



Coleridge Primary School - Accessibility Plan

About this plan

At Coleridge Primary, we are committed to ensuring that everybody within our community has equal access to all aspects of school life. The purpose of this document is to make clear the practical ways in which the school strives to achieve this, offering information on how people with disabilities are afforded access to our school's curriculum and physical environment.

According to the Equality Act of 2010, a person has a disability if:

- He or she has a physical or mental impairment and...
- ...the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

To ensure that the school is meeting the needs of those with disabilities and is fulfilling the requirements of the Equality Act, this document examines the schools current provision - and sets targets for future development - in the areas of:

- Access to the **school's curriculum**
- Maintenance and improvement of access to the **physical environment**
- Access to **written information**

This plan is reviewed at least once every three years by the Environment and SEND committees of the school's governing body. These committees take responsibility for auditing the current access arrangements for those with disabilities, and for setting achievable and quantifiable targets for future improvements that can be deemed *reasonable adjustments*.

Following approval by the Head Teacher and by the school's governing body, the plan is shared with all staff, and responsibilities for addressing specific issues and targets, are apportioned in accordance with peoples roles within the school.

The local authority will also monitor the school's provision under the Equality Act 2010 (and in particular, Schedule 10 regarding accessibility), and will advise upon our compliance with that duty.

This accessibility plan is structured to complement and support the school's objectives around diversity, equality, values and citizenship and will similarly be published on the school website. For a full understanding of how Coleridge Primary School supports those with disabilities, this



document should be read in conjunction with our policies pertaining to Behaviour, Teaching and Learning, SEND and Health and Safety.

About our school

Our environment

Situated in the London borough Haringey and maintained by this authority, Coleridge Primary is a large inner-city school with 910 children on role. The school is split across two sites with Early Years Foundation Stage and Key Stage One based on Coleridge East, and Key Stage Two on Coleridge West. (Full details about the layout of the sites are included in the accessibility audit on pages 5-10 of this document).

Our vision and ethos.

At Coleridge, we provide an outstanding learning experience where we inspire **all** children to become creative problem solvers, ready to thrive and succeed in the 21st Century. We aim to give children a positive first experience of learning and to make them responsible citizens who appreciate the value of a strong sense of community. We teach a rich, creative curriculum focussed on developing skills in a meaningful, motivational and memorable context, and thereby help children to achieve to the best of their ability. At Coleridge, we think that it is essential to teach children values which will be fundamentally useful - regardless of the ever-changing political and educational landscapes. We therefore encourage our children, and the wider school community, to be:

- Respectful
- Reflective
- Resilient
- Aspiring
- Caring and considerate

Within this accessibility plan, all assessments of current provision and targets set for future development, are based on affording children access to this vision and ethos.



Aim: To increase access to the curriculum for pupils with disabilities

Current provision

- Recent expansion of the SEND team in order to ensure more thorough assessment and support of all children with disabilities
- Home visits of all children entering nursery allows for advanced planning of how best to cater for specific needs
- Staff receives regular up-to-date training on SEND, enabling members to identify and assess needs more accurately
- Clear, quick referral procedure for children with suspected SEND.
- Inter-school agreements to share facilities useful for children with disabilities (Kestrel House sensory room)
- Thorough differentiation of all teaching activities
- Focused intervention work for children making insufficient progress
- Thorough handover process with receiver secondary schools and transition reviews with parents and carers
- Use of radio aids in classrooms for children with hearing impairment
- Classroom seating plans based on visual and hearing impairments
- Extra PE support for children with weak gross motor skills
- Extra OT groups to develop gross motor and fine motor control
- BEANSTALK volunteer reading programme
- Haringey 'All about me' programme for children with ASD transitioning to secondary school
- Staff visits to specialist schools to learn good practice
- Recent expansion of school counselling service



Future improvements

- Review all current policies, ensuring compliance with Equality Act 2010
- Educate all children about specific disabilities, making them more aware and more understanding of the needs of others
- Expansion of volunteers reading programme
- Improved environments for children with sensory needs

Actions to be taken and success criteria

1. Plan, organise and deliver 'Autism Awareness Week' in order to promote understanding and empathy amongst all children in the school
2. Recruitment and training of additional parental volunteers in order to support development of reading fluency and comprehension skills in SEND children
3. Quiet, low-stimulus workstations in classrooms for children with sensory needs. Purchase of ear-defenders where necessary

Budget and responsibility

1. SEND Team - No budget
2. English Team in collaboration with parental volunteer leaders
3. SEND Team – SEND budget



Aim: To improve and maintain access to the physical environment

Owing to the higher costs and longer time scales associated with building improvement work, it may not be feasible to fulfil all long term objectives related to physical environment within the lifetime of this accessibility plan. Therefore, some aims and objectives may roll forwards into subsequent plans.

