increased engagement of parents.	
All children are represented and feel visible within the classroom/ school environment	<p>Resources will reflect the needs of the pupils.</p> <p>Teachers will make a conscious effort to show a variety of people with SEND, disabilities and</p>	<p>Class teachers</p> <p>SLT</p>	Ongoing	All children feel represented.	

	medical needs in their classroom practice and in the environment.				
--	---	--	--	--	--

Improve the physical environment of the school.

Objective	Activity	Who is responsible	Timescale	Success Criteria	Outcome
To ensure the entrance access and access throughout school is fully compliant.	Ensure all corridors and walkways are clear. Wheelchair accessible entrances and toilet facilities. Designated disabled parking. Wide doors and entrance ways.	SLT/SENCO	Ongoing	School is fully accessible for pupils and the school community.	
Improving access to the Year 3 classroom.	To change the entrance step to a ramp.	SLT/Contractor.	By May 2026	Improved entrance to the classroom for pupils and the school community with disabilities.	
Improving the walkway around the OSC mobile.	To improve the paving of up to and around the OSC mobile.	SLT/Contractor.	By August 2027	Improved accessibility for the OSC mobile.	
Improve the visual indicators of the fire alarm.	Fire alarm system to be evaluated and improvements required to be put into place/ planned.	SLT/Contractor.	By August 2028	Fire alarm system is accessible for pupils with hearing impairments.	

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy