



## RPT Equality and accessibility objectives 2025-26

Target	Strategy	Timescales	Responsibility	Outcomes	Impact
<b>Disability awareness (Curriculum, environment, communication)</b>					
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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<b>Curriculum</b>					
Curriculum promotes personalised learning for all RPT pupils linked to EHCP goals.	Fluid curriculum pathways that promote access for all pupils Expert subject leadership	May 2026	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.	PIP 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 2025	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	October 2025	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.
<b>School specific target – environment</b>					

**Wembley Manor School**

<p>To create a supportive and respectful learning environment that prepares students for a diverse world by embedding EDI into the school's culture, curriculum, achievement and policies.</p>	<p>Build an inclusive school culture that provides opportunities for cross-cultural and peer interactions.</p> <p>Create an inclusive curriculum that celebrates the diversity of our community</p> <p>Develop strong anti-bullying policies that focus upon inclusion &amp; 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>July 2026</p>	<p>Headteacher Senior Leadership Team EDI Lead Family &amp; Inclusion Practitioner Director Inclusion</p>	<p>Achieve the equalities mark-Bronze</p> <p>Diverse external professionals from 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>The school has tangible data and policies to represent a learning environment that prepares students for a diverse world.</p> <p>EDI is by embeded into the school's culture, curriculum, achievement and policies and can be evidenced.</p>
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