Current provision

- Disabled parking facilities, both on site and in neighbouring council roads
- Disabled toilets
- Wheel chair access to all usable floors on each building (except mezzanine level East and Year 4 area West)
- All playgrounds and outside space accessible to unaided wheelchair users
- Sound boards to deaden ambient noise in most classrooms
- Health registers advise all staff of specific medical needs of children
- Dietary requirements are catered for in the kitchens. kitchen staff is aware of children with specific food allergies

Future improvements

- Internal signage
- Disabled access to mezzanine level East and Year 4 area West
- Movable wheelchair ramps
- Wheelchair access to the west halls
- Improved lighting on west site
- Sound deadening boards for classrooms in years 4 and 5

Actions to be taken and success criteria

1. Costing and installation of sound deadening boards for classrooms in years 4 and 5
2. Replace lighting on the west site
3. Ensure wheelchair access is catered for in design of new halls project
4. Confidential survey of people within the school community regarding any disabilities and access issues



5. Consult with Haringey schools property officer on access to mezzanine level for unaided wheelchair users. Costing of options to permit access.
6. Look for funding opportunities to develop the physical environment for disabled users
7. Children to produce internal signs for visitors in art and D&T lessons

Budget and responsibility

1. Site Manager – Site budget
2. Site Manager – Site budget
3. Deputy Head and Halls Project Manager – Halls project budget
4. SLT – No Budget
5. Deputy Head and Site Manager– Site budget
6. School Business Manager
7. Creative Arts Team – D&T/ART Budget



Aim: To improve the delivery of written information

Current provision

- Enlargement of all curriculum resources for those with specific difficulties
- Access to ICT and word processing facilities
- Wide range of OT related resources used in school (sloping boards, grip mats and ergonomic pen grips)
- Use of Barrington Stokes reading books with wide spaced print for children with dyslexia and visual impairment
- Resources photocopied onto cream paper for children with dyslexia
- ICT technician consulted on computer setups for children with disability (sticky keys, low sensitivity mice)
- All documentation and correspondence published by the school is written in plain English

Future improvements

- **All** information about things going on inside school is accessible from home
- Redesign of school website to ensure greater clarity and ease of use
- Purchase of more books and teaching resources in large font and Braille
- Easier access to comprehension objectives for weaker readers
- Children with disabilities to have better access to ICT programmes that support development on literacy skills

Actions to be taken and success criteria

1. Redesign of school website to ensure clear layout and quick access to required information (ability to translate content into other languages and to zoom and enlarge text)
2. All correspondence to be e-mailed to parents and/or to be made accessible via the website (thus ensuring those with physical disabilities can access information from home)
3. English team to provide INSET on using picture books to developing inference and comprehension



skills in readers of all abilities

4. Purchase and use of 'English Type' and 'Word Shark' programmes to support development of literacy skills
5. Purchase of audio books and audio equipment for use in the school library

Budget, timescale and responsibility

- 1. SLT and website consultant – ICT budget**
- 2. SLT, ICT manager and office staff – No budget**
- 3. English Team – No Budget**
- 4. SEND Team – Send Budget**
- 5. English Team and school Librarian**
- 6. English budget**



Access Audit Coleridge East

Features	Description
<p>Number of stories</p>	<p>Coleridge East is a three story building with an additional mezzanine level between the second and third floors. This level can be accessed from the second floor via a short flight of 8 internal stairs. The main entrance to the building is on the ground floor, but owing to the fact that the site is built into the side of a hill, both the ground floor and the first floor can be accessed directly from ground level.</p> <p>The third floor houses the air handling unit and heating systems for the building. Access is only permissible to the site manager and to works contractors. All other floors, including the mezzanine level, are regularly accessed by staff, pupils and visitors to the school.</p>
<p>Corridor access</p>	<p>All three floors have corridors measuring 1.85m at their narrowest point. These corridors can be accessed from ground level on floors G & 1.</p>
<p>Lifts</p>	<p>There is one lift capable of taking 13 persons and a maximum load of 1000kg. The lift gives access to floors G, 1, & 2, but not the mezzanine level.</p>
<p>Parking Bays</p>	<p>There are no parking bays for visitors or staff on, or immediately around, Coleridge East. Staff and visitor parking is on Coleridge West, where there are bays for 19 cars. There is also one designated disabled parking bay. It is possible for a wheelchair user, parking on Coleridge West, to access Coleridge East without encountering obstacles on route.</p>
<p>Entrances</p>	<p>Floor G has eleven possible entrances and exits in total, although only eight of these are used by children, parents and staff on a regular basis. At times of drop off and collection, these eight entrances and exits to the ground floor can be accessed by three external gates in the school's perimeter fence. In the interest of safety, two of these gates are closed at all times other than drop off and collection, restricting access to the school premises to a single key-coded gate at the front of the building.</p> <p>Floor 1 has five entrances and exits direct from ground level.</p> <p>Floors 2, 3 and the mezzanine level, can only be accessed via the internal staircases or by the lift</p>



