

School Equalities and Accessibility Objectives 2022-2023

Senior Team / Governing Board review completed July 2022 to confirm 2022-2023 Objectives

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

					<ul style="list-style-type: none"> Confirmed through school monitoring systems linked to governing body and external verification (SIP Visits, Challenge Partners QA Reviews).
Every learner is offered the opportunity to go on at least one residential visit during their school career.	<ul style="list-style-type: none"> Trips and Visits are planned by theme and cohort Trips and visits are regularly monitored to ensure equity of offer. 	Ongoing	Assistant Principals for Upper and Lower Schools Leadership Team and Nest leads	<ul style="list-style-type: none"> Trips are planned by key stage and theme with an expectation of them happening for all learners. Every learner is offered to attend a residential once in their school career. 	<ul style="list-style-type: none"> Carefully planned and facilitated school trips (day trips and local trips) that support pupils in developing personalised learning intentions. Elevated set of trips and visits through school charity funding. Residential trips paused due to Covid 19. (scheduled to re-start Spring 2022)
Section 3: How does the school deliver materials in other formats for anyone who needs it (Communication and Environment)					
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"> Annual review information to be as accessible as possible Review information to parents/carers to ensure it is accessible. Ensure website and all document accessible via the school website can be accessed by the visually impaired. 	On-going	Leadership team	<ul style="list-style-type: none"> Learner communication is clearly visible on PLIMs along with identified PBS strategies. Pupil passports to represent pupil voice in AR's/ EHCPs, but for all learners where appropriate to have access to written feedback and participation Signage to be examined. 	<ul style="list-style-type: none"> Consistent and meaningful communication and collaboration between parents, carers and class teams. Suite of communication to promote access and engagement: Weekly Newsletter; Parent Council; Family Learning Days; Family Inclusion Team workshops; website, email text communication. Parents/carers receive regular information from class teams on

					<p>effective communication and behaviour for learning strategies to implement in the home setting.</p> <ul style="list-style-type: none">• 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.• School website holds key links and guides for families to use especially related to virtual learning during Covid 19.
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