

RPT/The Avenue Equality and accessibility objectives 2026-27

RPT					
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					
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Reinforce non-negotiables in the classroom environment such as visuals, communication aids, PLGs, medical information so that all staff are aware and promoting individuals to love, learn, laugh.	Learning Walk Autumn 1 feedback Staff handbook MAST advise/ support Inclusion advice and support	Beginning Aut 1 with regular review	SLT MAST Team Class teachers	Pupils are supported effectively to achieve PLG targets relating to EHCPs and wider personal development including transitions, routines and independence.	Pupils will achieve well, be happy at 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.