



Roman Way Academy

ACCESSIBILITY POLICY AND PLAN

PART 1 POLICY, February 2026

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 in the Department for Education's guidance on statutory policies for academies. The plan must be reviewed at least every three years, approved by school committees, and shared with committees. However, 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.

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

Roman Way 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 how reasonable adjustments will be made 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 to pupils.

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:

- Roman Way Academy SEND Information Report
- Trust SEND Policy
- Hertfordshire Council Local Offer
- Roman Way Academy Child Protection 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 that is fully accessible for all users and has wheelchair access both indoors and outdoors;
- ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely;
- corridors that are wide enough for wheelchair users to manoeuvre around the buildings;
- ramps where there are steps and slopes to access all aspects of the school grounds, or alternative routes available;
- access to a lift to access the Mitchell Bailey building from the field;
- ground floor classrooms throughout the school;
- an outdoor classroom with level access;
- one accessible toilet located in the Mitchell Bailey building with handrails, an emergency pull cord (left hanging free in case of emergency) and easy use taps, and potential for a second accessible toilet in our old building;
- provision made for individual children within the classrooms such as individual toilet seats, step stools, and access to a potty in EYFS;
- a swimming pool which can be accessed by most disabled pupils;
- access to the disabled toilet as an alternative changing space close to the swimming pool;
- classrooms with fire exits which can be used for all pupils;
- blinds installed in the majority of classrooms to avoid glare;
- door release / pull bars where needed;
- defibrillator available, located in staff room (central location on site).

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 care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these issues are all dealt with effectively.
- Where necessary, pupils have the necessary 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.
- Total Communication approaches are used to support 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 academy has close working relationships with different nurseries and pre-schools and ensures that transition arrangements are organised throughout the summer term before the child starts school.
- This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings and/or the home.
- The Trust SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability team.
- The academy 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 academy has systems in place to ensure that we meet the needs of all disabled children and young people including provision mapping, which identifies children and interventions.
- Academy staff work together as a team to develop strategies for improving behaviour and access to learning.
- The academy seeks to celebrate diversity and raise awareness of different conditions and disabilities in a variety of ways e.g. celebrating National/International days or weeks; visits from Paralympian athletes; assemblies on British Values to teach children to value and be respectful and tolerant of all people, signposting of relevant courses and events for parents; books and videos shared with children to celebrate diversity.
- The academy is supported by an NHS Educational Mental Health Practitioner (Mental Health Support Team).

- Alternative provision is provided where necessary when suitable provision can be sourced. The academy works with external professionals to source and plan the most appropriate provision on a case-by-case basis.

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

- Specialist & Advisory Teachers (Speech, Language, Communication and Autism; Visual Impairment; Hearing Impairment; Physical and Sensory needs etc)
- Educational Psychology Service
- Occupational Therapy
- SALT (Speech and Language Therapy)
- SENDIASS (Special Educational Needs and Disability Information, Advice and Support Services)
- The Virtual School/ Education Hub
- Outreach support from local specialist schools
- Family Intervention Worker to support families

The academy works closely with health professionals where required including:

- School nurses
- Occupational therapists
- Physiotherapists
- Paediatricians
- Mental Health professionals
- Play/art therapists

Academy staff have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

- physical disability
- specific medical conditions including asthma, eczema, diabetes
- specific learning difficulties
- autism
- speech, language and communication needs (SALT)

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

Review and Implementation

The Accessibility Policy is 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 Trust.

PART 2 SCHOOL ACCESSIBILITY PLAN, 2025-2027

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 to pupils.

| STRAND 1: QUALITY OF EDUCATION (ACCESS TO THE CURRICULUM) | | | |
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| Objective | Actions | Lead | Timescale / cost |
| Ensure language-rich environment to support non / pre-verbal students and those with delayed expressive and receptive speech and language skills. | <p>Staff training on sustained shared thinking and the ShREC approach. EYFS baselines to lead to referrals to SENDCo for APDR pathway where appropriate.</p> <p>Daily story-time for all students.</p> <p>Alternative ways of communicating used and adapted for individuals where needed, for example Makaton and Communication in Print – labels, lanyards, communication boards etc.</p> | EYFS Lead | On-going – training to be revisited regularly. Ensure new staff promptly trained with opportunities to observe others' good practice. |
| Curriculum Team and Pupil Progress meetings identify children working below expected. | <p>Provision adapted to meet the needs of all children and overcome any barriers to learning.</p> <p>External support sought as needed.</p> <p>Ordinarily Available Provision (OAP) in place for all children – specified by Trust.</p> | Headteacher and SENDCo | <p>Termly meetings, plus ongoing review</p> <p>Trust OAP to be finalised by Summer 2026.</p> |
| Ensure that all possible steps are followed to include all children in school trips, visits and clubs safely, with adaptations made as necessary. | <p>Risk assessments completed at least 2 weeks prior to off-site trips. This includes careful planning of staffing and allocation of volunteer adults to meet needs of all children.</p> <p>Staff to visit the trip destination prior to the trip, wherever possible, to review accessibility and to support completion of the risk assessment.</p> <p>Social stories used for individuals to prepare children.</p> <p>Bring learning to our site (e.g. farm animals) to improve the ease of access for all.</p> | SLT inc SENDCo | Ongoing |

