

School Equalities and Accessibility Objectives 2024-2025

Target	Strategies	Time-scale	Responsibility	Outcomes	Impact
Section 1: Disability Awareness /training (Curriculum, Environment, Communication)					
<p>Programme for newly appointed teachers to access induction in Summer 2024 with core modules in advance of start of role. This programme includes developmental understand of the SCS professional learning community to promotes active reflective inquiry of disability and accessibility for all pupils with additional needs.</p>	<ul style="list-style-type: none"> Recruitment process includes timeline for planned, targeted induction modules with leadership team and peer mentors. First half term includes mentor support through line manager to consolidate understanding of school processes. Termly process to support understanding of curriculum frameworks across the first year of teaching at SCS. 	<p>May 2024</p> <p>October 2024</p> <p>Termly with line manager</p>	<p>HR Team</p> <p>TLR Teaching and Learning</p> <p>TLR Pathway Leads</p>	<ul style="list-style-type: none"> New teachers are 'curriculum ready' with confidence through core intent and curriculum vision within handbooks Developing understanding of core principles for teaching and learning through ongoing professional development, and autonomy with expertise. Developing understanding of reflective inquiry culture for practice development and curriculum personalisation. 	<ul style="list-style-type: none"> Confidence for new teachers working with children and young people with complex health and learning needs within this school design and provision model; increased expertise across teams Confirmed through transition and induction process of new cohort of pupils across September 2024.
Section 2: How does you school deliver the curriculum (Curriculum and Environment)					
<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 sensory audit tool developed in</p>	<ul style="list-style-type: none"> Curriculum planning and handbooks, facilitated by the middle leadership tema and Professional Learning Community. Use of the audit tool utilised by all teams in previous academic 	<p>Termly cycle</p>	<p>Senior and Middle Leaders</p> <p>Teachers</p> <p>PBS Team</p>	<ul style="list-style-type: none"> Staff know what meaningful and challenging 'learning' looks like for each learner and what they need to do to support this through the curriculum handbooks Every classroom creates and embeds an 	<ul style="list-style-type: none"> Learning environments facilitate pupil independence, communication and choice leading to pupil outcomes. Confirmed through school monitoring systems linked to governing body and

2023-2024 to ensure capable environments and sensory regulation climates in every classroom.	year: ownership of the self-evaluation for implementation of agreed criteria.			effective climate for learning, engagement, and outcomes for each pupil	external verification (SIP Visits, Challenge Partners QA Reviews).
<p>Accessibility through capital changes</p> <ul style="list-style-type: none"> -additional hoists due to increase in pupils with mobility needs -additional key stage 3-5 WCs at ground level due to increase in pupils secondary age vs primary age following decrease in EYFS provision. 	<ul style="list-style-type: none"> • Procurement through PFI Contract • Financial application to governing board committee • Local Authority approval of costs 	August 2024	LA / PFI Contract	<ul style="list-style-type: none"> • Accessible environments 	<ul style="list-style-type: none"> • Pupils able to utilise their new classroom / learning zones following increase in upper school provision.
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 in place for start of year using the SCS model.</p> <p>2024-2025 will include the baseline evaluation of pupils through our SCS Communication Matrix to inform access, environment, and pedagogical approaches. This aligns to delivering materials in 'other formats' through the lens of our pupils.</p>	<ul style="list-style-type: none"> • Literacy and Communication Profile is quality assured to align to Curriculum Intent of pathway • Communication Matrix developed by school with Multi Disciplinary Team evaluation • Pilot to evaluate use of matrix for engagement, stretch, and challenge strategies. 	<ul style="list-style-type: none"> • Literacy and Communication Profile is signed off by Assistant Principals July 2024. • Communication Matrix developed / evaluated September 2024 • Training day aligns to capacity building matrix categories with teachers October 2024. • Application of communication matrix November 2024-March 2025. • Evaluation of impact May 2025-July 2025. 	Leadership Team Teachers Multi-Disciplinary Team specialists	<ul style="list-style-type: none"> • Pathway specific criteria for total communication. • Outcomes for pupils aligns to EHCP and PBS Goal related priorities • Pupil voice / Pupil choice aligned to communication matrix in final phase 	<ul style="list-style-type: none"> • Consistent personalised models of communication tools within school. • Potential application of communication tools for the home environment of pupils.