



# Fleet Primary School

Fleet Road Hampstead London NW3 2QT

Tel: 020 7485 2028 Fax: 020 7485 5177

E-mail: [admin@fleet.camden.sch.uk](mailto:admin@fleet.camden.sch.uk)

Headteacher: Don McGibbon



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## Accessibility Plan

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**Head Teacher: Don M<sup>c</sup>Gibbon**

**Chair of Governors: Marcus Boyland**

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## Context of the Plan

The Equality Act 2010 came into force on 1st October 2010 and replaced existing equality legislation including the Disability Discrimination Act (DDA) The effect of the law is the same as the previous legislation in that schools 'cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.

## Aims of the Plan

The plan sets how we will:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

## Definition of a Disability

The definition of disability under the law is a wide one:

*'A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.'*

The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

## Context of the school

Fleet Primary School is a one form entry primary school. The current building go back to the 1950's with 236 places including a nursery. The main school comprises of two, two storey blocks, housing the classes for Rec-Year 6, offices and toilets. Joined to one of the blocks is a large multi-purpose hall including kitchen facilities. There are a further three newer buildings on the site. Two in the junior playground called the QUBE and the POD. The QUBE is a multiuse space with kitchen facilities and two small rooms off the main space. The POD house two spaces, a large multiuse teaching space and a smaller sensory room. The other building houses the Nursery and has it's own playground space. The site comprises two large playgrounds – the infants and junior playgrounds. There is also a third outdoor space, accessed via a ramp from the junior playground, that is a large open, 3G football pitch. Around the front of the site – fronting onto Fleet Road is an area of greenery comprising a fenced pond area, trees and grassed area used for forest school activities.

## Current Range of Disabilities at Fleet Primary School

As an inclusive school we ensure all pupils have equal access to the curriculum. The school has children with a range of disabilities which include moderate and specific learning difficulties. Where children are recognised as having a special educational need, provision is tailored accordingly and a programme of intervention and additional support is co-ordinated in relation to pupil progress. This is developed by the SENDCo, who liaises with multi agencies, parents and carers as necessary. Pupils with Special Educational Needs are admitted to the school in accordance with the requirements of the Special Educational Needs and Disability Act of 2001. Our SEND pupils represent a significant and important part of the school

community which aims to be an inclusive and supportive environment for all children. The school seeks to ensure that all placements are properly planned and that all necessary support is available to ensure maximum success. At present we have no wheelchair dependent children or members of staff, however there are some children, parents and staff with mobility difficulties.

## School's Core Aims

At Fleet Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state we continually strive to ensure:

- all children from Nursery to Year 6 and their families feel part of the happy, nurturing, secure and welcoming Fleet School Community.
- equal opportunities for everyone to succeed and achieve their full potential in all aspects of life regardless of their individual circumstances.
- we teach a stimulating, creative and challenging curriculum that inspires a love of learning through high quality teaching and provides rich experiences both in the classroom and beyond.
- each child develops strong self-confidence, self-esteem and inter-personal skills, instilling respect for others and an understanding of their role as an active part of the community grounded in the UNICEF Rights Respecting School's ethos.
- staff work in partnership with parents and carers to support children on their journey throughout their time at school laying strong foundations for resilience and future success.
- a supportive environment for staff so as to facilitate the best learning pathways and ensure a friendly and happy environment.

## Involving the Views of Others

The priorities for the Accessibility Plan were identified/agreed by:

- The Governing Body
- Head Teacher
- Senior Leadership Team
- Inclusion Leader/SENDCo
- Site Manager

## How this Plan links to other Policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- SEND Policy and Local Offer
- School Development Plan
- Behaviour for Learning Policy



