



## RBAir Accessibility Plan

**2025-2026**

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### 1. Purpose of the Plan

The Accessibility Plan sets out how Red Balloon of the Air (RBAir) will improve access to education, the physical environment, and information for learners with disabilities, in line with the Equality Act 2010 and guidance issued by the Department for Education (DfE) on accessibility and SEND provision.

### 2. Aims

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

- increase the extent to which learners with disabilities can participate in the curriculum;
- improve the physical environment of the provision to enable learners with disabilities to take better advantage of education, benefits, facilities and services provided;
- improve the availability of accessible information to learners with disabilities.

Red Balloon of the Air (RBAir) aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners, without discrimination of any kind.

RBAir is committed to ensuring that no person is discriminated against, either directly or indirectly, because of age, disability, gender reassignment, marriage and civil partnership,

pregnancy and maternity, race, religion or belief, sex 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 learners.

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

This plan will be made available online on the RBAir website ([www.rbair.org.uk](http://www.rbair.org.uk)), and paper copies are available upon request.

RBAir is committed to ensuring its staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues, and supports any available local partnerships to develop and implement the plan. RBAir's complaints procedure covers this accessibility plan. If you have any concerns relating to accessibility in the RBAir Centres, the complaints procedure sets out the process for raising these concerns (this can be found in the Complaints Policy).

### **3. Legislation and guidance**

This document meets the requirements of Schedule 10 of the Equality Act 2010 and follows guidance issued by the Department for Education (DfE) on accessibility and SEND provision.

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.

Provisions are required to make '**reasonable adjustments**' for learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a learner with disabilities faces in comparison with a learner without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

RBAir's Accessibility Plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives Policy
- Special Educational Needs (SEN) Information Report

- SEND Policy
- Supporting Learners with Medical Needs Policy
- Complaints Policy
- Access Arrangements Process for Examinations

## 4. Action Plan 2025-26

### Improving access to the physical environment

Aim	Actions	Person / team responsible	Date to complete	Success criteria
<b>Short term</b>  To ensure that learners with any mobility issues are able to fully access RBAir's Centre in Cambridge.	Ensure that the spaces are best organised to improve access for those with walking aids – i.e. crutches or those with limited time out of a wheelchair.  Access ramp to be installed.  A covered walkway to be fitted to ensure those with mobility issues can use the exterior of the building to move from one classroom to another without getting wet when raining.	Head of Centre  Compliance Lead  SLT  SEND Team	October 2025	The leadership team agree a scheme of works with a timeframe and budget allocation, scheduled throughout the summer holiday 2025.
<b>Medium term</b>  To plan for any further adaptations to add a wider range of teaching spaces to accommodate diverse learning needs at RBAir's Centre in Cambridge.	To complete a 'room use' assessment to determine any further access needs.	Head of Centre  Compliance Lead  SLT  SEND Team	February 2026	All buildings are compliant with health and safety and disability legislation.  Learners access to buildings can be made independently.

<b>Long term</b>  Convert the barn to an accessible art studio / work-based learning environment.	To include all provision on one floor, a bespoke workshop will be added to the working spaces for learners.	Head of Centre Compliance Lead SLT SEND Team	July 2027	Both creative and work-related skills workshop will be available to all learners on the ground floor.
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## Improving access to the curriculum

Aim	Actions	Person / team responsible	Date to complete	Success criteria
<b>Short term</b>  To ensure that adaptations are made to the online delivery method and core subjects' schemes of work for learners with cognitive and sensory impairment.	Changes to policy to be made regarding use of camera during online sessions so that learners can lip read.  Staff to use Teams Audio combined with subtitles.	Head of Centre Assistant Headteacher for Curriculum SEND Team	October 2025	Learners report that access to sessions is easy and that their learning has progressed as a result of improved access.
<b>Medium term</b>  To adjust communication scripts in sessions with neurodiverse learners to ensure engagement in sessions.	Use observation data to understand when neurodiverse learners disengage.  Develop scripts to support engagement when there is challenge	SEND Team Heads of Department / Subject Leads	January 2026	Engagement for targeted young people has improved.

<p>To develop the trips and visits programme to accommodate more diverse learners.</p>	<p>or when a learner cannot express the difficulty.</p> <p>Add scripts to IPP.</p> <p>Design a programme for the year incorporating all needs across a range of visits.</p> <p>Conduct a learner survey regarding reasons for not signing up for a particular activity.</p> <p>Operate a programme in relation to feedback.</p>	<p>Assistant Headteacher for SEND / Pastoral and Community</p> <p>Link Mentor for social re-engagement</p>	<p>May 2026</p>	<p>Engagement in social re-engagement sessions and offer has increased by 25%.</p>
<p><b>Long term</b></p> <p>To re-design the curriculum around a diverse population as a result of being a registered provision.</p>	<p>Review of the Independent Schools Audit in relation to adaptation to all aspects of curriculum.</p> <p>Re-design Schemes of Work.</p> <p>Training for staff in delivering face-to-face learning in the setting, understanding the full extent of 'reasonable adjustments'.</p>	<p>The Advisory Board</p> <p>Head of Centre</p> <p>SLT</p> <p>Heads of Department / Subject Leads</p> <p>SEND Team</p>	<p>January 2026</p>	<p>The curriculum is in line with the requirements of Ofsted standards.</p>

## Improving access to information

Aim	Actions	Person / team responsible	Date to complete	Success criteria
<b>Short term</b> To ensure that all materials are updated and easy to locate on the RBAir website and fulfil compliance for registration.	Identify key documents and share relevance with Marketing Team.  Location on website of key documents re-arranged.	Leadership Team  Fundraising, Comms and Marketing (FMC) Team	September 2025	Key documents can be easily accessed via the website and monitoring deems the information to be compliant.
<b>Medium term</b>  To be able to provide guidance materials to show appropriate accessibility for a range of disabilities including sensory impairments.	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  FMC Team	January 2026	Materials will be available to admissions to give to families.
<b>Long term</b>  To adapt materials/processes and organisational structures to ensure that the specific needs of learners over 18 are accommodated.	Write a rationale for describing processes and practice for learners and families who are 18+.  Appoint an 18+ role to aid learners' access to support.	Head of Centre  SEND Team  Admissions  Leadership Team	April 2026	Policy and practice regarding the access needs of the 18+ cohort will be in place; young people will feel informed and empowered to self-advocate and in the wider community.

	Generate a policy for all stakeholders reflecting the unique characteristics of the 18+ cohort.			
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## **5. Monitoring arrangements**

This document will be reviewed annually. It will be reviewed by the Equality and Diversity Group and approved by the Head of Centre.