

Policy document control box	
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Accessibility Policy

1. Purpose

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled learners can participate in the curriculum
- Improve the physical environment of the school to enable disabled learners to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled learners

Our school aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind. Red Balloon Worthing is committed to inclusion of all students within the Centre and will make reasonable adjustments to ensure fair access for all.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan including working with Brighton & Hove and West Sussex Local Authorities. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, 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 staff and governors.

2. 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.

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

This policy complies with our funding agreement and articles of association.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for learners with a disability	<ul style="list-style-type: none"> Our Centre offers a differentiated curriculum for all learners We use resources tailored to the needs of learners who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all learners, including those with a disability Targets are set effectively and are appropriate for learners with additional needs The curriculum is reviewed to make sure it meets the needs of all learners 	<p>To enable all students to make progress</p> <p>Students feel empowered and involved in their learning</p> <p>Students see themselves reflected in the world</p> <p>All students are monitored closely to ensure equal opportunity and access</p> <p>The needs are met of all learners</p> <p>Student voice is a key role in development of the curriculum</p>	<p>Full curriculum review</p> <p>Wide range of resources sourced</p> <p>Purchase of resources</p> <p>Tracking and monitoring online in place</p> <p>Student voice</p>	Head of Centre, Deputy Head	<p>1st December 2022</p> <p>Regular reviews each term</p>	<p>All students are making visible progress</p> <p>Students are engaged in learning and find resources relevant to their lives</p> <p>Student voice is positive</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of learners as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height <p>Health & Safety Officer undertakes weekly checks of the Centre</p>	<p>All students to have full access to resources available in the Centre</p> <p>Health & Safety Officer in place to ensure regulations are fully met</p>	<p>Regular review of wheelchair accessible resources and facilities</p> <p>Lift to be serviced annually in line with Loler regulations</p>	Head of Centre Health & Safety Officer	<p>1st September 2022</p> <p>Weekly H & S checks</p>	<p>All students can access the Centre fully</p> <p>Fully compliant with H & S regulations</p>
Improve the delivery of information to learners with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	All students to be able to communicate effectively	<p>Ensure appropriate signage is displayed</p> <p>Provide visual aids where required</p>	Head of Centre	1 st September 2022	All students can communicate their needs effectively

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to out of Centre activities	<ul style="list-style-type: none"> • Learner using wheelchair can attend most organized activities 	To increase the scope of outside activities that wheelchair based learner can attend	<p>Raise funds to hire minibus</p> <p>Plan more external trips and visits which involves transport</p>	SLT	Summer 2023	Minibus available and all learners have access to wider range of external activities and visits
Provide access for all learners to support with transition in order to be able to access the Centre after long breaks	<ul style="list-style-type: none"> • Staff discuss transition with learners before and after long breaks. Intense mentoring around these periods. 	To offer transition activities during Summer holidays to support learners to access learning at the Centre and re-engage	Plan and deliver workshops over several days towards the end of the Summer holidays	SLT	June 2023	Learners attend workshops and feel ready to attend the Centre in September
Ensure staff and learners are able to make best use of technological resources	<ul style="list-style-type: none"> • Training offered on CPOMS and other software 	To improve skills for working with learners with a range of disabilities using technology	<p>In house training by ICT specialists</p> <p>Training workshops for parents/carers to be offered</p>	OKE	September 2023	Staff and learners make effective use of technological resources and outcomes for learners improve as a result.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board. It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment policy
- Health and Safety policy
- Equality, Diversity & Inclusion Policy
- SEND Policy
- Supporting learners with medical conditions policy