



Policy document control box	
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Signed by Headteacher	
Date signed	
Signed by Chair of Trustees	
Date signed	

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Policy Statement

Red Balloon of the Air is committed to ensuring that no person is discriminated against, either directly or indirectly, because of age, disability, gender, pregnancy/maternity, race, religion or sexual orientation as defined within the Equality Act 2010.

We will continually work to revise and update curriculum provision to enable students and staff to have a sound knowledge of legislation.

Scope

This policy supports RBAir students and staff to have their right to a safe, accessible and appropriate work, therapy, social and study space.

Nature of the current school cohort:

Several of our students have physical disabilities or sensory impairments. A number have sensory issues as part of their ASC and others have mental health difficulties including heightened anxiety, depression, OCD and other disorders.

No RBAir staff member has a mobility issue, but some have minor impairments of hearing or vision.

Nature of the school (to include available accommodation):

RBAir is a blended online and face-to-face therapeutic educational provision. There are presently just over 90 students spread across the south eastern part of England. Whilst students access the vast part of their bespoke programmes online, many attend centres on a regular basis to access social interaction with peers or as part of their educational, mentoring or therapy provision. Where we utilise centres we will write 3 year DDA plans for each centre. This plan pertains to the virtual / online element of our provision.

Is there any predominant disability amongst the student cohort, or is there a particular aspect of access that is difficult for RBAir students?

All of our students have social, emotional and mental health (SEMH) needs and there is a significant number of students with ASC. The range of mental health issues experienced by students often impacts upon sustained regular attendance.

Respective responsibilities:

- Trustees – to ensure DDA policy is in place and that practice reflects policy.
- Headteacher – to write 3 year accessibility plan, ensure it is implemented and report annually to trustees on progress.
- Staff - to implement policy and plan.

Curriculum

- All students attending RBAir have an individualised learning programme; their education is tailored to suit their individual needs.

- All students are taught in individualised or small group online sessions.
- Students have various routes by which they might raise concerns regarding access or any discrimination that they experience, eg through wellbeing sessions or to their link mentors or to a subject teacher.

Students for whom English is not their first language

If a referral is received for a student for whom English is not their first language, the Admissions Panel will assess the student's suitability to work in English online. If the student is accepted onto an RBAir programme, the Headteacher will seek appropriate support from the SENDCo and the pertinent local authority.

Accessibility Plans

Improving Access to the Physical Environment

	Targets	Action	Timescale	Responsibility	Outcomes
Short Term	Assess accessibility to Cambridge and Danbury centres.	Carry out a review of the buildings considering access for all	July 2021	DG/PW	Clarify what groups we can conceivably provide for
Mid Term	If necessary, improve access to the RBAir centres for people with mobility impairment	Review disabled access into building including parking arrangements	2021-22	DG/PW	If applicable, a plan of work to improve access
Long Term	Include disability access when moving to new premises.	Consider disability access and ability to adjust sensory input in possible new locations.	2021-22	DG	New buildings planned with accessible layout

Improving Access to the Curriculum

	Targets	Action	Timescale	Responsibility	Outcomes
Short Term	Improve awareness of RBAir's ability to work with students with ASC	Add a statement on the website and other means of marketing to raise awareness	Sept 2021	SENDCo	Increase in referrals for students with ASC
Mid term	Staff trained in support for students with ASC	Training activities/CPD to be supported by SEND department	Autumn 1, 2021-22	SENDCo	Students able to access some curriculum areas with increased ease
Mid term	Differentiated course content in some subject areas adapted to suit neurodivergent individuals.	Feasibility study prepared with options shared with teaching staff	Summer 2022	Teaching team	If found to be appropriate, a plan of action for improving access to online content for students

Long Term	Seek partnership to support staff to adapt the curriculum and delivery accordingly to support ASC. Possible partnership with organisation such as the National Autistic Society	Develop student centred curriculum to meet the needs of a more diverse range of students	2022-23	MW	Offer adapted curriculum to students with more complex needs

Improving access to information

	Targets	Action	Timescale	Responsibility	Outcomes
Short Term	Review and trial use of CloudSchool app to share timetables, reports, letters	A small group of parents to evaluate app	June 2021	MIS manager	Parents receive information quickly in a more accessible format
Mid Term	Potentially roll out CloudSchool app to all parents and students	Publicise and encourage download	2021-22	MIS manager	Timetables, letters and other docs easily accessible and updated immediately
Long term	Further consider ways of providing information to raise awareness of RBAir's capacity to work with a range of young people	Further refine RBAir marketing information and activities	2022-23	Assistant head (external)	Evidence of heightened awareness - increased referrals from diverse groups

Policies to be read in conjunction with this one

- Disability and Discrimination policy
- Equality and Diversity policy
- SEN policy