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Policy owner (including job title)	Michelle Williams (Headteacher)
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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. RBAir seeks to create a welcoming inclusive community and accessible learning environment for all its students.

The leadership team is proactive in working to revise and update curriculum provision to enable staff and students to participate fully regardless of need and to understand the value of the supporting legislation.

The purpose of this plan is to:

- Increase the extent to which all learners, regardless of need, can participate in the curriculum
- Improve the physical environment of the provision to enable all learners, regardless of need, to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to learners with any form of barrier to the environment

The Accessibility Policy will be made available online on the RBAir website, and paper copies are available upon request.

Scope

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

The provision supports any available partnerships to develop and implement the plan.

- RBET - The Trust to which RBAir is a member
- All district and county based commissioners
- Schools and Academies in the locality

RBAir's complaints procedure covers the accessibility plan. If there are any concerns relating to accessibility in the provision, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including; students, parents and carers, staff and trustees.

Nature of the current school cohort:

Some learners present with physical disabilities or sensory impairments. A number have sensory integration issues as part of their Autism diagnosis and presentation. Other learners have mental health difficulties including heightened anxiety, depression, OCD and other disorders. Some students may have medical conditions such as Type 1 diabetes, photosensitivity, eating disorders, chronic insomnia and others that may require adjustments to be made under certain conditions, e.g for accreditation and examinations.

Staff members, students and visitors are able to access the RBAir sites in Cambridge and Danbury, via temporary and permanent ramps respectively, should they have any mobility requirements. Staff or students or visitors may have impairments in relation to hearing or vision and these are taken into consideration when delivering any information.

Nature of the provision):

RBAir is a blended online and in-centre therapeutic educational provision. There are presently just over 90 students spread across the south eastern part of England. Whilst most students access the larger 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. The special educational needs, the goals, aptitudes and ambitions of each individual student are taken into account in both online sessions and centre-based sessions to ensure that RBAir provision is tailored to meet the best possible outcomes for each student.

Respective responsibilities:

- Trustees – to ensure an Accessibility policy is in place and that practice reflects policy.
- Headteacher – to write a three-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 or in-centre 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.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

All educational provisions are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Policies to be read in conjunction with this one

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

Action Plan 2022-23

1. Improving Access to the Physical Environment

Aim	Current Practice	Objectives	Actions	Person/Team Responsible	Date to Complete	Success Criteria
<p>Short Term</p> <p>To ensure that adaptations are made so that all learners can access all relevant parts of the new building in order to participate in face to face learning.</p>	<p>Both Winship House and the Danbury Centre have full access to all with mobility disabilities. RBAir Cambs moves to a different location in the Summer term and there are aspects of the property that are not yet fully accessible.</p>	<p>To ensure that the student spaces are accessible and are fit for purpose and to account for any mobility issues when holding meetings or accommodating visitors.</p>	<p>Contingent adaptations are made to ensure access to the majority of the building in its first phase of use.</p>	<p>Head of Buildings (PM-K/DG)</p> <p>Headteacher (MW)</p> <p>Head of Centre (Danbury site) (PW)</p>	<p>31st August 2022</p>	<p>The Leadership Team is confident that initial adaptations satisfy disability access.</p>
<p>Medium Term</p> <p>To plan for any further adaptations to add to meeting compliance in the new building and to increase potential capacity for sensory impairments in all Centres</p>	<p>The buildings already have a high level of compliance and adaptation. Leaders aspire to provide a greater capacity for a wider range of sensory needs.</p>	<p>To complete an audit of access requirements focused on the new property in Cambridge.</p> <p>Complete assessments of other access issues in the other centres. i.e access for sensory impairments</p>	<p>Audit to be completed in the first term of new property in relation to mobility/ disability access.</p> <p>Update this policy in relation to findings of wider assessments in other centres.</p>	<p>Head of Buildings (PM-K/DG)</p> <p>SEND Team</p>	<p>December 22 and beyond for further actions</p>	<p>All buildings are compliant with disability legislation</p>

