

## School Equalities and Accessibility Objectives 2020-2021

Camden LA Accessibility Audit completed 30/09/2019 to facilitate this process

Target	Strategies	Time-scale	Responsibility	Outcomes	Impact
<b>Section 1: Disability Awareness /training (Curriculum, Environment, Communication)</b>					
School training system to show increased staff confidence (across all staff across the school) to support learners with increasingly complex disabilities and learning needs	<ul style="list-style-type: none"> <li>Planned, targeted CPD</li> <li>Effectiveness of input and improvement to T+L tracked following CPD</li> <li>Staff offered opportunities to carousel different cohorts</li> </ul>	On-going and as required	Leadership team Nest leads	<ul style="list-style-type: none"> <li>New staff are 'classroom ready' before starting.</li> <li>Staff who are confident to work in any classroom.</li> <li>Staff confident to work to support any learner.</li> <li>Equity of provision and T+L across cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>Confidence in working with children and young people with complex health and learning needs; expertise across teams/nests/key stages</li> <li>Confirmed through school monitoring systems linked to governing body and external verification (SIP Visits, Challenge Partners QA Review 2020).</li> </ul>
<b>Section 2: How does you school deliver the curriculum (Curriculum and Environment)</b>					
All classes use differentiation and personalisation strategies to meet the individual needs of learners and create an effective climate for learning in every classroom	<ul style="list-style-type: none"> <li>Curriculum planning and support facilitated by the middle leadership team and nest leads</li> <li>Planned training sessions throughout the academic year</li> </ul>	2019-20	Head of school Assistant Heads for Upper and Lower Schools Leadership Team and Nest leads	<ul style="list-style-type: none"> <li>Staff know what 'learning' looks like for each learner and what they need to do to support this.</li> <li>Every classroom creates and effective climate for learning for each pupil</li> </ul>	<ul style="list-style-type: none"> <li>All teams have embedded effective climate for learning for all students ensuring that personalised and complex needs are met</li> <li>Learning environments facilitate pupil independence, communication and choice.</li> <li>Pupil progress increased across core curriculum subjects</li> </ul>

					<p>linked to cognition and communication.</p> <ul style="list-style-type: none"> <li>Confirmed through school monitoring systems linked to governing body and external verification (SIP Visits, Challenge Partners QA Review 2020).</li> </ul>
Every learner is offered the opportunity to go on at least one residential visit during their school career.	<ul style="list-style-type: none"> <li>Trips and Visits are planned by theme and cohort</li> <li>Trips and visits are regularly monitored to ensure equity of offer.</li> </ul>	Ongoing	Head of school Assistant Heads for Upper and Lower Schools	<ul style="list-style-type: none"> <li>Trips are planned by key stage and theme with an expectation of them happening for all learners.</li> <li>Every learner is offered to attend a residential once in their school career.</li> </ul>	<ul style="list-style-type: none"> <li>Carefully planned and facilitated school trips (day trips and local trips) that support pupils in developing personalised learning intentions.</li> <li>Elevated set of trips and visits through school charity funding.</li> <li>Residential trips paused due to Covid 19.</li> </ul>
<b>Section 3: How does the school deliver materials in other formats for anyone who needs it (Communication and Environment)</b>					
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information.	<ul style="list-style-type: none"> <li>Annual review information to be as accessible as possible</li> <li>Review information to parents/carers to ensure it is accessible.</li> <li>Ensure website and all document accessible via the school website can be accessed by the visually impaired.</li> </ul>	2019-20	Leadership team	<ul style="list-style-type: none"> <li>Learner communication passports on doors to show communication methods used by class</li> <li>Pupil passports to represent pupil voice in AR's/ EHCPs, but for all learners where appropriate to have access to written feedback and participation</li> <li>Parent council to identify information needs</li> <li>Signage to be examined.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent and meaningful communication and collaboration between parents, carers and class teams.</li> <li>Suite of communication to promote access and engagement: Weekly Newsletter; Parent Council; Family Learning Days; Family Inclusion Team workshops; website, email text communication.</li> <li>Parents/carers receive regular information</li> </ul>

					<p>from class teams on effective communication and behaviour for learning strategies to implement on the home setting.</p> <ul style="list-style-type: none"><li>• Effective communication systems that support pupil communication skills shared with parents and carers. Communication books, communication systems and specific AAC sent home and regularly reviewed with MAST.</li><li>• School website holds key links and guides for families to use especially related to virtual learning during Covid 19.</li></ul>
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