

The Round House Primary Academy

ACCESSIBILITY POLICY AND PLAN

PART 1 POLICY

The Planning Duty under the Equality Act 2010 means that all schools and academies should have an individual Accessibility Policy and Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

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

- (a) he or she has a physical or mental impairment (more than a year), and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for academies. The plan must be reviewed at least every three years, approved by CEO, and shared with governors. The policy should be reviewed annually.

The Accessibility Policy and Plan is structured to complement and support the academy's Equality Objectives and will be published on the school website.

The Round House Primary Academy is dedicated to ensuring that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the academy.

The Round House Primary Academy's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

Aims and Objectives

Our aims are to:

1. increase access to the curriculum for pupils with a disability.
2. improve and maintain access to the physical environment and take advantage of education associated services.
3. improve the delivery of written information.

The academy's objectives are detailed in the Action Plan below. However, this is not a standalone document, and should be considered alongside the following academy and Trust policy documents:

- SEND Information Report

- Trust SEND Policy
- Cambridgeshire County Council Local Offer
- Academy Safeguarding Policy
- Trust Health & Safety Policy
- Trust staff related policies

This plan will also be used to advise and inform future planning documents and policies.

Physical Environment

The academy has:

- A physical environment is fully accessible for all users and has good wheelchair access both indoors and outdoors.
- Corridors are wide and there are no issues walking around school safely for any person in a wheelchair.
- There are slopes near to where there are steps to access all aspects of the school grounds.
- The building is all on one level.
- There are 2 accessible toilets located in the school.
- Accessible toilets have handrails, an emergency pull cord and easy use taps.
- Emergency pull cords are left hanging free in case of emergency.
- Classrooms have fire exits which can be used for all pupils.
- Blinds to avoid glare.
- First aid room set up to meet medical needs.

Curriculum

- With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments.
- The academy is aware that other issues may affect the participation of disabled pupils, (for example, bullying, peer relationships, policies on the administration of medicines, the provision of personal and/or intimate care, the presence or lack of role models or images of disabled people), and follow school policies and procedures to ensure that these are all dealt with effectively.
- Where necessary, pupils have the required equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include writing slopes, different chairs / seats, use of laptops etc.
- Minimum classroom adaptations are being developed with all staff.
- Access to Total Communication approaches to support with speech and language development, where required.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be provided in different ways on request, should this be needed.

Current Activities

- The school has close working relationships with different nurseries, pre-schools and secondary schools and ensures that transition arrangements are organised throughout the summer term before the child starts/changes school.
- This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings.
- The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disabilities.
- The school uses outside agencies, including Health Professionals and Educational Psychology Services.
- The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding.
- The school has systems in place to ensure that we meet the needs of all of disabled children and young people including Provision Mapping, which identifies children and interventions.
- School staff work together as a team to ensure strategies for improving behaviour and access to learning.
- Forest School.
- Play Therapist
- Access to alternation provision.

The academy refers to specialist services for advice when required, including through:

- Specialist Teachers and Educational Psychologists
- Sensory support for children with visual or hearing needs.
- SENDIASS.
- SALT (Speech and Language Therapy)
- The Virtual School.
- Education Inclusion Family Advisor/Family Worker

The academy works closely with health professionals where required:

- SALT (Speech and Language Therapy)
- School Nurse
- Occupational Therapy
- Physiotherapy
- Community Paediatrician
- CAMHS

The school's teachers, teaching assistants and mid-day supervisors have training and experiences that allow for effective support throughout the day in the following areas:

- Trauma informed approaches
- Hearing impairment
- Physical disability
- Visual impairment
- Specific medical conditions including asthma, diabetes and epilepsy
- Specific learning difficulties including dyslexia
- Autism
- Speech, language and communication needs

Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school. This can be found on the school website.

Review and Implementation

The Accessibility Policy is updated by the SENDCO and reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed at least three yearly by all relevant parties, but more frequently in the event of a substantial change in the need of children and young people educated within the Academy.

PART 2 SCHOOL ACCESSIBILITY PLAN

This plan is designed to improve accessibility using three areas of focus:

1. increase access to the curriculum for pupils with a disability.
2. improve and maintain access to the physical environment and take advantage of education associated services.
3. improve the delivery of written information.

STRAND 1: QUALITY OF EDUCATION (ACCESS TO THE CURRICULUM)			
Objective	Actions	Lead	Timescale / cost
Ensure language-rich environment for increasing number of non / pre-verbal students – initially in Pre-School, Reception and year 1	Staff to consistently use high-quality language (continuous talking) to narrate situations and interactions	Teachers and TAs	Ongoing
	Staff training for use of Widget and visuals to support communication	SENCO	Autumn 2026 Renew subscription £90?
	Staff training on use of Makaton	SENDCO	Initially Summer 2026/broaden in Autumn/Spring 2026
Ensure all children are secure in	Staff training in use of visual timetables	SENCO SENCO (TAs)	Autumn 2026.

