

## School Equalities and Accessibility Objectives 2023-2024

Senior Team / Governing Board review completed July 2023 to confirm 2023-2024 Objectives

Target	Strategies	Time-scale	Responsibility	Outcomes	Impact
<b>Section 1: Disability Awareness /training (Curriculum, Environment, Communication)</b>					
<p>Programme for newly inducted staff to access the school and multi-agency Autumn, Spring, and Summer professional development sessions and workshops.</p> <p>Professional Learning Community model cycle of evaluation to identify and arising priorities - with scope to implement any priority training through weekly Thursday morning training sessions.</p>	<ul style="list-style-type: none"> <li>Recruitment process includes audit of skills and experience in SEN/D</li> <li>Planned, targeted CPD</li> <li>Effectiveness of input and improvement to T+L tracked following CPD</li> </ul>	<p>Within first 4 weeks of induction into the school for all staff (teacher, teaching assistant, SEN Care Assistant, Business Team, Support Staff)</p>	<p>HR Leadership Team Team Leads</p>	<ul style="list-style-type: none"> <li>New staff are 'classroom ready' with confidence through combination of training and mentoring</li> <li>Capacity building aligns to core values and curricular principles</li> </ul>	<ul style="list-style-type: none"> <li>Confidence for new staff 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 Reviews).</li> </ul>
<b>Section 2: How does you school deliver the curriculum (Curriculum and Environment)</b>					
<p>Curriculum has 5 pathways across all key stages to promote personalised learning, linked to Education, Health, and Care Plan themes for goals.</p> <p>All classes use differentiation and personalisation strategies to meet the individual needs of learners and create an effective climate for learning in every classroom.</p>	<ul style="list-style-type: none"> <li>Curriculum planning and support facilitated by the middle leadership team and Professional Learning Community cluster of classes leads (NEST leads)</li> <li>Core Professional Development day includes a focus on curriculum pathways, and twin pillars of communication and cognition.</li> </ul>	<p>Termly cycle</p>	<p>Middle Leaders (Teaching and Learning Responsibilities for each curriculum pathway, both pillars of the curriculum, PBS team leads)</p> <p>Assistant Principals Lower, Upper, Sixth Form, Pastoral</p>	<ul style="list-style-type: none"> <li>Staff know what meaningful and challenging 'learning' looks like for each learner and what they need to do to support this.</li> <li>Every classroom creates and embeds an effective climate for learning for each pupil</li> </ul>	<ul style="list-style-type: none"> <li>Learning environments facilitate pupil independence, communication and choice leading to pupil outcomes.</li> <li>Confirmed through school monitoring systems linked to governing body and external verification (SIP Visits, Challenge Partners QA Reviews).</li> </ul>

<p>Every learner is involved in a programme of community based learning across Autumn, Spring, Summer Term to promote visibility across the local community through the curriculum.</p> <p>Key partners and third-sector specialists provide targeted workshops in the school environment known to the pupils.</p>	<ul style="list-style-type: none"> <li>• Trips and Visits are planned by theme and cohort</li> <li>• Programme is developed to integrate the Equalities, Diversity, Inclusion national calendar of key dates</li> <li>• Trips and visits are regularly monitored to ensure equity of offer.</li> </ul>	<p>Termly cycle of planning, implementation, and review.</p>	<p>Middle Leaders (Teaching and Learning Responsibilities for each curriculum pathway, both pillars of the curriculum, PBS team leads)</p> <p>Assistant Principals Lower, Upper, Sixth Form, Pastoral</p>	<ul style="list-style-type: none"> <li>• Trips are planned by key stage and theme</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully planned and facilitated school trips (day trips and local trips) that support pupils in contextualising learning</li> <li>• Elevated set of trips and visits through school charity funding.</li> </ul>
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**Section 3: How does the school deliver materials in other formats for anyone who needs it (Communication and Environment)**

<p>The school ensures all classes have a Literacy and Communication Profile which is known to the class team, multi-agency teams, parents/carers, visiting professionals, and supportive for parents/carers. This ensures appropriate and relevant communication methods (from ATAAC, Widgets, PECS, eye gaze, etc promoting Total Communication).</p> <p>Materials within the school are also personalised to ensure stakeholders have the appropriate type of material to promote equitable access.</p>	<ul style="list-style-type: none"> <li>• Literacy and Communication Profile is quality assured and signed off by Assistant Principals in readiness for new academic year.</li> <li>• Employed staff are experts in the field</li> <li>• Access to specialist software and associated training to utilise the materials makers</li> <li>• Ensure website and all document accessible via the school website can be accessed using the additional functions for accessibility (full suite purchased and built in).</li> </ul>	<p>Half termly cycle</p> <p>New pupil/parent/carer, new staff that may be mid-half term will be supported through the transition process.</p>	<p>Senior Team</p>	<ul style="list-style-type: none"> <li>• Learner communication and PBS goals are clearly visible on PLIMs and associated planning, target, assessment systems.</li> <li>• Signage across the school is accessible</li> <li>• Individualised technology is coordinated with MDT</li> <li>• Multi-agency working ensures appropriateness of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent and meaningful communication and collaboration between parents, carers and class teams.</li> <li>• Effective communication systems that support pupil communication skills shared with parents and carers. Communication books, communication systems and specific AAC regularly reviewed with MDT</li> <li>• Parent/carer feedback informs developments and next steps.</li> <li>• Learning walk provides short term and medium term impact measures to inform best practice sharing across teams.</li> </ul>
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