



## 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, SEND and Child & Community 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 distributed 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 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 of Haringey and maintained by this authority, Coleridge Primary is a large inner-city school with 876 children on roll. The school is split across two sites with Early Years Foundation Stage and Key Stage 1 based on Coleridge East, and Key Stage 2 on Coleridge West. (Full details about the layout of the sites are included in the accessibility audit on pages 9-12 of this document).

### Our vision and ethos

At Coleridge, we value children's happiness and emotional wellbeing above all else. We believe that children learn best when they feel secure, understood, and encouraged as individuals. We aspire to develop our children to become independent and confident learners who are ready and excited to embrace the world.

We provide our children with a huge range of educational opportunities, designed to spark their interests and enthusiasm, to inspire them, and to enable them to realise their full potential.

The school has three core values, which we seek to instil in our children, and which underpin all that goes on in the school.

**CREATIVE:** We use curiosity and imagination to solve problems and create new ideas

**CARING:** We look after each other, our school, and our wider environment

**RESILIENT:** We overcome obstacles, we learn from our mistakes and we never give up



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

### Current provision

- Large, well-resourced Special Educational Needs department, in order to ensure best support for SEND pupils and their families
- Home visits for all children entering nursery, and new starters in Reception, allows for advanced planning of how best to cater for specific needs
- Staff receives regular up-to-date training on SEND, enabling staff to identify and assess needs more accurately
- Clear, quick referral procedure for children with suspected SEND
- Intervention work for children making insufficient progress
- Transition reviews with parents and carers as children move from one year group to the next
- Classroom seating plans based on needs
- Extra OT PE support for children with weak gross motor skills
- Specific Occupational Therapy (OT) equipment used where appropriate (ear defenders, move-sit cushions, therabands, sloping boards, pencil grips etc.)
- Haringey 'All About Me' programme for children with Autistic Spectrum Condition (ASC)
- *Breakout* spaces for children with ASC
- Counselling service for supporting emotionally vulnerable children and their families
- Well-being team meetings to support children with social and emotional needs
- Proactive teaching of emotional regulation strategies within classes

### Actions undertaken since last review

- Establishment of Rainbow Class, a specialist setting for high needs children with ASC. Rainbow class has specialist resources and highly trained staff to better meet the academic and sensory needs of the children
- An OT gym with sensory circuits for ASC children
- Expansion of the Well-being and Counselling teams, in order to provide further support for children who have experienced trauma or who are emotionally vulnerable



### Future improvements

1. Expansion of Rainbow class provision (at present, Rainbow class only runs in the mornings). We intend to extend this through lunchtimes to include social skills and friendship groups for SEND pupils.
2. Pupil Passports for all high needs SEND pupils so that new staff who work with these children have quick access to essential information about their needs, their likes and dislike etc.
3. More coffee mornings and social gatherings for parents and carers of children with certain disabilities

### Budget and responsibility

1. SEND team in conjunction with Leadership Team
2. Michelle Dottore and Corinna Phillips
3. Michelle Dottore and Corinna Phillips



## **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 facility on site
- Disabled toilets on both sites
- Lift access to all floors on Coleridge East (except mezzanine level)
- External wheelchair access to all usable floors on each building (except mezzanine level East and Year 4 area West)
- All playgrounds and outside space accessible to wheelchair users
- Health registers advise all staff of specific medical needs of children
- Dietary requirements and food allergies are catered for in the kitchens

### **Actions undertaken since last review**

- West site Playground refurbishment project (Haringey Major Project) has improved independent wheelchair accessibility across the site, including a new more easily navigated ramp, gentle sloped hard landscaping and improved external access to all class rooms
- Conversion of ambulant WC bank into Disabled WC – providing more convenient DDA WC provision for years 5 & 6
- Installation of *EVAC chair* on East stairwell (and training)

### **Future improvements**

1. Continue working with the Local Authority to resolve accessibility issues which are beyond the financial scope of the school, including DDA lift from school library West and Mezzanine level on East
2. Creation of a permanent sensory needs space within the school



### Budget and responsibility

1. Environment Heath and Safety Committee (EHSC) of the school's Governing Body
2. SEND team, Site team



## Aim: To improve access to written information

### Current provision

- Key vocabulary introduced at the start of all new units of work and displayed clearly on working walls and word matt
- Wide range of OT related resources used in school (sloping boards, grip mats and ergonomic pen grips)
- All documentation and correspondence published by the school is written in plain English
- All correspondence is now e-mailed to parents and carers, and/or is accessible via the website (thus ensuring those with physical disabilities can access information from home)
- School website contains functionality to zoom and enlarge text, and to translate content to other languages
- Loan of school devices to families with no access to internet