<p>Ramps</p>	<p>There are no ramps within the building. A purpose built external ramp allows for easier transition between levels in the playground.</p>
<p>Toilets</p>	<p>Floor G has separate toilets for each sex in Reception, and mixed sex toilets for children in Nursery. There is one staff toilet and one disabled toilet.</p> <p>Floor 1 has two sets of separate toilets for each sex in years 1 and 2. There is one disabled toilet and three staff/visitor toilets</p> <p>There are two staff/visitor toilets on the mezzanine level and one disabled toilet.</p>
<p>Reception area</p>	<p>There is a wide reception area on the ground floor with seating for two. The reception area is accessed and exited via two sets of double doors. The main entrance gate, external and internal doors all have key codes to gain access and electronic door releases to exit.</p>
<p>Internal signage</p>	<p>All emergency exits are clearly signposted. Each room on Coleridge East has individualized fire evacuation plans in fixed frames next to the door. These have highlighted escape routes.</p> <p>There is no internal signage to specific rooms or areas.</p>
<p>Emergency Escape routes</p>	<p>There are five signposted emergency exits from floor G - three of which are accessible to unaided wheelchair users.</p> <p>There are four signposted emergency exits from floor 1 – only one of which is accessible to unaided wheelchair users.</p> <p>There are two emergency exits from floors 2 and 3. Unaided wheelchair users can exit the building from floor 2 via the lift. There is no exit for unaided wheelchair users from the mezzanine level.</p>

Actions to be taken

- **Internal signage**
- **Sign on disabled toilet door (ground floor)**
- **Access to and exit from the mezzanine level for unaided wheelchair users**



Access Audit Coleridge West

Features	Description
Number of stories	<p>Coleridge West has three floors but several different levels and landings, making movement around the site more challenging for those with disabilities. The ground floor (that which is accessed through the main entrance) is a long corridor with offices, store rooms, and the school library and dance studio leading from it. The only disabled toilet on the west site is also on floor G.</p> <p>A short flight of 4 internal stairs leads off the corridor of floor G and down into the halls and kitchens. There are no internal wheelchair ramps, but disabled access to the halls and kitchens is possible via external ramps.</p> <p>To the northern end of the corridor on floor G there are two separate flights of 10 internal stairs, one flight leading down to the year 3 classrooms (G -1), and one leading upwards to Year 4 (first floor) . Though the year 3 classrooms can be accessed from ground level outside, Year 4 cannot, making it totally inaccessible to wheelchair users in its current configuration.</p> <p>To the southern end of the corridor on floor G, a flight of 10 internal stairs climbs to the year 5 & 6 corridor and classrooms (also first floor). Owing to the undulation of the landscape around the school, these classrooms can also be accessed from ground level outside.</p>
Corridor access	<p>The corridors on all three floors measure 150cm at their narrowest points (that where they pass through doorways), and 315cm at their widest.</p>
Lifts	<p>There are no lifts on Coleridge West</p>
Parking Bays	<p>The west site has parking bays for 19 cars. There is one designated disabled parking bay on site, and two on the neighbouring council road.</p>
Entrances	<p>There is only one gate in the perimeter fence of the West site through which access to the playground is possible.</p> <p>Floor G has 3 usable exits and entrances, G -1 has 5, and the first floor at the southern end of the building has 9. On the hall level, there are 3. During class time, access to the building is only possible through the main entrance on floor G. This involves passing through reception and being admitted by office staff.</p>



Ramps	There are two external wheelchair ramps to the rear of the building, allowing access to floor G and the hall. Owing to the undulation of the ground around the outside of the building, all floors (except the year four area) can be accessed by wheelchair users from the outside of the building. A wheelchair ramp in the playground outside the year 3 area makes transition between levels easier.
Toilets	Floor G has separate staff/visitor toilets for each sex and one disabled toilet with grab rails. G -1 and the year four area on the first floor both have separate blocks of toilets for each sex. The first floor at the southern end of the building has two sets of children's toilets for each sex. There are also male and female staff toilets.
Reception area	There is a spacious reception area on the ground floor with bench seating for two. The reception area is accessed and exited via two sets of double doors. The main entrance gate and the internal door both have key codes to gain access and electronic door releases to exit.
Internal signage	There is no internal signage to specific rooms or areas.

Actions to be taken

- **Internal signage**
- **Access to year four area for wheelchair users**
- **Internal ramps to hall.**

Ben Strange - April 2016