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| <p>Ensure children with sensory needs/ differences are identified and allocated appropriate support.</p> | <p>Sensory Preferences staff training – updated regularly.</p> <p>Sensory checklist completed by teachers and parents and used to plan reasonable adjustments (e.g. wobble cushions, ear defenders, chew buddies, standing table) and sensory room time/circuits, as needed.</p> <p>Sensory room timetable – regularly reviewed.</p> <p>Sensory room resources – ongoing review including gaining pupil voice and staff voice to inform improvements. Display to be created to ensure clear planning and delivery of sensory circuits.</p> <p>Whole class sensory circuits/movement breaks at least once daily in all KS1 & 2 classes.</p> | <p>SENDCo</p> | <p>Ongoing.</p> <p>Ensure new staff receive training.</p> <p>Staff voice – at least annually.</p> <p>Pupil voice – at least twice annually.</p> <p>Sensory circuits display to be completed by end of Spring term 2026.</p> |
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| STRAND 2: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT | | | |
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| Objective | Actions | Lead | Timescale / cost |
| <p>Ensure unstructured time is accessible or appropriate for all students.</p> | <p>On-going review of after-school clubs.</p> <p>Playground buddy programme, sports leaders etc.</p> | <p>SLT</p> | <p>Ongoing</p> |
| <p>Ensure outdoor environment is accessible or appropriate for all students.</p> | <p>On-going review of accessibility to swimming pool and changing rooms, outdoor classroom, woodland area, field and playgrounds, as required.</p> <p>All children to access outdoor learning at least once per week.</p> <p>Risk Reduction Plans in place for individual children as needed.</p> | <p>Headteacher, Site Manager and SENDCo</p> <p>Outdoor Learning Lead</p> | <p>Ongoing</p> |
| <p>Two Health and Safety walkarounds completed with link academy</p> | | <p>Site manager</p> | <p>Twice per year</p> |

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| committee member annually. | | | |
| Classrooms, corridors and displays organised in a consistent and orderly manner to reduce cognitive load and minimise visual distractions. | <p>Learning Environment Strategy in place</p> <p>Ordinarily Available Provision (OAP) in place for all children – specified by Trust.</p> | SENDCo and phase leaders | <p>Ongoing – termly SLT/ subject leader learning walks to review learning environment.</p> <p>Learning Environment Strategy to be finalised by April 2026.</p> <p>Trust OAP to be finalised by Summer 2026.</p> |
| Maintenance of lifts, hoists, etc | | Site manager | Annually, at least |
| Ensure all disabled pupils can be safely evacuated. | Evacuation plan to be noted on child's Risk Reduction Plan – to include children with communication difficulties who may refuse to evacuate. | SENDCo | Reviewed at least annually. |
| Ensure there are accessible, clearly defined parking spaces at the school. | Car park permits issued to families with disabilities who require easier and safer access to the school site. | Site manager and office staff | Ongoing |
| Ensure the toileting needs of disabled pupils can be safely met, whilst maintaining their dignity and comfort, and ensuring staff are also protected from injury. | <p>Regularly review the toileting needs of individual children as needed, in close communication with parents.</p> <p>Consult staff to ensure safety of both children and staff during nappy changes.</p> <p>Consider use of social stories and Communicate in Print visuals to help children understand and express their own needs.</p> <p>If needed: Purchase a changing table and hoist</p> | SENDCo | Ongoing – staff and parent voice to be sought, and pupil voice where possible. |

STRAND 3: IMPROVING ACCESSIBLE INFORMATION FOR DISABLED STUDENTS

| Objective | Actions | Lead | Timescale / cost |
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| Effective use of resources & specialised equipment | <p>Strategic deployment of support staff</p> <p>Use of technology e.g. voice recorders/talking postcards, laptops and iPads</p> <p>Purchase and allocate other resources as needed, e.g. sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys.</p> <p>Ensure specialist equipment (e.g. hearing aids) is checked daily.</p> <p>Seek advice if needed from the LA Specialist Teacher offer.</p> | SENDCo | Ongoing |
| Hearing Impairment inclusion | <p>If needed: Ensure hearing loops are installed.</p> <p>Train staff in supporting students with HI needs.</p> <p>Daily maintenance and use of radio aids when required.</p> <p>Alarm linked to fire alarms</p> | SENDCo | When needed |
| Visual Impairment inclusion | <p>Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint.</p> <p>Trip hazards identified and addressed.</p> <p>As needed: Train staff in supporting students with VI needs.</p> <p>Use of magnifier</p> <p>Large, clear font used in documentation</p> | SENDCo | When needed |
| Availability of written material in alternative formats | <p>Clear sans-serif fonts used throughout the academy for all displays, labelling and printed learning resources.</p> | SENDCo | Ongoing |

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| | Cream, pastel or soft yellow paper to be used for dyslexic pupils, when helpful. | | |
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