

Accessibility plan



POLICY DOCUMENT CONTROL BOX	
Policy title	Accessibility Plan
Policy owner (including job title)	Kim Anderson, Head of Centre
RB Worthing Approving Body	Governing Body
Policy created/updated	Created August 2022 – updated January 2026
Date of next review	January 2029
Responsible Governor	Chair of Governors

Contents

1. Aims of the plan	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	7

1. Aims

Centres 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 Centre 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

Our Centre 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 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. The Centre seeks to create a welcoming, inclusive community and accessible learning environment for all its learners.

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

Our Centre is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Centre supports any available partnerships to develop and implement the plan including working with Brighton & Hove and West Sussex Local Authorities.

Our Centre's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in Centre, 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 learners, parent/carers, volunteers, staff and governors of the Centre.

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 Centres 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.

Centres 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.

The 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**

3. Action plan

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

AIM	CURRENT PRACTICE	GOOD	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 		<p>To enable all learners to make good progress</p> <p>Learners feel empowered and involved in their learning</p> <p>Learners see themselves reflected in the world</p> <p>To ensure all learners have equal opportunities and access to the curriculum</p> <p>Ensure targets set are achievable but also provide challenge</p> <p>To investigate provision of Post-16 curriculum</p>	<p>Full curriculum review</p> <p>Provide regular opportunities for learner voice: student council, mentor meetings, IEP reviews.</p> <p>Purchase of resources</p> <p>Tracking and monitoring procedures in place across the Centre and Trust</p> <p>Bi-annual GL assessments; Yellis and Midyis held on arrival and at KS4.</p> <p>Liaise with WSCC around need and accommodation.</p>	<p>Head of Centre, AHT T & L</p> <p>AHT SENDCO</p> <p>AHT SENDCO</p> <p>Head of Centre, AHT T & L</p> <p>AHT T & L</p> <p>AHT SENDCO</p> <p>SLT</p>	<p>May 2026</p> <p>Ongoing termly reviews</p> <p>April 2026</p> <p>Oct and June Annually</p> <p>Dec 2025 – meeting with WSCC Commissioners</p>	<p>Exam outcomes, assessment outcomes</p> <p>Learners are engaged with learning and find resources relevant to their lives</p> <p>Learner voice is positive</p> <p>Data shows all learners are accessing the curriculum</p> <p>Learners meet or exceed their Yellis targets. Progress is shown in Wellbeing, Reading and Writing assessments.</p> <p>Approval from WSCC Commissioners to proceed.</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<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 toilets and changing facilities <p>Health and Safety Officer conducts weekly checks</p>		<p>All learners to have full access to resources in the Centre.</p> <p>Health and 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 services annually in line with Loler regulations</p> <p>To maintain a clear and safe pathway to the new Bothy</p>	<p>Deputy Head of Centre</p>	<p>Weekly review</p> <p>Annually</p> <p>Monthly</p>	<p>All areas of site are safely accessible for all</p> <p>Lift is fully functioning safely and compliant with Health and Safety regulations</p>
<p>Improve the delivery of information to learners with a disability</p>	<p>Our Centre 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 		<p>All staff and learners to be able to communicate effectively in the Centre</p>	<p>Ensure appropriate signage is displayed</p>	<p>Deputy Head of Centre</p> <p>AHT SENDCO</p>	<p>As required</p>	<p>All members of the Centre can communicate their needs effectively</p>
<p>Increase access to out of Centre activities</p>	<p>Learners using wheelchairs can attend outdoor activities wherever possible</p> <p>Learners with SEND can attend out of Centre activities</p>		<p>To review procedures on outings regularly to ensure all learners can access trips and visits</p>	<p>Risk assessments are thorough, and are reviewed regularly</p> <p>Pre-visit checks are undertaken where appropriate</p>	<p>SLT,</p> <p>Trips and Visits Coordinator</p>	<p>As required.</p> <p>Risk assessment templates reviewed annually</p>	<p>All learners can access trips and visits.</p> <p>Safety is maintained at all times.</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Provide access for all learners to support with transition in order to access the Centre after long holidays/breaks	<p>Staff discuss impact of transitions with learners before and after these periods.</p> <p>Intensive monitoring and mentoring</p> <p>Summer Keeping In Touch Days</p>		To help learners prepare for changes in routine and return to the Centre after the Summer holidays	<p>Continue to offer days in the Summer break for learners to visit the Centre.</p> <p>Introduce social stories around transition</p>	AHT SENDCO SLT	Summer 2027 and 2028	<p>Reduced anxiety around transition periods.</p> <p>High attendance to Summer days.</p>
Ensure learners and staff are able to make best use of technological resources	<p>Digital Champion in post.</p> <p>Training is provided for CPOMS and other digital platforms.</p>		To upskill staff and teach learners how to use AI and technology to improve performance and outcomes.	<p>Appoint a new Digital Champion as required.</p> <p>Introduce digital resources to support SEND learners.</p> <p>Appoint ICT teacher.</p>	SLT	July 2026	<p>Staff and learners feel confident using digital resources.</p> <p>Outcomes for learners improve.</p>

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 body.

It will be approved by the governing body.