

## 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><b>Short Term</b></p> <p>To ensure that adaptations are made so that all learners can access all relevant parts of the new Milton building in order to participate in in-person therapy, social communication groups or SEND interventions.</p>	<p>The Danbury Centre has full access to all with mobility disabilities. Willow Lodge in Milton is an older building and the property is under review, including ensuring all sessions which include students with mobility concerns take place on the ground floor.</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 (DG)  Headteacher (MW) 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><b>Medium Term</b></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)          SEND Team</p>	<p>December 22 and beyond for further actions</p>	<p>All buildings are compliant with disability legislation</p>
<p><b>Long Term</b></p> <p>All RBAir buildings to</p>	<p>RBAir accommodates a range of needs and aims to work with the</p>	<p>To be able to demonstrate that all buildings are able to</p>	<p>Continued focus from all teams on disability agendas and update</p>	<p>Head of Buildings (PM-K/DG)</p>	<p>Summer 2023</p>	<p>Commissioners are aware of the high level of compliance to</p>

be accessible to all learners/staff/visitors with a mobility difficulty	Local Authorities to ensure there is appropriate blended learning provision for those that may be marginalised by disabilities.	accommodate a range of mobility and sensory impairments.	of policies to keep in line with community needs.			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
<b>Short Term</b> 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.
<b>Medium Term</b> 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 and in-person.  Staff are able to adapt	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

	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					
<b>Long Term</b>  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
<b>Short Term</b> 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 key documents pointing to SEND and accessibility	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 of key documents re-arranged	Leadership Team (MW, CS, LdH, WB, PW, HC, KE, DG)  Marketing Team (CS,KT, NB, AM)	September 2022	Key Documents can be easily accessed via the website

<p><b>Medium Term</b></p> <p>To be able to provide guidance materials to show appropriate accessibility for a range of disabilities including sensory impairments</p>	<p>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</p>	<p>To be able to provide a user friendly guide to accessibility in all the centres at RBAir</p>	<p>To identify in current marketing materials where some specific information might be added and made more prominent.</p> <p>Create a specific 'leaflet' for giving information enabling access to sensory impairments</p>	<p>SEND Team (HC,PR,LS)</p> <p>Marketing Team (CS,KT, NB, AM)</p>	<p>December 2022</p>	<p>Materials will be available to admissions to give to commissioners</p>
<p><b>Long Term</b></p> <p>To assess training needs of the organisation to manage a wider range of sensory needs across all centres</p>	<p>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.</p>	<p>To identify any long term training needs in the centres to manage appropriate adjustments to improve access to learning for all.</p>	<p>Staff to be consulted on any identified disabilities /impairments that may need more support.</p> <p>Training needs added to the School Development Plan.</p>	<p>Leadership Team (MW, CS, LdH, WB, PW, HC, KE)</p>	<p>July 2023</p>	<p>Training needs identified and key staff selected for further training.</p>