



# Red Balloon Norwich

## Accessibility Plan

Date plan last reviewed: \_\_\_\_\_

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

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## Statement of intent

This plan outlines how Red Balloon Norwich aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account a student's needs (outlined in their EHCP) and the views of parents and students. In the preparation of an accessibility strategy, Norfolk County Council (Local Authority) will have regard to the need to allocate adequate resources in the implementation of this strategy.

The trustee board also recognises its responsibilities towards employees with a disability and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Parents of students on roll
- The Head of Centre and other relevant members of staff.
- Trustees
- External partners.

## **1. Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Support Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## **2. Roles and responsibilities**

The trustee board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Head of Centre will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions or additional needs highlighted within their EHCP which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding a student's needs arise.
- Working closely with the trustee board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Head of Centre and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Head of Centre in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting students with a disability to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### **3. The Accessibility Audit**

The trustee board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the trustee board will assess the extent to which students with disabilities/EHCP can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the trustee board will assess the extent to which students with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the trustee board will assess the extent to which students with disabilities can access information on an equal basis with their peers.

When conducting the audit, the trustee board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account students' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

Aim	Current good practice	Objectives	Actions required	Person/s Responsible	When	Success Criteria
<p>Increase access to the curriculum for those with a disability</p>	<p>Adaptive curriculum tailored to meet the SEND needs of students identified in Section F (e.g. vocational options, lifestyle management and wellbeing alongside appropriate core subject intervention). This informs our tailored approach to planning, teaching, utilising resources and offering vocational and life skills opportunities.</p> <p>BKSB baseline assessment (initial assessment and diagnostics). Establishing the working level of a</p>	<ol style="list-style-type: none"> <li>1. Ensure all students have access to an individual timetable where their tailored provision is mapped.</li> <li>2. Review and implement an effective and cohesive provision mapping which provides holistic overview of students and whole school. Implement Provision Map Programme from TES.</li> <li>3. Capture student voice across</li> </ol>	<ol style="list-style-type: none"> <li>1. Widget tool to be purchased to produce visual timetables for all students to support understanding and communication of their tailored curriculum</li> <li>2. School to purchase provision map programme from TES. All staff receive CPD on how to use Provision Map programme effectively.</li> <li>3. All relevant assessment data and interventions/provisions are inputted into Provision Map</li> </ol>	<p>JC</p> <p>MA</p> <p>JC</p> <p>ND/JC</p> <p>JC</p>	<p>May 2024</p> <p>September 2024</p> <p>January 2025</p> <p>Ongoing once training in place.</p> <p>Ongoing for new students</p>	<p>All students will have a holistic profile of their needs; staff will know how and where to access this further support from the SEN Manager and use these strategies to inform planning and adapting lesson delivery to meet student needs.</p>

	<p>student helps to identify gaps in learning and support academic progress tracking (e.g. Maths, English, Science and digital literacy).</p> <p>The school offers one to one teacher support, offsite alternative provision or a blended online delivery offer with Red Balloon of the Air. These options are available for students unable to attend school due to medical reasons or disabilities.</p>	<p>learning walks and within SEN pupil profiles (Teams). Each profile to contain key information, including SEND support, recommendations on how to support the student, their Section B needs from their EHCP, including Section E outcomes, that students are working towards by the end of key stage 3 and 4.</p> <p>4. Introduce new baseline assessment tool to ensure student academic progress is being regularly captured.</p>	<p>an input in the development of their pupil profile.</p> <p>All staff provided with access to pupil profiles including updates via Microsoft Teams.</p> <p>Feedback from Learning walk and teaching and learning observations shared with SEN Manager to inform the support strategies each student requires as part of their shared profile.</p> <p>4. Provide CPD to all delivery and support staff to complete initial assessment and diagnostics for BKSB.</p> <p>Capture and review progress in core subjects to help identify any gaps in learning termly. Planning and</p>	<p>ND/JC</p> <p>RG/JC</p> <p>MA</p>	<p>November 2023</p> <p>December 2023/Ongoing</p> <p>December 2023</p>	
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Laptops and other adjustments for pupils with SEND enhance learning options within the curriculum (e.g. MS Teams and Mentimeter)	5. Install new software on student laptops.	prioritisation of curriculum topics will be informed by this data.  Purchase three year lease laptop scheme so students have updated laptop operating systems to run SEN support software.  All students issues with a current laptop with suitable speed, memory and operation system.	MA  MA	January 2024  January 2024		

