



RPT Equality and accessibility objectives 2026-27

Target	Strategy	Timescales	Responsibility	Outcomes	Impact
Disability awareness (Curriculum, environment, communication)					
Induction programmes in place at all RPT schools for all new class based staff to understand the wide needs of pupils.	Mentor support Induction timetable Probation meetings	December 2025	Headteachers	New staff are able to meet needs by ensuring EHCPs are informing intervention New staff are adapting the RPT curriculum to effectively meet learning needs PIP targets are appropriately set and monitored	All pupils make good/ excellent progress in achieving bespoke targets relating to curriculum and EHCP.
All staff to receive annual training/ updates in safeguarding, supporting behaviour, risk assessment, medical and communication needs.	OT and SaLT Service Delivery Models Induction timetable INSET timetables CPD timetable	December 2025	Headteachers	Pupil needs are well managed and schools effectively mitigate risk.	All pupils are safe and

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Curriculum					
Curriculum promotes personalised learning for all RPT pupils linked to EHCP goals.	Fluid curriculum pathways that promote access for all pupils Expert subject leadership	July 2027	SLTs Class teachers Support staff Assessment Leads	Pupils are engaged and enjoying their learning. Pupils are proud of their achievements and this can be evidenced in a variety of ways.	PLG target achievement is good/ excellent
MAST and inclusion teams promote access to the curriculum for all pupils regardless of need.	OT Service Delivery Model OT Service Delivery model Related policies and procedures	December 2026	Therapy and Inclusion staff SLTs Assessment Leads	MAST and inclusion teams are optimising the potential for each pupil to make progress, enjoy learning and gain a positive self-image.	Pupils enjoy coming to school, experience positive relationships and participate effectively in their learning.
To use data to identify intervention that support the educational progress of pupils from a range of ethnic groups.	Assessment data Data analysis	December 2026	Assessment Leads EDOS LABs Trust Board	All pupils regardless of ethnic identity will achieve PIP targets.	Pupils will make good/ excellent progress regardless of their ethnic identity.
Schools to ensure the curriculum, resources and learning environment is reflective of the cultural diversity of their school.	Learning environment Policies Curriculum documents EDI policy	Ongoing review	Curriculum leads Head teachers EDOS	Pupils will demonstrate that they have aspiration, positive self-esteem and feel included within their school and peer relationships.	Schools will be inclusive, welcoming environments for all where pupils feel confident and able to participate in all aspects of learning.
The Avenue School					
Reinforce non-negotiables in the	Learning Walk Autumn 1 feedback	Beginning Aut 1 with regular review	SLT MAST Team	Pupils are supported effectively to achieve	Pupils will achieve well, be happy at

classroom environment such as visuals, communication aids, PLGs, medical information so that all staff are aware and promoting individuals to love, learn, laugh.	Staff handbook MAST advise/ support Inclusion advice and support		Class teachers	PLG targets relating to EHCPs and wider personal development including transitions, routines and independence.	school and become better able to regulate and participate in learning.
Ensure that the curriculum promotes EDI initiatives to reinforce a strong, positive EDI culture.	Ensure representation from The Avenue School at EDI meetings	July 2027	Senior Leaders	The school culture will be enhanced for all pupils, families and staff	Reinforced sense of belonging for all.
Manor School					
To achieve the Equality Award (Silver)	Embedding a whole-school approach to equality, diversity, and inclusion that demonstrably	March 2027	Senior Leaders Governors	Strengthened understanding and practice. Reduced gaps in parity of opportunity, progress, and participation for groups of pupils.	Improved pupil outcomes
To develop EDI links within the curriculum.	Ensure opportunities are embedded within the curriculum that promote EDI	July 2027	Senior Leaders	The school culture will be enhanced for all pupils, families and staff	Reinforced sense of belonging for all.
Wembley Manor School					
To create a supportive and respectful learning environment that prepares students for a diverse	Build an inclusive school culture that provides opportunities for cross-cultural and peer interactions.	July 2027	Headteacher Senior Leadership Team EDI Lead Family & Inclusion Practitioner	Achieve the equalities mark-Bronze Diverse external professionals from	The school has tangible data and policies to represent a learning

<p>world by embedding EDI into the school's culture, curriculum, achievement and policies.</p>	<p>Ensure an inclusive curriculum that celebrates the diversity of our community</p> <p>Ensure strong anti-bullying policies that focus upon inclusion & Engage families and community in EDI initiatives.</p> <p>Ensure that feedback and strategy from the EDI steering group adds value within the school community, analysis is shared with LAB members to provide oversight, scrutiny and contribute to strategy where appropriate.</p>		<p>Director Inclusion</p>	<p>minority groups visit the students</p> <p>Opportunities for students to participate in a diverse range of cultural experiences</p> <p>Achieve the anti-bullying alliance award</p> <p>Expertise within the community are leveraged for the school and wider community to promote social mobility and access.</p>	<p>environment that prepares students for a diverse world.</p> <p>EDI is by embedded into the school's culture, curriculum, achievement and policies and can be evidenced.</p>
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