



Roman Way Academy

Accessibility Plan 2022-2025

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight

- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Our planning addresses the following areas:

Physical facilities – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors

School curriculum – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits

Support services – access to services within and external to the school to support families where a disability is identified

Awareness – building awareness of staff through training and development and heightening children's awareness of issues related to disability

Communication of information – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Processes for identifying barriers

- Monitoring of class teaching, learning support and impact on progress
- Transition meetings
- Governor visits
- Site inspections
- Assess, plan, do reviews (APDRs) for pupils with special educational needs and disabilities
- Keeping up to date with local, county and national providers for support, e.g., local parent support groups or services
- Feedback and input from pupils, parents, staff, visitors and external agencies
- Curriculum and provision review

Monitoring of plans

This plan will be monitored by the governing body and the school leadership team.

PHYSICAL FACILITIES
Summary of progress to date in last three years
<ul style="list-style-type: none">• Swimming lessons have resumed post Covid and all children swim in the summer term (nursery through to Year 4).• Alternative routes are planned to allow smooth access for children or adults who require wheelchair access or those with limited mobility. A disabled lift is available to give access from the Mitchell Bailey building to the field.• The nature garden/woodland area has been renovated with new paths installed for improved access. This is used in lessons and weekly for Woodland Club.• Medical cupboards installed in every classroom.
Objectives for improvement in next three years
<ul style="list-style-type: none">• Improve changing facilities for the swimming pool, ensuring clear access.

THE SCHOOL CURRICULUM
Summary of progress to date in last three years
<ul style="list-style-type: none">• Subject review forms twice yearly identify children working below expected and provision is adapted to meet the needs of all children and overcome any barriers to learning.• Reasonable adjustments are made to ensure that children with disabilities can access the curriculum e.g. ear defenders, wobble cushion, writing slope, pencil grips, reduced timetable.• PE resources have been purchased to offer more choice and improved access for all pupils and support those with disabilities – bowls, balls with sound, multi-textured balls etc.• EYFS staff using Makaton confidently to improve communication.• Every effort is made to ensure that all children can attend school trips and visits safely, with adaptations made as necessary.• Sensory circuits in place for specific children as needed.• Risk assessments ensure access to the curriculum for all, on and off site.
Objectives for improvement in next three years
<ul style="list-style-type: none">• All children to access the nature garden/woodland area at least twice per half term.• Identiplay to be introduced for specific children in EYFS and training disseminated to other staff.

SUPPORT SERVICES
Summary of progress to date in last three years

- Angels Support group for autism – assembly planned for 17th April 2023
- Relationships established with ISL services (Herts Early Years and Communication and Autism advisory teams) and NHPSS to seek advice and support children with SEND
- Family support worker referrals are made where a disability in a family (adult or child) means that additional support is needed.
- Woolgrove Outreach service used for advice on individual pupils and 'solution circle' meetings .
- TA has attended training at Woolgrove on Identiplay.
- Zones of Regulation training led by NHPSS delivered to all staff.
- HLTA trained in Drawing and Talking therapy.
- TA trained in ELKAN and SCERTS (Social Communication, Emotional Regulation and Transactional Support).
- Access to health professionals as required e.g. school nurse, dental nurse.

Objectives for improvement in next three years

- Update first aid training including epi pens and asthma for current and new staff.
- Staff to be trained in SpLD assessments.
- Ongoing CPD as required for new and existing staff.

AWARENESS

Summary of progress to date in last three years

- Neurodiversity Awareness Week – class assembly and Autism Awareness assembly planned for 17th April 2023.
- Assemblies on British Values teach children to be respectful and tolerant of all people, valuing their uniqueness.
- DSPL newsletters shared with staff and parents as appropriate to highlight courses and sources of information.
- Updates in our weekly newsletters – relevant parenting courses and events shared.
- Children's books purchased to explain and aid discussions with children on ADHD, cerebral palsy and autism.
- Health and Safety CPD completed as required.

Objectives for improvement in next three years

- Plan further assemblies on National/International days/months relevant to children in our school e.g. ADHD Awareness Month.

COMMUNICATION

Summary of progress to date in last three years

- We have worked hard to make information available in a variety of formats beyond written documents, including face to face workshops and video recordings.

- Children's APDR targets are shown in photo format as well as in writing to make these easier for children to understand.
- Workshops in 2022-23 so far have included phonics, computing, Zones of Regulation and maths.
- Informative videos have been produced for parents on phonics, PE, history, computing (use of Purple Mash) and Zones of Regulation.
- Parent/carer welcome evenings are held at the start every academic year.

Objectives for improvement in next three years

- Review and revise Medical Health Care Plans in communication with parents at least annually.
- Adopt DLPT Intimate Care Policy.
- Review format of SEND Information Report to make this more accessible to all.