## Planning duty 2: Physical environment

Aim	Current good practice	Objectives	Actions Required	Person/s Responsible	When	Success Criteria
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<p>Improve and maintain access to the physical environment for pupils with a disability</p>	<p>The school site environment is adapted to the needs of the current young people and staff as required. This includes:</p> <p>Corridor and door width          Accessible parking bay          Accessible toilets/changing facility</p> <p>Wheelchair 750mm-850mm height, with a 1400x 1400mm space adjacent for manoeuvring a wheelchair and ICT in each room</p> <p>Student needs are included in risk assessment and enrolment considerations and PEEP's and/or</p>	<p>1. Improve access to the premises for people with wheelchairs and disabilities.</p>	<p>1. Replace disabled parking with 'Accessible Parking' sign.          Ensure signage clearly visible to the right of the car park entrance.          Offer pre-sign (from car) via Inventory App for visitors and/or with vehicles requiring wheelchair access          Steps and ramps are clearly visible (painted yellow)</p>	<p>MA          MA          ND          MA</p>	<p>08/09/2023          08/09/2023          20/11/2023          23/02/2024</p>	<p>New 'Accessible Signage' installed and clearly visible.          Visitors requiring disabled access can sign in without the barrier of height restriction at the Inventory sign in screen.          Clear hazards are identifiable.</p>
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	Access Plans used where appropriate.	<p>2. Continue to improve quality of premises and school environment.</p> <p>3. Improve access to external vocational/classroom for people in wheelchairs or with disabilities.</p>	<p>Undertake annual planned refurbishment works in consultation with staff/students and wider users.</p> <p>Purchase appropriate ramps for building to use where service users/visitors require access. Ensure handrails are appropriately installed at the entrance to the new mobile cabin (located in the main car park – back entrance to the site)</p>	MA	Ongoing	The school is a welcoming and safe place for pupils and visitors.
				MA	April 2024	People in wheelchairs or with disabilities can safely access all areas of the school site.

### Planning duty 3: Information

Aim	Current good practice	Objectives	Actions required	Person/s Responsible	When	Success Criteria
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<p>Improve the delivery of information to students and parents with a disability</p>	<p>Red Balloon Norwich uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>- Internal Signage</li> <li>- Internal Displays</li> <li>- Large print resources (on request where prevalent).</li> <li>- 1-2-1 discussions and conversations</li> <li>- Reports and emails</li> <li>- Website</li> <li>- Online Learning Materials</li> </ul>	<p>1. Improve accessibility of the schools offer</p> <p>2. Improve staff and parent awareness of communication</p>	<p>1. Review accessibility of SEND Information Report and SEND Policy</p> <p>Collate student, staff and parent/carer feedback on policy accessibility (Microsoft Forms).</p> <p>In conjunction with stake holders, create an accessible version of the SEN Information Report and SEN Policy.</p> <p>Produce a school prospectus.</p> <p>2. SEN Manager and PA to Head of Centre to</p>	<p>MA/JC</p>	<p>February 2024</p> <p>June 2024</p> <p>September 2024</p> <p>April 2024</p>	<p>Prospective students and parents/carers will have a clear understanding of Red Balloon Norwich's offer.</p>
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		strategies in the school environment.	complete audit of communication strategies. All staff receive CPD training on the Bromcom parent communication system 'My Child at School' platform. Monitor and review use of strategies across whole school environment	AK/ND  MA/AK/LC/JC	February 2024  Ongoing	
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### Monitoring and review

This plan will be reviewed on an annual basis by the trustee board and Head of Centre. The next scheduled review date for this plan is September 2024. Any changes to this plan will be communicated to all staff members and relevant stakeholders.