### Actions undertaken since last review

- Recruitment and training of additional parent/carers volunteers in order to support development of reading fluency and comprehension skills in SEND children
- Introduction of new systematic, synthetic phonics programme to support all early readers
- Use of voice activated scribing programmes
- Whole staff training on teaching comprehension skills to weaker readers, and purchase of texts to support this initiative
- Purchase of Little Wandle 7+ texts for weaker readers. These contain more simple language structures and decodable vocabulary, but have a more grown up themes and subject matter

### Future improvements

- Purchase of further Barrington stoke reading books for children with dyslexia and visual impairment

### Budget, timescale and responsibility

1. SEND team and Louise Foulkes



## Access Audit Coleridge East

Features	Description
<b>Number of storeys</b>	<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 rises. 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 plant room for the heating system at one end of the building, and storage facilities and shared workspaces for staff at the other. Access to the plant room 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>
<b>Corridor access</b>	<p>All three floors have corridors measuring 1.85m at their narrowest point. These corridors can be accessed from ground level on floors G &amp; 1.</p>
<b>Lifts</b>	<p>There is one lift capable of taking 13 persons and a maximum load of 1000kg. The lift gives access to floors G, 1, &amp; 2, but not the mezzanine level.</p>
<b>Parking Bays</b>	<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>
<b>Entrances</b>	<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</p>





	staircases or by the lift
<b>Ramps</b>	There are no ramps within the building. A purpose built external ramp allows for easier transition between levels in the playground.
<b>Toilets</b>	Floor G has separate toilets for each gender in Reception. There is one gender neutral staff toilet and one disabled toilet.  Floor 1 has two sets of separate toilets for each gender in years 1 and 2. There is one disabled toilet and three staff/visitor toilets  There are two staff/visitor toilets on the mezzanine level and one disabled toilet.
<b>Reception area</b>	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.
<b>Internal signage</b>	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.  There is no internal signage to specific rooms or areas.
<b>Emergency Escape routes</b>	There are five signposted emergency exits from floor G, three of which are accessible to unaided wheelchair users.  There are four signposted emergency exits from floor 1, only one of which is accessible to unaided wheelchair users.  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.

### Actions to be taken

- Access to the mezzanine level for unaided wheelchair users - Haringey

**Access Audit Coleridge West**

Features	Description
<b>Number of storeys</b>	<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, the library (which can be converted into an accessible Yr 4 classroom when required) and dance studio leading from it. There is one disabled WC on floor G and one disabled WC on first.</p> <p>A short flight of 4 internal rises leads off the corridor of floor G and down into the halls and kitchens. There is an internal wheelchair ramp that provides access to the hall as well as external access to the kitchens via an external ramps.</p> <p>To the northern end of the corridor on floor G there are two separate flights of 10 internal rises, one flight leading down to the 4 x Year 3 classrooms (or 3x Year 4 classrooms and the library (G -1), when the Library on G is required as an accessible Yr4 classroom).</p> <p>An other flight is leading upwards to Year 4 (first floor) . Though the year 3 classrooms can be accessed from ground level outside, Year 4 cannot, making it inaccessible to wheelchair users in its current configuration.</p> <p>Hence the GF Library can be converted to a level access Yr 4 class room when required.</p> <p>To the southern end of the corridor on floor G, a flight of 10 internal rises climbs to the year 5 &amp; 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>
<b>Corridor access</b>	The corridors on all three floors measure 150cm at their narrowest points (where they pass through doorways), and 315cm at their widest.
<b>Lifts</b>	There are no lifts on Coleridge West
<b>Parking Bays</b>	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.



<b>Entrances</b>	<p>There are now three gates in the perimeter fence of the West site through which access to the playground is possible. There is also a fourth at the rear of the building for access to the school carpark.</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>
<b>Ramps</b>	<p>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.</p> <p>West playground project has significantly improved independent wheelchair accessibility across the site.</p>
<b>Toilets</b>	<p>Floor G has separate staff/visitor toilets for each gender and one non-gender disabled toilet with grab rails. G -1 and the year four area on the first floor both have separate blocks of toilets for each gender. The first floor at the southern end of the building has two sets of children's toilets for each gender and one non-gender disabled toilet. There are also male and female staff toilets.</p>
<b>Reception area</b>	<p>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.</p>
<b>Internal signage</b>	<p>There is no internal signage to specific rooms or areas.</p>
<b>Emergency Escape routes</b>	<p>There are 5 signposted emergency exits on floor G and the hall level, 3 of which are accessible to unaided wheelchair users.</p> <p>There are 4 signposted emergency exits on floor G-1, all of which are accessible to unaided wheelchair users</p> <p>There are 2 signposted emergency exits on the first floor at the northern end of the building (Year 4 area). Neither of these are accessible to wheelchair users</p> <p>There are 9 signposted emergency exits on the first floor at the southern end of the building (Year 5 &amp; 6 area). All of these are accessible to wheelchair users.</p>



### **Actions to be taken**

- **Improved emergency lighting**
- **Threshold ramp for wheelchair access to library (Haringey)**

Date: September 2022

Review Date: September 2024