knowing their daily routine	Complete set of visual timetables for every class Consistent use of whole class visual timetables in all classes Consistent use of personalised visual timetables and now/next, first/then with identified children Learning walks to monitor	All teachers and TAs All teachers and TAs SENCO & SLT	Autumn 2026. Cost £100? Autumn 2026 onwards Autumn 2026 onwards Autumn 2026 onwards
Ensure consistent, embedded provision of minimum standards	Staff training to introduce minimum standards Learning walks to monitor provision Modelling and coaching to support staff where provision is inconsistent Peer observations to support consistency	Trust Director of SEND SENDCO & SLT SENDCO SENCO & SLT coordinate	Spring/Summer 2026 Autumn 2026 onwards Autumn 2026 onwards Spring/Summer 2026
Increase quality of intervention provision	Clear entry/exit criteria for children in interventions Staff training for specific interventions: Number Sense/Number Sense Refresher NELI Child Bereavement UK Little Wandle refresher videos ELSA training Attention Autism Delivering ready to learn circuits for schools videos Lego based therapy training Foundation to Drawing and Talking Therapy	SENCO & SLT SENDCO/SLT to book Individual staff	Summer 2026 Autumn 2026 - £ Spring 2027 - £ Autumn 2026 Autumn 2026 Spring/Summer 2027 - £ Autumn 2026 - £ Autumn 2026 Summer 2026 - £ Autumn 2026 - £

	Speech and Language support with Therapist		Autumn 2026 ongoing
	Interventions timetabled as protected time.	SENDSCO/SLT	Autumn 2026
	Spaces for interventions timetabled	SENDSCO	Autumn 2026
	Monitoring of interventions	SENDSCO & SLT	Autumn 2026 and ongoing
Ensure sharing of SEND information is thorough and effective	Termly SENDSCO/teacher meetings to update Provision Map SENDSCO/SLT to support transition meetings at end of year with new teachers updating normal practice, do's and don'ts on Provision Map Toolkit for new year.	SENDSCO SENDSCO/SLT	Autumn 2026 onwards in staff meeting time Summer 2027 Allocated time in staff meeting tbc

STRAND 2: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT			
Objective	Actions	Lead	Timescale / cost
To reduce heat and brightness in Glass Office and reduce distractions/provide privacy	Install blinds or equivalent	SLT	Spring 2027 ££
To reduce heat and brightness in classes with high levels of direct sun	Install blinds or equivalent	SLT	Summer 2026 £££
Ensure unstructured time is accessible or appropriate for all students.	On-going review of lunchtime provision following Opel provision	SLT	Summer 2026
	Structured lunchtime clubs as an intervention.	SENCO and TAs	Autumn 2026
	Adult modelling play and peer interactions	SENCO (and all staff)	Ongoing
To improve condition of boys toilets	Convert urinals to cubicles in key classes	SLT	Ongoing Year ?? ££ Year ?? ££ Year ?? ££
Ensure school is safe for disabled people	Two Health and Safety walkarounds completed annually.	SENDSCO & SLT & link governor or DLPT peer	Autumn 2026 Summer 2027

		and site manager?	
Classrooms, corridors and displays organised to ensure minimal visual distress.	Whole school discussion and consideration of visual sensory overload Reduction of unnecessary visual stimuli in classrooms and corridors Learning walk to evaluate	SENDCO & SLT Teachers SENDCO/teachers	Autumn 2026 Autumn 2026 onwards Autumn 2026 onwards
To ensure classrooms meet the needs of children with hearing impairments	Involvement of Sensory Support Team and Qualified Teacher of the Deaf Classroom audits Staff training Actions following class audits	SENDCO SENDCO/ToD ToD/SENDCO Teacher & TAs with support from SENDCO	Autumn 2026 Autumn 2026 Autumn 2026 (release cover) Autumn 2026
Ensure all disabled pupils can be safely evacuated.	Consider needs and write PEEPs as appropriate	SENDCO	Autumn 2026 (and ongoing)
Ensure medical needs and intimate care needs are appropriately met	Individual Healthcare Plans written/updated Intimate Care Plans written/updated Training as required	SENDCO SENDCO SENDCO	Summer/Autumn 2026 Summer/Autumn 2026 Ongoing
Improve access to sensory breaks	Updated Sensory circuits 4 x week Sensory circuit available throughout day Grab and go sensory bags in corridors	SENDCO SENDCO SENDCO	Autumn 2026 Autumn 2026 Autumn 2026

STRAND 3: IMPROVING ACCESSIBLE INFORMATION FOR DISABLED PUPILS			
Objective	Actions	Lead	Timescale / cost
To ensure Hearing Impaired students are included	Daily maintenance of hearing aids/replacement of batteries Train staff in supporting students with Hearing Impairments.	SENDCO SENDCO ToD	Ongoing Autumn 2026 As advised

	Install hearing loops as advised following assessment visit by Qualified Teacher of the Deaf Regular visits from Qualified Teacher of the Deaf. Ensure visual alarm is linked to fire alarms	SENDCO, site manager SENDCO ToD SENDCO, site manager	Termly Autumn 2026
To ensure Visually Impaired students and those with visual stress are included	Text and resources printed for children to use at their tables as appropriate Use of larger text and clear font where possible Ensure displays are large enough to be read/seen to be purposeful Increase range of dyslexia friendly reading books	Teachers Teachers Teachers SLT with input from TAs	Ongoing Ongoing Ongoing Summer 2026 ££
Availability of written material in alternative formats	Use of computer technology to read text as appropriate AI used to simplify texts as appropriate Use of Widget to support written information including use of visual timetables as well as in more structured learning	Teachers Teachers Teachers/TAs Support from SENDCO	Ongoing Autumn 2026 Autumn 2026