Long Term All RBAir buildings to be accessible to all learners/staff/visitors with a mobility difficulty	RBAir accommodates a range of needs and aims to work with the Local Authorities to ensure there is appropriate blended learning provision for those that may be marginalised by disabilities.	To be able to demonstrate that all buildings are able to accommodate a range of mobility and sensory impairments.	Continued focus from all teams on disability agendas and update of policies to keep in line with community needs.	Head of Buildings (PM-K/DG)	Summer 2023	Commissioners are aware of the high level of compliance to disability frameworks
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2. Improving Access to the Curriculum

Aim	Current Practice	Objectives	Actions	Person/Team Responsible	Date to Complete	Success Criteria
Short Term Improvement of medical protocols for diabetes and any other known medical conditions in the course of examinations /mock examinations	Staff are fully trained in exam invigilation, but not all are yet fully informed about protocols for the management of medical conditions such as diabetes in exams. I.e taking in snacks, needing to blood test part way through	For all relevant staff involved in invigilation or organisation of exams to know the requirements for the management of diabetes and other known medical conditions.	For the SEND team to create a crib sheet for managing medical needs in the course of an exam. Crib sheet to be added to invigilation training.	SEND Team (HC,PR,LS) Exams Officer Cambridge and Danbury (GK & PW)	September 2022	The training programme includes specific guidance for diabetes management and any other listed medical needs from the student cohort.
Medium Term For RBAir to be able to accommodate new learners with sensory impairments	Staff to make adaptations for our ASC learners as a necessary and practical step - e.g. thinking about dimmable lights, or avoiding sensory overload both online	To adapt the curriculum offer to be able to provide access to online learning for visually impaired students	To be able to move flexibility between a visual and an audio option for online teaching in a group situation when necessary.	SEND Team (HC,PR,LS) Heads of Dept/ Subject leads.	December 2022	Commissioners will be confident that RBAir can meet needs for those with sensory impairments

	and in-person. Staff are able to adapt teaching slides and sessions for those with hearing impairments. Less accommodation is available to those with visual impairments, although some accessibility features are built in to laptops					
Long Term To ensure that adaptations are made to core subjects schemes of work for learners with cognitive and sensory impairments	Staff are able to adapt their lessons to accommodate many adjustments for a range of needs. Schemes of work do not yet state fully the ways to adapt the curriculum offer	To be able to show in lesson plans and schemes of work how sensory and cognitive impairments may be accommodated.	For the SEND team to work with key teachers to support the addition of adapted learning experiences.	Heads of Dept/Subject Leads. SEND Team (HC,PR,LS)	July 2024	Any new staff to RBAir will have the information they require to fully adapt lessons for sensory impaired students when necessary

3. Improving Access to Information

Aim	Current Practice	Objectives	Actions	Person/Team Responsible	Date to Complete	Success Criteria
Short Term To ensure that all materials are easy to locate on the RBAir website	Tabs on the Website enable swift location of most policies and materials. Access may be improved with clearer signposting to	To change the location of key documents on the website for ease of access	Identify key documents and share relevance with marketing team Location on website	Leadership Team (MW, CS, LdH, WB, PW, HC, KE, DG) Marketing Team	September 2022	Key Documents can be easily accessed via the website

	key documents pointing to SEND and accessibility		of key documents re-arranged	(CS,KT, NB, AM)		
Medium Term To be able to provide guidance materials to show appropriate accessibility for a range of disabilities including sensory impairments	Inclusion policies are embedded and actioned on a daily basis. Specific easy to read guidance is not yet available regarding high levels of adapted curriculum for sensory impairments	To be able to provide a user friendly guide to accessibility in all the centres at RBAir	To identify in current marketing materials where some specific information might be added and made more prominent. Create a specific 'leaflet' for giving information enabling access to sensory impairments	SEND Team (HC,PR,LS) Marketing Team (CS,KT, NB, AM)	December 2022	Materials will be available to admissions to give to commissioners
Long Term To assess training needs of the organisation to manage a wider range of sensory needs across all centres	Staff are able to adapt learning experiences to individuals, regardless of need. Staff may wish to access additional training to be able to support a range of wider disabilities.	To identify any long term training needs in the centres to manage appropriate adjustments to improve access to learning for all.	Staff to be consulted on any identified disabilities /impairments that may need more support. Training needs added to the School Development Plan.	Leadership Team (MW, CS, LdH, WB, PW, HC, KE)	July 2023	Training needs identified and key staff selected for further training.