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## Appendix 1 – Curriculum

Target	Strategies	Timeframe	Responsibility	Success Criteria
Ensure all staff are aware of disabled children's curriculum access	Set up individual personalised access plans for disabled pupils  Ensuring all agencies involved are sharing relevant information frequently with one another	As required	SENDCo Class Teacher	All staff to be aware of the individual child's needs
Ensure staff are able to confidently differentiate the curriculum to meet the required needs of individual children	Primary Talk Accreditation – Communication Friendly Classrooms  CPD for differentiation.  Training provided to staff	As required	SENDCo Class Teacher	Increased confidence in staff and increased pupil participation in lessons
Ensure classroom support staff receive training for specific disabilities and medical needs	Training provided to staff	As required	SENDCo Head/Deputy	Increased confidence in support staff to support children with specific disabilities and medical needs
All educational trips and events to be accessible to all	Provide staff with guidance for booking trips that are accessible for all  Ensure all trips / new venues are checked for their appropriateness prior to the event  Consider alternative travel arrangements where needed for individuals	As required	Admin Team SENDCo Class Teacher	All children in school able to access all educational visits
Use digital technology to support learning	Ensure that the necessary devices/software are installed and available where needed	As required	Computing Lead SENDCo Class Teacher	Frequent use of digital technology and SEN resources in classrooms
Ensure PE curriculum is accessible to all	Ensure PE leader has received necessary training regarding accessible PE.  Seek disabled sports competitors/coaches to come into school.	As required	PE Leader	All children to access all PE lessons



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## Appendix 2 – Written Information

Target	Strategies	Timeframe	Responsibility	Success Criteria
Information to parents and carers must be accessible and provided in an appropriate format	<p>Information and letters will be provided in clear print (enlarged if necessary) and in 'simple' English.</p> <p>Local Authority letters will be translated if necessary</p> <p>Family Support Worker/Admin team will support and help parents to access information and complete forms if required</p>	Ongoing	<p>Admin Team</p> <p>Family Support Worker</p> <p>Class Teacher</p> <p>Digital Learning Leader</p>	<p>All parents and carers receive information in a format they can access and understand</p> <p>Parents and carers are aware of the members of staff that can support them with letters and forms if necessary</p> <p>Improved communication between home and school</p>
Ensure all staff are aware of strategies to support access to written materials	Guidance for staff (and training if necessary) on dyslexia, communication friendly resources and accessible information	Ongoing	SENDCo	Staff can produce their own communication friendly, accessible resources for children and parents/carers
Parents evenings and progress meetings to be accessible as possible	<p>Child friendly Reports</p> <p>Opportunities for face to face meetings in addition to written reports</p> <p>Translator provided if necessary for meetings</p>	Ongoing attendees	<p>SENDCo</p> <p>Class Teacher</p>	<p>Staff aware of pupils preferred method of communication</p> <p>Staff ensure the information provided at meetings is accessible for all</p>
Provide information in other languages for pupils who may have language, sight or hearing problems.	<p>Makaton or other forms of alternative communication needed where required/advised.</p> <p>Access to translators, sign language interpreters available when required</p> <p>Camden Hearing/Vision Impairment teachers works with the SENDCo/Class Teachers to support children with hearing difficulties</p>	Ongoing	<p>SENDCo</p> <p>Class Teachers</p>	Confidence of parents and children to access information and communicate successfully with the school



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## Appendix 3 – Physical Environment

Target	Strategies	Timeframe	Responsibility	Success Criteria
The school must be aware of the access needs of all children, staff, parents/carers and visitors	To include individual access plans for disabled children as part of their IEP when required  Be aware of staff, parents/carers and governors access needs and adapt the environment if required  Consider access needs during recruitment	As required  Ongoing  During recruitment	Headteacher SENDCo Site Manager	IEPs in place and all staff aware of the needs of disabled children  Children, staff, governors and parents/carers feel confident that their particular access needs have been successfully met  Access issues will not influence recruitment
Layout of the school will allow access to all areas	Consider needs of disabled children, parents/carers and visitors and adapt where necessary  Any future modifications or redesigns to the school will consider accessibility.  Maintain and improve current access areas	As required	Headteacher  Governors  Site Managers	Future redesigned buildings or modifications allow access for all  Disabled children, staff and visitors feel welcome and can access the school confidently
Improve/ maintain external access to the school and signage around school to support accessibility	Entrances and walkways to be kept clear, floor markings to be put in place with clear signage where necessary	Ongoing	Site Manager	Visually impaired children, parents/carers, staff and visitors feel safe in the school grounds
Ensure hearing equipment is in classrooms to support hearing impaired children	Seek support from LA Hearing Impairment Team on appropriate equipment	As required	SENDCo LA Hearing/Vision Impairment Team	All children have access to equipment. HI teacher currently supporting SENDCo
Ensure accessibility of digital technology across the school	Alternative equipment in place if necessary Liaise with Visual & Hearing Impairment Team to assist children or staff with additional needs	As required	SENDCo LA Hearing/Vision Impairment Team	All children accessing equipment (laptops, iPads, software etc.)